

# Focus Groups on Health Canada's Healthy Eating Visual Look and Feel for Children and Teens (HCPOR-20-11)

## Final Report

Prepared for Health Canada

Prepared by Narrative Research  
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For more information, please contact: [hc.cpab.por-rop.dgcap.sc@canada.ca](mailto:hc.cpab.por-rop.dgcap.sc@canada.ca)

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# Focus Groups on Health Canada's Healthy Eating Visual Look and Feel for Children and Teens (HCPOR-20-11)

Final Report

## Prepared for Health Canada

Supplier Name: Narrative Research

January 2021

This public opinion research report presents the results of focus groups conducted by Narrative Research on behalf of Health Canada. The research entailed a total of 24 online focus groups, namely four groups in each of six regions (Atlantic Canada, Quebec, Ontario, Prairies, British Columbia, and North (including the territories and northern regions of the provinces)). In each region, one group was conducted with each of four audiences, with parental consent where needed: children 8-10 years old; children 11-12 years old; teens 13-15 years old; and teens 16-18 years old. Each group included a mix of gender, age (within range), household income, household situation, cultural background and locations (within regions). The research was conducted between December 16, 2020 and January 7, 2021.

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## Executive Summary

Narrative Research Inc.

Contract Number: HT372-203672/001/CY

POR Registration Number: 064-20

Contract Award Date: November 26, 2020

Contracted Cost: \$101,304.50

## Background and Research Methodology

Health Canada is developing sub-brands of its recently-released Canada's Food Guide (CFG), specifically aimed at supporting awareness, knowledge and use of the CFG and long-lasting healthy eating habits among two priority populations, namely children (8-12 years) and teens (13-18 years). These distinct branding efforts, built on the existing CFG look and feel, are intended to appeal to children and teens directly, promoting CFG in a youth-friendly manner, and will be applied in a series of print, digital and collateral pieces.

The main objective of this research was to inform the creative development of the two distinct sub-brands by leveraging successful and recognizable components of the CFG brand, while at the same time, ensuring that the look and feel of any new activities, tools and resources are relevant and relatable to these younger target audiences.

Specific research objectives related to the sub-brand development included:

- To gather feedback on the expanded brand concepts, including visuals, and identifiers;
- To explore overall reactions to the sample creatives (graphics, images, worksheets/factsheets);
- To assess the general effectiveness of the graphics/images used;
- To test whether the creative approach/content is deemed appropriate and relevant to each target audience;
- To determine if the creative approach and colours are attention-grabbing and engaging the target audience;
- To determine overall memorability and appeal; and
- To elicit suggestions for potential changes to ensure creatives engage and resonate with the target audiences.

To achieve these objectives, a qualitative research approach was undertaken. This entailed a total of 24 online focus groups conducted on December 16-17, 2020 and January 5-7, 2021 across six locations (Atlantic, Quebec, Ontario, Prairies, British Columbia, and North (including territories and northern areas of provinces)). In each location, one focus group was conducted with each of the following four audiences: children 8-10 years old; children 11 or 12 years old; teenagers 13-15 years old; and teenagers 16-18 years old. Each group included a mix of ages (within range), gender, household income, household



situation and locations (mix of urban, rural and remote areas). Where possible, a mix of cultural or ethnic background was included.

Group discussions were held in English with the exception of those in Quebec which were conducted in French. Sessions with children aged 8-12 lasted one hour and participants were each provided an incentive of \$75, while sessions with teenagers 13-18 years old lasted 90 minutes, with an incentive of \$100 being provided. Across all groups, a total of 192 individuals were recruited and 155 participated. More specifically, participation totalled 60 children 8-12 years old and 95 teenagers 13-18 years old. One additional participant was incentivized as a standby respondent who did not take part in the session.

All participants were recruited per the recruitment specifications for the Government of Canada. Recruitment was conducted through qualitative panels stored on Canadian servers, with follow up calls to confirm the details provided and to ensure quotas were met. This report presents the findings from the study. Caution must be exercised when interpreting the results from this study, as qualitative research is intended to be directional only. Results cannot be attributed to the overall population under study, with any degree of confidence.

### Political Neutrality Certification

I hereby certify as a Representative of Narrative Research that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Directive on the Management of Communications. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate or ratings of the performance of a political party or its leaders.

Signed

\_\_\_\_\_  
Margaret Brigley, CEO & Partner | Narrative Research

Date: January 26, 2021

### Key Findings and Conclusions

The following summarizes the key findings and conclusions from the *Focus Groups on Health Canada's Healthy Eating Visual Look and Feel for Children and Teens* (POR-064-20) research study.

#### Healthy Foods and Beverages

For both children and teenagers, parents and school are important sources to help inform nutritional choices. Teenagers also rely on other significant adults' opinions, such as coaches or other family members. In addition, many teenagers (and a few children) base their choices of healthy foods and drink on the product labels (including the nutritional facts table and the list of ingredients), promotional materials, social media, as well as their own investigations online.



Familiarity with Canada's food guide varies, and increases with age. Children 8 to 10 years old exhibit limited awareness of the guide, while for the most part, older children and teenagers report having heard of the guide as part of the school curriculum. The food guide is, however, less frequently used outside of the school setting to reference nutritional choices. That said, many teenagers mentioned that their current food and drink choices are influenced, either consciously or not, by food guide concepts they have learned in the past.

### **Brand Concepts for Children**

Of the two brand concepts presented to children, Approach 1 was slightly preferred over Approach 2 because of the strong visual appeal of its food and drink imagery, inclusion of a real person, and its mix of real imagery and animation/drawings. Showing a slightly older child and the addition of bolder, brighter colours would broaden this concept's reach.

The Approach 1 concept's cheerful and playful design was appealing to children, as was the use of a variety of fruits and vegetables. The varied water bottle designs/ visuals and the completeness of their colour design held particular appeal, while reinforcing and encouraging water consumption. The mixture of real images and animation/drawings was well liked by most, and contributed to the concept effectively grabbing attention. While the faces on the fruits were considered cute and attractive, some felt they were childish and appealed to a younger audience. Showing a real boy in the poster created personal relevance, especially for the younger cohort, while older children felt the boy reflected someone younger than themselves.

Approach 2 was well liked for its sketching design and vibrant colours, although its sporadic and unstructured use of colour received a mixed reaction. While the use of both real imagery and drawings was criticized by some, this concept held a broader age reach. Many children enjoyed seeing the drawings of people, fruits and vegetables, although some questioned why the drawings were left uncoloured. Across locations, some children preferred to see cartoon drawings of people, since a drawing could be anyone. Others felt the concept would be more effective if it showed real people.

Of the two different colour schemes proposed, children voiced a preference for the brighter, bolder colours included in Approach 2. These colours were closely associated with freshness, happiness and healthy foods, particularly fresh fruits and vegetables. By contrast, the more earthy, darker tones of Approach 1 were reminiscent of spoiling or unappealing food, or unhealthy options.

Overall, opinions were mixed when considering the two different fonts, although the younger cohort was more likely to prefer the Mikado type for its bolder design, which made it easier for them to read.

When considering the two identifier options, children generally voiced preference for the green/ multi-colour version for its varied colour presentation and bold colour contrast, making it easier to read the text. Having the word 'kids' printed in yellow over a dark background created an impact, and more effectively drew attention to the fact that the food guide was for children.



## **Brand Concepts for Teenagers**

Of the two brand concepts presented, Concept B was preferred and deemed more age appropriate across teenagers regardless of age, although more strongly by those in the 13-15 years old cohort. The images featuring cooked dishes were attractive and inspirational to some who liked to cook, although a few felt intimidated by the appearance of complexity in cooking preparation. The concept helped to convey that healthy eating should be looked at in a more holistic and broader approach, rather than focused on single food items. In addition, this concept was felt to introduce the notion that ethnic or culturally different foods are in some instances considered healthy. Images of simpler dishes that appeal to teenagers (such as tacos and burgers) could be useful in addressing feelings of intimidation.

Perhaps the greatest weakness of Concept B was that it was perceived as being a little bland, in part due to its more muted colours. The colour palette was viewed as lacking cohesion, and the purple used for the identifier was considered as not in tone with the other colours chosen for Concept B. Further, the colour scheme used for the identifier did not appeal to teenagers, who found that the purple, teal and yellow were not visually pleasing together and lacked proper contrast to read the content.

By contrast, Concept A elicited mixed reactions. The bright and cohesive colour scheme appealed to teenagers on its own and made the concept stand out enough to be noticed. That being said, when combined with the simple abstract graphics (solid colour shapes and backgrounds), it lacked relevance and appeal to teenagers and suggested that the target audience was primarily elementary-school children and pre-teens. This impression was further reinforced by the illustration of single food items or simple dishes that are more reminiscent of the basic healthy food concepts learned in elementary school. Showing single food items that looked unrealistic (e.g., the avocado and egg) was also considered unnatural and unappetizing, as well as not effectively demonstrating how healthy food choices should be considered in the context of a meal or dish that combines food items, rather than based on each food item or food type individually. To some, however, showing simple foods or dishes helped convey the message that eating healthy is easily achievable.

The Concept A identifier that included a single background colour with white lettering for the words "Canada's Food Guide" and either teal or yellow for the word "teens" was preferred for being visually pleasing while placing the focus on the word "teens". By contrast, the option that included all three colours – purple, yellow and teal) was least liked for being too visually busy.

Mixed opinions were expressed by teenagers regarding the font options, with only a slight preference for the ease of reading offered by the Neue Haas Grotesk font. Indeed, those who preferred this font felt that the thinner letters that are closer together made the font look more refined, serious and less 'aggressive' than the alternative font. By contrast, those who liked the Graphik Wide font found that its bold and bulky style and the spacing between the letters made it stand out and be easier to read.



## Introduction

### Context

Health Canada is developing sub-brands of its recently released Canada's Food Guide (CFG), specifically aimed at supporting awareness, knowledge and use of the CFG and long-lasting healthy eating habits among two priority populations, namely children (8-12 years) and teens (13-18 years). These distinct branding efforts, built on the existing CFG look and feel, are intended to appeal to children and teens directly, promoting CFG in a youth friendly manner, and will be applied in a series of print, digital and collateral pieces.

The main objective of this research was to inform the creative development of the two distinct sub-brands by leveraging successful and recognizable components of the CFG brand, while at the same time, ensuring that the look and feel of any new activities, tools and resources are relevant and relatable to these younger target audiences.

### Objectives

Specific research objectives included:

- To gather feedback on the expanded brand concepts, including visuals, and identifiers;
- To explore overall reactions to the sample creatives (graphics, images, worksheets/factsheets);
- To assess the general effectiveness of the graphics/images used;
- To test whether the creative approach/content is deemed appropriate and relevant to each target audience;
- To determine if the creative approach and colours are attention-grabbing and engaging the target audience;
- To determine overall memorability and appeal; and
- To elicit suggestions for potential changes to ensure creatives engage and resonate with the target audiences.

This report presents the findings of the research. It includes a high-level executive summary, the description of the detailed methodology used and the detailed findings of the online focus group discussions, including recommendations made. The working documents are appended to the report, including the recruitment screener (Appendix A), the moderator's guides (Appendix B), and the materials tested (Appendix C).





## Research Methodology

### Target Audience

For the purpose of the study, there were four target audiences, namely:

- Children 8 to 10 years old;
- Children 11 and 12 years old;
- Teenagers 13 to 15 years old; and
- Teenagers 16 to 18 years old.

### Research Approach

The study included a total of 24 online focus groups, specifically one group with each of the four audiences, in each of six locations. The focus groups were conducted on December 16<sup>th</sup> and 17<sup>th</sup>, 2020 and from January 5<sup>th</sup> to 7<sup>th</sup>, 2021. The following provides a breakdown of groups based on location, language and audience:

Number of Focus Groups by Location, Language and Audience						
Location	Language	8-10 years old	11-12 years old	13-15 years old	16-18 years old	Total
		60-min sessions	60-min sessions	90-min sessions	90-min sessions	
Atlantic	English	1	1	1	1	4
Quebec	French	1	1	1	1	4
Ontario	English	1	1	1	1	4
Prairies	English	1	1	1	1	4
British Columbia	English	1	1	1	1	4
North	English	1	1	1	1	4
<b>Total</b>		<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>24</b>

Each group included a mix of ages (within range), gender, household income and household situation. In addition, when possible, participants included a mix of cultural or ethnic background. Finally, participants included a mix of geographic locations within each region (including urban, rural and remote locations). Of note, the northern group included residents of the territories, as well as those living in remote northern communities in selected provinces.

All participants were recruited per the recruitment specifications for the Government of Canada. Recruitment was conducted through qualitative panels stored on Canadian servers, with follow up calls to confirm the details provided and to ensure quotas were met. Those with current or past employment in sensitive occupations were excluded from the research, in addition to those who have others in the household in this situation. These sectors included marketing, marketing research, advertising, media, food manufacturing/food industry, federal or provincial government department responsible for public health, as well as an organization representing the interest of the food and beverage industry, one



representing a particular type of food and/or beverage, or one involved in health promotion, nutrition or healthy eating. In addition, individuals who have been to at least five qualitative sessions in the past five years, those who have attended a session in the past six months, and those who have participated in group discussions related to advertising, nutrition, food or healthy eating were excluded from the research.

Group discussions were held in English with the exception of those in Quebec which were conducted in French. Each of the 12 sessions with children lasted approximately 60 minutes, included a total of 6 recruits, and participants were provided with \$75 in appreciation for their time. Each of the 12 sessions with teenagers lasted approximately 90 minutes, included 10 recruits and participants were each offered \$100 in appreciation for their time. Across all groups, a total of 192 individuals were recruited and 155 participated. More specifically, participation totalled 60 children 8-12 years old (our of 72 recruits) and 95 teenagers 13-18 years old (our of 120 recruits). One additional participant was incentivized as a standby respondent who did not take part in the session.

### Context of Qualitative Research

Qualitative discussions are intended as moderator-directed, informal, non-threatening discussions with participants whose characteristics, habits and attitudes are considered relevant to the topic of discussion. The primary benefits of individual or group qualitative discussions are that they allow for in-depth probing with qualifying participants on behavioural habits, usage patterns, perceptions and attitudes related to the subject matter. This type of discussion allows for flexibility in exploring other areas that may be pertinent to the investigation. Qualitative research allows for more complete understanding of the segment in that the thoughts or feelings are expressed in the participants' "own language" and at their "own levels of passion." Qualitative techniques are used in marketing research as a means of developing insight and direction, rather than collecting quantitatively precise data or absolute measures. As such, results are directional only and cannot be projected to the overall population under study.



## Research Findings

### Healthy Foods and Beverages

#### Sources of Advice and Information

***Both children and teens rely on information provided by others to determine what foods or drinks are healthy or good for them, with parents, friends and teachers being key influencers.***

To begin group discussions, participants were asked to briefly describe how they generally find out what food or drinks are healthy and good for them.

Children generally rely on their parents/ family members/ friends and teachers or school curriculum to tell them what food or drinks are good for them. Most notably, parents were considered the greatest influencing factor in food selection, primarily because they were responsible for food selection, purchase and meal preparation. While some children reportedly determine which foods or drinks are good for them by taste, or how food makes them feel, they generally rely on information provided from others. Fewer children turn to labels or ingredients to direct their opinion, though of note, some indicated they read packaging, search types of food on the internet or look on social media.

Teens also rely on information provided by others, particularly parents, teachers, friends, coaches or other adults who play significant roles in their lives. Given their limited involvement in the household's grocery shopping and meal preparation, a number of teenagers felt that their parents had the greatest influence on their choice of foods and drink. Further, many teens rely on information provided on packaging, labels, ingredient lists and promotional materials (posters, in-store signs, advertising), as well as their own investigations online (either searching types of food or ingredients, or from social media). Types of social media most commonly-cited during the focus groups included YouTube, Instagram, Twitter and Facebook.

It should be noted that school plays an important role in teenagers' awareness of healthy eating habits, with many participants making food choices based on healthy eating concepts they had learned as part of the elementary school curriculum. Reliance on previous knowledge is particularly relevant to inform the types of foods to choose and the relative quantities to consume from each food group. A few also mentioned having learned how to use the nutritional facts table and the list of ingredients in high school. Finally, a few teenagers mentioned sometimes coming across relevant information on scientific shows they watch on television or online.



## Canada's Food Guide

*Awareness of Canada's food guide increases with age, with teens exhibiting greater levels of familiarity than children. Reported usage of the guide was limited.*

Familiarity of Canada's food guide varies notably, and increases with age. Children aged 8-10 exhibited limited awareness of the guide, while those aged 11 – 12 more often recalled having learned about the guide in school. That said, their level of familiarity with the guide and how to use it was generally limited. Some recalled the guide's example of a plate to exemplify the relative proportions of a meal by type of food, or more generalized recall of eating healthy by focusing on vegetables and grains.

Teens generally have heard of Canada's food guide, notably at school, although familiarity and usage varied notably across groups based on how much it was part of the school curriculum. Some readily described the guide's food groups and how it directs healthy food choices, while most spoke of the food guide in broad terms only. Those more familiar with the guide offered specific examples of planning meals using the guide, having been given a copy of it in class or from a health professional, or trying more generally to balance the types of food they consumed (e.g., how much starch to eat versus other types of food). Despite a good level of awareness, usage was very limited across groups. In many instances, teenagers expressed a lower level of familiarity with what they described as the 'new' food guide in comparison to the previous version.



## Brand Concepts Presentation

This research study explored reactions to four distinct brand concepts. Two brand concepts (inclusive of graphics, visuals, images, identifiers, colours and fonts) were presented to children (aged 8-12), while two separate brand concepts (again inclusive of graphics, visuals, images, identifiers, colours and fonts) were presented to teens aged 13-18. In each group the order of concept presentation was rotated to avoid order bias.

## Brand Concepts for Children – Approach 1

*The children Approach 1 was well liked and effectively grabbed attention with its bold colours, visual drawings and use of real imagery mixed with animation. Showing a real boy established personal relevance, although it more closely aligned with the younger age cohort.*

## Overall Impressions

This concept was generally well liked and considered attractive, appealing and attention-getting, across locations. Its cheerful and playful design was appealing to children, as was the use of a variety of fruits and vegetables. The varied water bottle designs/visuals held appeal along with the bright, smiling face of the child on the poster.

Figure 1



Figure 1

Collage of images associated with Approach 1:

- Small identifier box with text: Canada's Food guide kids. Solid green background.
- Small identifier box with text: Canada's Food guide kids. Multicoloured background
- Small box with colour scheme for Approach 1. Darker palette with earthy tones (mustard yellow, dark green, sky blue, avocado green, orange-red, light brown).
- Coloured illustrations of vegetables and fruits.
- Coloured illustrations of water in reusable containers and glasses.
- Sample image of visual product with identifier box in upper left corner, mix of real image of counter top and illustration of lunch bag, accompanying text: 10 tips for healthy lunches.



- Sample image of visual product with identifier box in upper right corner, mix of real image of child's hands and illustration of fruit, accompanying text: 10 tips for healthy lunches.
- Sample of poster with identifier box in upper left corner, real image of a boy, illustration overlay of boy's body half-filled with water, accompanying text: Water rules! Did you know that more than half of your body is water? Drink water every day.
- Sample of worksheet with identifier box in upper right corner.
  - o Worksheet title: Fill your plate!
  - o Image is illustrated fork, plate, knife and circle for glass.
  - o Accompanying text box: How to build your meal. Steps 1-3.

## Strengths and Weaknesses

The mixture of real images and animation/drawings (i.e., fruit and hands; lunch box and counter; child and water imagery) was well liked by most, and contributed to the concept effectively grabbing attention. While the faces on the fruit were considered cute and attractive to some, others felt they were childish and appealed to a younger audience (particularly by those aged 11 – 12 compared with those aged 8 – 10).

Figure 2-3



Figure 2

Sample image of visual product with identifier box in upper left corner, mix of real image of counter top and illustration of lunch bag, accompanying text: 10 tips for healthy lunches.

Figure 3

Sample image of visual product with identifier box in upper right corner, mix of real image of child's hands and illustration of fruit, accompanying text: 10 tips for healthy lunches.

In multiple locations, a few younger children felt the '10 tips for healthy lunches' were intended for parents not children, and thus limited the personal relevance of the image concepts. Others liked the idea of getting tips for healthy lunches.

Both age groups (8 – 10 yrs and 11 – 12 yrs) liked the drawings/ images of food, with the watermelon and banana images holding particular appeal. Children showed keen interest in the various water bottle designs and water imagery shown, with the water images effectively grabbing attention and promoting consideration of healthy eating behaviours.

Figure 4-5



**Figure 4**

Coloured illustrations of vegetables and fruits.

**Figure 5**

Coloured illustrations of water in reusable containers and glasses.

Across locations, the poster received a mixed response. Some recognized the animated waterline, appreciated the fact shown (more than half of your body is water), and the message stressing the importance of drinking water every day. Others were confused by what the poster was suggesting, with some questioning what the animated rising water was showing. Some were unclear as to what the phrase 'water rules' was intending to imply. It should be noted that children were asked to focus on the design elements rather than the message being communicated.

**Figure 6**



**Figure 6**

Sample of poster with identifier box in upper left corner, real image of a boy, illustration overlay of boy's body half-filled with water, accompanying text: Water rules! Did you know that more than half of your body is water? Drink water every day.

In all locations, showing a real boy in the poster created personal relevance for some (particularly 8 – 10 yrs), and clearly established that it was speaking to someone like them. For others (particularly 11 – 12 yrs) it was felt that the boy reflected someone younger than themselves, and thus the poster did not speak to many of them personally. A few were concerned about the privacy of the individual boy pictured, and voiced a preference for drawings to safeguard his identity.

Regardless of location, the 'fill your plate' worksheet was well liked and appreciated for its simplicity and clear design. A number of children mentioned that they enjoyed using worksheets like that to learn.



Figure 7

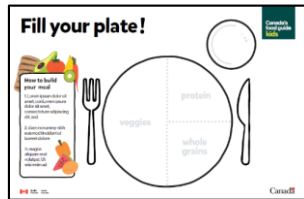


Figure 7

Sample of worksheet with identifier box in upper right corner.

- Worksheet title: Fill your plate!
- Image is illustrated fork, plate, knife and circle for glass.
- Accompanying text box: How to build your meal. Steps 1-3.

## Clarity

The concept was generally clear and easy to understand. Most considered this concept to be something that they would remember, primarily because of the bright colours, young boy (who looked like someone their age, particularly for 8 – 10 yrs), and attractive imagery.

## Relevance

Regardless of region, this concept was considered especially effective at speaking to the younger cohort (ages 8-10) primarily because of the animated fruit, water visuals, and young boy featured in the poster. The varied water graphics (with bottles, glasses and straws) grabbed attention.

## Colour Scheme

When initially shown the concept, the colour scheme used in the materials shown (visuals, poster, worksheet and images) was considered attractive and attention-getting, working effectively with the visuals shown. The colours were considered bright, bold and appealing, with the blue water images grabbing attention. Of note, the colour palette was not shown at this stage in the conversation, and thus children commented only on the colour choices made in the various materials tested).

## Brand Concepts for Children – Approach 2

*The children Approach 2 was well liked for its sketching design and vibrant colours, although its sporadic and unstructured use of colour received a mixed reaction. While the use of both real imagery and drawings was criticized by some, this concept held a broader age reach.*

## Overall Impressions

This approach was well received and considered attractive, bright and attention-getting, primarily because of the bright colour scheme, photos of real foods and the many drawings. That said, this concept's use of both real imagery and drawings was criticized for being inconsistent across applications.

Figure 8





Figure 8

Collage of images associated with Approach 2:

- Small identifier box with text: Canada's Food guide kids. Solid light blue background.
- Small box with colour scheme for Approach 2. Brighter palette with light tones (sky blue, yellow, light green, magenta, pumpkin orange, cerulean blue).
- Sample text: Healthy snacks in Omnes font.
- Four illustrations of children/families engaged in healthy eating activities with single colour from palette overlaid (colours used: pumpkin orange, pale pink, mustard yellow, avocado green).
- Coloured illustrations of fruit and vegetables.
- Sample image of visual product with identifier box in upper left corner, photography of bento-style lunch box with sliced vegetables, pretzels, pita & hummus, accompanying text: 10 tips for healthy lunches.
- Sample image of visual product with identifier box in upper right corner, illustration of child with lunch bag, accompanying text: 10 tips for healthy lunches.
- Sample of poster with identifier box in upper left corner, real image of a glass of water, illustration overlay of #1 trophy, accompanying text: Did you know that more than half of your body is water? Drink water every day.
- Sample of worksheet with identifier box in upper right corner.
  - o Worksheet title: Fill your plate! Make a healthy balanced meal.
  - o Image is Photograph of fork, plate, knife.
  - o Accompanying text box: How to build your plate. Steps 1-3.
  - o Additional image of illustrated fruit with text within: Did you know apples sink but pears float?

### Strength and Weaknesses

Many children professed to enjoy drawing, and for them seeing drawings of people, fruits and vegetables was especially appealing. For others, however, the drawings seemed 'unfinished' or 'incomplete' as parts of the drawings were left uncoloured, or the colouring was messy in its design (falling outside the lines). While the real food shown in one visual was attractive and had sensory appeal, it was considered out of place to some, given that all other images were drawings.

Figure 9-10



**Figure 9**

Four illustrations of children/families engaged in healthy eating activities with single colour from palette overlaid (colours used: pumpkin orange, pale pink, mustard yellow, avocado green).

**Figure 10**

Coloured illustrations of fruit and vegetables.

Across locations, some children preferred to see cartoon drawings of people, since a drawing could be anyone, while others felt the concept would be more effective and more personally relevant if it showed real people.

The inclusion of a coloured circle over the cartoon drawings received a mixed response. Regardless of location, some felt it highlighted an action or interaction with food and reflected the colours of fruits and vegetables. Others, however, believed it looked incomplete or unfinished and were unsure of its purpose. Some questioned what action was being shown in the various drawings.

The worksheet received mixed feedback. While children appreciated the ‘fill your plate’ exercise concept, in most locations they voiced a clear preference for an outlined plate rather than a real plate. Indeed, it was felt that including pictures of a real plate and cutlery were inconsistent with the drawing style shown throughout this concept. Some children questioned why the brain visual was included on the worksheet with a fact, and felt it would be better to include food imagery that aligned with creating a balanced meal and filling your plate. That said, many liked having a fun fact included, and felt that the image of a real plate was relatable.

**Figure 11**



**Figure 11**

Sample of worksheet with identifier box in upper right corner.

- Worksheet title: Fill your plate! Make a healthy balanced meal.
- Image is Photograph of fork, plate, knife.
- Accompanying text box: How to build your plate. Steps 1-3.
- Additional image of illustrated fruit with text within: Did you know apples sink but pears float?



## Clarity

Across locations, most children considered the concept to be clear, although a few parts were unclear to some. More specifically, in multiple locations multiple children questioned what was happening in some of the drawn images of people, and why only part of the pictures was coloured. While some liked seeing the real food, many questioned why the concept included all drawings except for one visual and felt that it seemed out of place. A few children questioned what foods were being shown in the real food photo, as they were unfamiliar.

Finally, a few children pointed out that some of the food colouring was messy, with the colouring falling outside the lines (with the banana and tomato particularly), and some items seemed unfinished (the apple's leaves or the pepper's stem).

## Relevance

This concept effectively spoke to all ages, and children felt the images and the posters were both for kids their age, as well as those younger and older.

## Colour Scheme

The vibrant, bright colours were well liked and considered attractive and attention-getting. These colours held particular appeal to the female participants, especially the bright pink and blue.



## Brand Concepts for Children – Preferences

*The children Approach 1 was slightly preferred over Approach 2 because of the strong visual appeal of its food and drink imagery, inclusion of a real person, and its mix of real imagery and animation. Showing a slightly older child and the addition of bolder, brighter colours will broaden this concept's reach.*

### Concept

After seeing and discussing each idea, children were asked which concept they preferred. Results show mixed responses, with each concept receiving a strong number of 'votes'. However, in total, more participants expressed a preference for the real boy / animation concept (Approach 1), primarily because of the visual appeal of the drawings. This concept was especially well liked for its impactful imagery (particularly the water bottles and fruit / vegetable visuals), its use of animation combined with real life images, and the effective use of colour. The worksheet design was also well liked for its simplicity in design.

Suggestions to enhance this concept were limited but included adding more vibrant colours (such as the inclusion of some of the brighter pinks, yellows or oranges from Approach 2), and showing a slightly older boy in the visual to ensure it speaks to a wider age group.

### Colour Scheme

Of the two different colour scheme options presented, when shown the colours in isolation of concepts, children voiced a clear preference for the brighter shades (Approach 2) over the darker colour palette (Approach 1). For most, the bright colours were deemed attractive, attention-getting and vibrant, effectively creating a positive and happy feeling. These colours were closely associated with freshness, happiness and healthy foods, particularly fresh fruits and vegetables.

Figure 12



Figure 12

Small box with colour scheme for Approach 2. Brighter palette with light tones (sky blue, yellow, light green, magenta, pumpkin orange, cerulean blue).

By contrast, the darker palette (Approach 1) was more often described as unattractive, 'brown' or including earthy or nature shades that were more reminiscent of 'swamp colours', burgers, packaged, unappealing or spoiled food. A few children commented that the brown tones reflected colours used by fast food restaurants. Overall, many children did not consider the colour scheme to be representative of healthy eating or reflective of colours that fit well together. That being said, across locations a good



number of children liked the red, blue and dark green/black colours, and appreciated that their sharp contrast would make it easier to see text printed on top.

Figure 13

Approach 1



Figure 13

Small box with colour scheme for Approach 1. Darker palette with earthy tones (mustard yellow, dark green, sky blue, avocado green, orange-red, light brown).

### Font

Opinions were mixed when considering the two different fonts, although the younger cohort was more likely to prefer the Mikado type for its bolder design, which made it easier to read. This design was also considered slightly more 'messy' or playful in presentation, which was appealing to some.

Figure 14

# Mikado

Figure 14

Sample of Mikado font

Those who preferred the Omnes font described Mikado as aggressive and too bold, and felt Omnes had sharper lines with rounded edges, and was easier to read. A few also noted that the Omnes letters were more spaced out than Mikado, making it a little easier to read. Older children (11 – 12 yrs) offered mixed views on font, with nearly equal numbers selecting each option.

Figure 15

# Omnes

Figure 15

Sample of Omnes font

### Identifier

When presented with the two identifier options, children generally voiced preference for the green / multi-colour version for its varied colour presentation and bold colour contrast, making it easier to read the text. Some considered the multi-colours more effective at grabbing their attention, while others felt



having the word 'kids' printed in yellow over a dark background created an impact, and more effectively drew attention to the fact that the food guide was for children.

Figure 16 -17



Figure 16

Small identifier box with text: Canada's Food guide kids. Solid green background.

Figure 17

Small identifier box with text: Canada's Food guide kids. Multicoloured background

Those who preferred the blue identifier design did so because blue was their favourite colour and liked having all the text in a consistent black font. In addition, the simplicity of the design held appeal to them, as it made it easier to read the brand box content.

Figure 18



Figure 18

Small identifier box with text: Canada's Food guide kids. Solid light blue background.

## Brand Concepts for Teenagers – Concept A

*The teens Concept A elicited mixed reactions although it was considered as targeting a younger audience. The bright and cohesive colour palette was liked, while the graphic and simple design did not effectively engage and inspire teenagers with respect to healthy eating.*

### Overall Impressions

This concept elicited mixed reactions, with some liking its bright, vibrant and simple design that portrays healthy eating as achievable and fun, while others felt that despite the colour palette being cohesive and appealing, the focus on single food items and the unrealistic depiction of foods and drinks was not inspirational and would be more appealing to a younger audience.

Figure 19

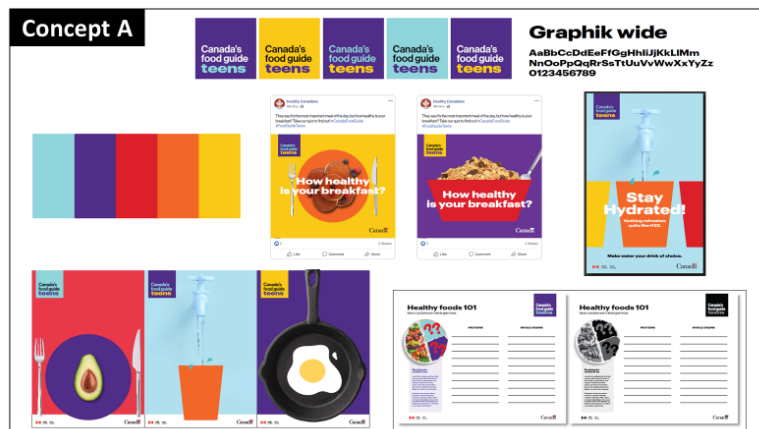


Figure 19

Collage of images associated with Concept A:

- Five small identifier boxes with text: Canada's Food guide teens. In varied background colours with varied text font and colour.
- Sample text in Graphik wide font, alphabet in upper and lower case and numbers 0 to 9.
- Small box with colour scheme for Concept A. Bright palette with vibrant colour tones (aqua blue, deep purple, brick red, dark orange, dark yellow).
- Two samples of Social Media posts in boxes:
  - o social media post text: They say it's the most important meal of the day, but how healthy is your breakfast? Take our quiz to find out! #CanadaFoodGuide #FoodGuideTeens. Attached graphic: visual product with identifier box in upper left corner, mix of real image of pancakes on illustrated of fork, plate and knife, accompanying text: how healthy is your breakfast?
  - o social media post text: They say it's the most important meal of the day, but how healthy is your breakfast? Take our quiz to find out! #CanadaFoodGuide #FoodGuideTeens. Attached graphic: visual product with identifier box in upper right corner, mix of real image of cereal in illustrated bowl, accompanying text: how healthy is your breakfast?
- Samples of images:
  - o with identifier box in upper left corner, real image of an avocado on an illustrated plate.
  - o with identifier box in upper left corner, real image of a water tap pouring water into illustrated cup.
  - o with identifier box in upper left corner, real image of a frying pan with illustrated fried egg.
- Sample of poster with identifier box in upper left corner, real image of a water tap pouring water into illustrated cup, accompanying text: Stay hydrated! Nothing refreshes quite like H<sub>2</sub>O. Make water your drink of choice.
- Identical samples of worksheets (one in colour, one in black and white) with identifier box in upper right corner. Worksheet title/text: Healthy foods 101 Name 10 proteins and 10 whole grain foods. Image is illustrated split plate with real image vegetables and fruit on half the plate, and empty space in other two quarters with question marks, blank space for notes, accompanying text box: Why whole grains are better for you.

Of note, it was mentioned by a few participants, especially those in the 16-18 years old age cohort, that the overall concept was more reminiscent of an educational piece than an inspirational piece. In fact, showing each food item individually was reminiscent of the educational components they recalled of Canada's food guide.

## Images

Mixed opinions were offered with the simple, uncluttered design that combines block shapes to represent objects and features images or photographs of single food items and simple dishes. While a few felt that showing single food items or simple dishes implied that healthy eating is achievable (i.e., no need to know how to cook to eat healthy), most believed that this approach failed to engage them in considering what healthy eating entails and how it can be realistically incorporated into their daily habits. As such, showing single food items on their own rather than as part of a dish did not effectively convey to them that healthy eating is a holistic approach that goes beyond incorporating individual food from all of the food groups. At the same time, this makes the plates of food look less appetizing. Although there is a general understanding that food diversity is an important consideration in healthy eating, it was felt that showing a single food item on a dish could imply that a single healthy food item (e.g., an avocado or an egg) can be a healthy meal on its own. At the very least, it was felt that this approach does not engage teenagers to think beyond the basic food choice concepts they have learned from the food guide.

**Figure 20**



**Figure 20**

Samples of images:

- with identifier box in upper left corner, real image of an avocado on an illustrated plate.
- with identifier box in upper left corner, real image of a water tap pouring water into illustrated cup.
- with identifier box in upper left corner, real image of a frying pan with illustrated fried egg.

At the same time, some of the food items looked stylized (e.g., the avocado or egg) and thus felt unnatural and unappetizing. The meals shown in the social media post images appeared more realistic and more commonly consumed by teenagers, and thus were more appreciated in comparison. Nonetheless, while the visual approach provided insight into what foods might be healthy choices, it did not suggest how these concepts can effectively be incorporated on a daily basis, nor did it inspire them to make healthy choices.

For some, showing more simple foods and dishes helped convey the message that healthy nutrition is easy to achieve. It should be noted, however, that teens 13 to 15 years old were more likely to appreciate the simplicity of the dishes shown, and felt more strongly that it suggested that eating healthy foods is easily achievable for them.

Most teenagers disliked the use of stylized visuals in the form of solid-colour shapes to represent dishes (i.e., bowl, glass, plate). Oversimplifying the visuals contributed to making the concept appear to be targeting a younger audience, notably elementary school-age children. It was suggested that the





approach would be more credible and age-appropriate for teenagers if real dishes were shown, albeit ones that have bold colours (e.g., a real glass that is bright orange; or a real plate that is bright purple).

Despite concerns with the simplified graphic style in this concept, a few participants liked the bright colours and uncluttered look of the social media posts. They also appreciated that those visuals showed complete dishes (pancakes with fruit or granola) rather than single food items. Despite reservations regarding the overall stylized approach, some enjoyed the use of real food visuals combined with animation and felt the animation (particularly the water running from the tap) added an attention-getting depth to the design.

Of note, the lack of additional graphic elements (e.g., arrows, squiggly) was appreciated by a few for making the overall look less cluttered.

### Colours

On its own, the colour scheme was well liked for being vibrant and offering high contrast which in turn helped grab attention. The colour palette was also felt to be cohesive, with all of the colours working well together and providing a pleasing look overall in the various applications. This was considered important in making the campaign materials stand out and attract teenagers' attention, as well as ensuring that the material is memorable.

**Figure 21**



**Figure 21**

Small box with colour scheme for Concept A. Bright palette with vibrant colour tones (aqua blue, deep purple, brick red, dark orange, dark yellow).

That being said, bright primary colours, when combined with a simple design and basic shapes for the dishes and foods, gave the impression that the campaign message was targeting a younger audience. Indeed, together, these graphic elements (bright, bold, block colours and shapes) were considered as oversimplifying the intended message, which in turn suggested a younger audience.

### Clarity

This concept was generally deemed clear and easy to understand. The shapes illustrated were easily recognized as dishes, and the illustration of food items and dishes were easy to identify and relate to. It was generally felt that the artistic approach, combined with various messaging, would likely align with the topic of healthy eating in broader terms.



## Relevance and Memorability

The brightness and contrasting effect of the colour palette was considered memorable, especially when combined with the simple graphic elements and lack of visual clutter. In fact, many teenagers felt that the overall creative approach stands out from the typical government materials they are used to seeing or are expecting. That said, most teenagers, notably those 16-18 years old, believed that they may not pay attention to materials using this approach, given that they perceived the target audience to be children or pre-teens. As mentioned, the combination of bright colours with simple shapes and stylized (i.e., unrealistic) food visuals gave the impression that the message would be targeting a younger audience.

Of note, the colour palette on its own is considered age appropriate for teenagers, but when combined with the simple style of visual elements, it points to a younger audience. A few teenagers also felt that the bold and stretched out font looked less polished, something that further gave the impression that the concept is aimed at children and pre-teens.

## Identifier

Of the five versions for the Canada's food guide identifier, the version that combined all three colours (purple, yellow and teal) was least liked. The lack of clear contrast between the words 'Canada's food guide' and the background and the colours' strong tone gave the impression of a cluttered look.

Figure 22



Figure 22

Five small identifier boxes with text: Canada's Food guide teens. In varied background colours with varied text font and colour.

By contrast, opinions differed in terms of preferences among the four other concepts. Some liked the pleasing visual appeal and effective contrast offered by the versions that combined the purple background, white lettering and either teal or yellow lettering for the word "teens". It was also felt that the use of colour for the word "teens" combined with white lettering for Canada's food guide made the word "teens" stand out, something that would likely grab their attention. Interestingly, while these versions also use three colours, the inclusion of white as one of them was seen as toning down the overall look, thus making it more pleasing and cohesive.

A few participants each preferred the brightness, energy and high contrast offered by the yellow-background version or the muted, lower-contrast and more calming version that uses a blue background.

## Suggestions

Teenagers provided a number of recommendations to improve this concept, most related to elements mentioned earlier in this section. Most importantly, making the visuals of foods and dishes more realistic



and adding more food options or showing more complex dishes and complete meals were common suggestions. For example, it was mentioned that real plates, bowls and glasses in bright colours should be illustrated. At the same time, many would like to see more realistic food items, greater food variety, and more complete dishes illustrated as examples of what is considered healthy.

It was also mentioned that worksheets used in schools are typically photocopied multiple times, either from the original printed document, or from existing photocopies. As such, it was suggested that the design of the final worksheet should be simple enough for the image or graphic elements to still be visible and recognizable even when photocopied multiple times.

## Brand Concepts for Teenagers – Concept B

*While the teens Concept B was considered more age appropriate and featuring images that looked more appealing, the colours and overall graphic approach lacked visual cohesion and was considered unmemorable.*

### Overall Impressions

When compared to Concept A, this approach was considered more modern and mature despite lacking vibrancy in its colour scheme and originality. It was described as calmer and inviting. That said, it failed to stand out and was described as a “typical” and expected design approach for materials from the government. As such, it lacked strong memorability, with the exception of the social media posts.

Figure 23



Figure 23

Collage of images associated with Concept B:

- Five small identifier boxes with text: Canada’s Food guide teens. In varied background colours with varied text font and colour.
- Sample text in Neue Haas Grotesk font, alphabet in upper and lower case and numbers 0 to 9
- Small box with colour scheme for Concept B. Vibrant palette with softer pastel colour tones (black, white, bright yellow, dark orange, turquoise, sky blue).
- Three samples of Social Media posts in boxes. Same image and text in each, only difference is the colours used in the identifier boxes.



- Social media post with text: They say it's the most important meal of the day, but how healthy is your breakfast? Take our quiz to find out! #CanadaFoodGuide #FoodGuideTeens. Attached graphic: visual product with identifier box in upper left corner, real image of fried egg and avocado breakfast pita, accompanying text: how healthy is your breakfast?
- Sample of poster: identifier box in upper left corner, real image of a hand holding a water glass, accompanying text: Stay hydrated! Nothing refreshes quite like H2O. Make water your drink of choice.; HC FIP at bottom of poster
- Concept images in boxes:
  - o real images of food (bananas, tomatoes, hands holding a plate of food, tacos, salad with watermelon slices;
  - o black and white illustration lettuce, tomato slices and taco;
- Identical samples of worksheets (one in colour, one in black and white) with identifier box in upper right corner. Worksheet title/text: Healthy foods 101 Name 10 proteins and 10 whole grains. Image is real image of slices of variety of whole grain bread, blank space for notes, accompanying text box: Why whole grains are better.

## Images

Mixed opinions were offered with respect to how the food was illustrated. Some felt that showing complete dishes conveyed an important message of looking at what one eats globally rather than analyzing each single food item. This was deemed an interesting approach for some, as it expands on the concepts included in the food guide, as they learned in school – namely looking at each food item individually, or food groups, rather than within a dish.

Figure 24

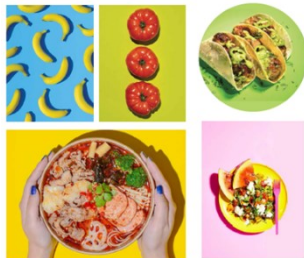


Figure 24

Real images of food (bananas, tomatoes, hands holding a plate of food, tacos, salad with watermelon slices).

This approach also engaged teenagers who like to cook or taste a variety of foods. It was often mentioned that the food looks appetizing and effectively grabbed attention, and inspired some to explore foods or dishes they may not otherwise have considered. Many inquired about the availability of recipes for the dishes shown. Some of the dishes illustrated appeared to some as showing foods from various cultures, thus inspiring or encouraging them to explore dishes that they may not eat on a more regular basis. At the same time, it helped convey the message that cultural foods can be a part of a healthy eating.

Many also appreciated that the images show prepared dishes that are appealing to teenagers, and thus recognizable to them. An example of that was the taco – familiar to teenagers but complex enough to feature multiple food items together without looking difficult to prepare. Others, however, felt that the



images implied that healthy eating is difficult to achieve, and requires considerable effort, given that some the prepared dishes shown appear difficult to make.

The graphic elements (arrows and black and white drawings of foods) were considered unnecessary and contributing to the visual clutter, especially if the purpose for using them is unclear. For example, it was believed that the arrow pointing to the water glass did not contribute to clarifying the message, and in fact, had little purpose overall. Others commented that the black and white drawings (e.g., lettuce leaves, tomatoes, taco) appeared overly simplified or incomplete, wondering how they would effectively be incorporated with photographed items or situations.

Figure 25

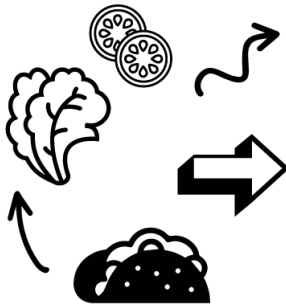


Figure 25

Black and white illustration lettuce, tomato slices and taco.

## Colours

While reactions to the colour palette were generally positive (described as “happy” and “friendly” colours – especially the blue and the yellow background colours in the social media post and poster), the use of purple for the background of the identifier was considered to lack cohesiveness in tone with the other colours. A number of participants, however, felt that the colours in general lacked cohesion and relevance to one another primarily because they are not the same tone and are not repeated across the different components. Nonetheless, some liked the softer background colours (yellow, blue, green and pink), and a few mentioned that their attention was attracted by the strong contrast from the use of complementary colours, like in the image of the bananas on a blue background.

Figure 26



Figure 26

Small box with colour scheme for Concept B. Vibrant palette with softer pastel colour tones (black, white, bright yellow, dark orange, turquoise, sky blue).



## Clarity

This concept was generally considered clear and easy to understand. That said, and as mentioned earlier, the purpose for using the graphic elements was unclear and contributed to creating visual clutter. It was also suggested to use a solid and bolder font for the poster headline (“Stay Hydrated”) to improve readability.

## Memorability

This concept overall was generally not considered memorable, as it uses a more muted, less cohesive and less repetitive colour scheme than in Concept A. Further, the overall layout and the images/visuals were considered predictable for government materials. That said, the ‘healthy breakfast’ social media post was considered memorable to many who were intrigued by the question and the appeal of the dish illustrated, as well as being drawn in by the background colour.

## Relevance

It was believed that the target audience for this concept was broader, though primarily ranging from teenagers to adults. The realistic nature of the images, the complexity of the dishes shown, and the more muted colours all contributed to positioning this concept as more mature. That said, for these reasons, it was also seen as less original or attention-grabbing.

## Identifier

The identifier that uses three colours (purple background and teal and yellow lettering) was least preferred for being cluttered and lacking the necessary contrast to read the text. At the same time, the use of only white lettering on a purple background was considered a bit bland and uninteresting to many.

Figure 27



Figure 27

Five small identifier boxes with text: Canada's Food guide teens. In varied background colours with varied text font and colour.

While some liked the black and white version for its simplicity and ease of reading the content, others felt that it lacked visual interest or appeared unfinished. On the other hand, the version with an all-yellow lettering on a purple background was felt to be visually pleasing and easy to read by some, although others felt it lacked the necessary contrast to be easy to read. Similarly, while a few liked the version with the white and teal letters on a purple background, the contrast between the blue and purple was ineffective at making the word “teens” stand out.



Regardless of the preferred choice for a visual identifier, it should be noted that many teenagers disliked the tone of the colour purple, as it is not cohesive with the teal and yellow and does not seem to belong to the overall colour palette for this approach. At the same time, the font used for the word “teens” did not elicit attention, especially when shown in teal or yellow on the purple background. The use of a thin font may also contribute to lessening its impact, especially when shown next to the bolder typeset of the words “Canada’s food guide”.

Teens generally appreciated the “speech bubble shape” of the identifier and felt it was effective at grabbing attention for being playful and reminded a few of graphics used in text messaging. At the same time, the square shape modernized the look of the speech bubble.

### Suggestions

Participants offered a number of suggestions to improve this concept. Some felt that the colour scheme should be more cohesive (like the one used in Concept A), notably in terms of tonality and consistency across materials. The purple was most commonly cited as problematic and lacking cohesiveness with the other colours.

It was also suggested to use a bolder font for the headline on the poster and for the word “teens” in the identifier to make the text more visible. In terms of content, a number of teenagers suggested the inclusion of quick links to appealing and easy recipes, as a suggestion to make the visuals enticing to them.

### Brand Concepts for Teenagers – Preferences

*The teens Concept B was preferred for its depiction of real food and complete dishes, while featuring a more mature look. Mixed opinions were offered regarding the font, with only a slight preference for the ease of reading offered by the Neue Haas Grotesk font.*

### Concept Preference

Overall, Concept B was considered most appealing to teenagers across age groups. That said, teenagers 13-15 years old more strongly endorsed this concept than teenagers 16-18 years old.

### Concept B

Concept B was generally preferred for including realistic visuals of foods and showing complete dishes that look appetizing, as well as for its toned down, ‘less aggressive’ look overall that makes it age appropriate. While many would have liked a more cohesive colour scheme, mixed opinions were offered as to what it should consist of. Some felt that the bright, bold colour scheme from Concept A should be incorporated, while others felt that the tone of the colour scheme from Concept A would compete with the dishes shown, thus taking away the focus from the foods. The latter group of teens would prefer the use of more muted tones than the Concept A colour scheme. Many also suggested to change the colour



scheme for the identifier so it is more visually pleasing and offer adequate contrast between the background and the text.

Figure 28

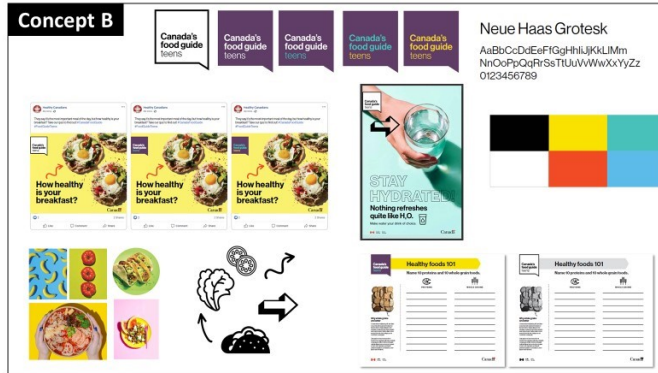


Figure 28

Collage of images associated with Concept B, descriptions of various elements appear with figure 23.

### Concept A

Concept A was preferred by some teenagers for its simple, uncluttered design and a more cohesive, brighter and more attractive colours palette, despite not being the preferred choice of most. In fact, this was considered as one of the strongest elements of Concept A and one that would make the material memorable. That being said, suggestions for improvement consistently included to use real dishes in bright colours and feature more realistic foods and complete dishes, while emphasising how simple those dishes are to make.

Figure 29



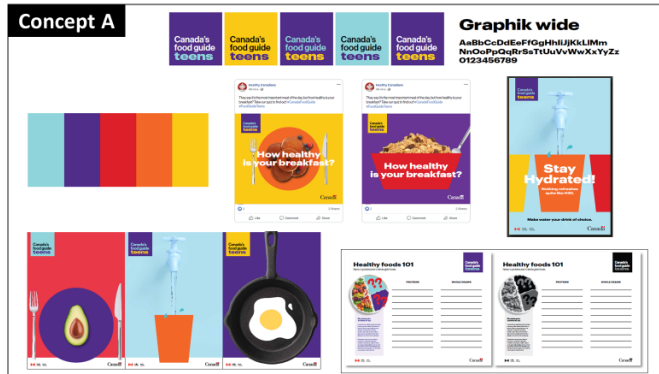


Figure 29  
Collage of images associated with Concept A, descriptions of various elements appear with figure 19.

### Lettering

After discussing both concepts, teens were shown two different lettering styles as they may appear on the presented materials.

Figure 30

## Graphik wide

Figure 30

Sample of Font 1 (Graphik Wide).

Those who liked this font felt that the bold and bulky style combined with the space between the letters made it easier to read and stand out. For the same reasons, others felt that it made the text too prominent and visually “aggressive”, somewhat reminiscent of someone yelling. They also felt that the stretched-out look contributed to making the text difficult to read and visually displeasing.

Figure 31

## Neue Haas Grotesk

Figure 31

Sample of Font 2 (Neue Haas Grotesk)

Those who preferred this font felt the more muted style and closer letters made the text look more refined, polished and serious. It was believed to be a font more appropriate to speak of a serious topic such as nutrition. By contrast, others felt that the limited space between the letters and the thin letters made the text difficult to read.



## Conclusions

The following provides broad conclusions from the summary of research findings.

- ***Both children and teens rely on information provided by others to determine what foods or drinks are healthy or good for them, with parents, friends and teachers being key influencers.***

Both children and teenagers primarily rely on their parents and learning from school to guide their food choices, and to a lesser extent, on friends. Teenagers also look online (including on social media) for information on healthy eating, as well as looking at package information (including the list of ingredients and the nutrition facts table). While awareness of Canada's Food Guide is generally good across all audiences, reported reliance on it to inform food choices is minimal among children and limited among teenagers.

- ***Awareness of Canada's Food Guide increases with age, with teens exhibiting greater levels of familiarity than children. Reported usage of the guide was limited.***

Awareness and usage of the food guide is limited among children 8 to 12 years old, although those 11-12 years old were more likely to mention having heard about it at school. Children seldom use the food guide to inform their choices of what to eat. By contrast, teenagers were generally aware of the food guide from having learned about it in school, though usage remains limited. That said, a good number were under the impression that their food and drink choices are somewhat influenced by what they learned from the food guide, consciously or not.

- ***The children Approach 1 was well liked and effectively grabbed attention with its bold colours, visual drawings and use of real imagery mixed with animation. Showing a real boy established personal relevance, although it more closely aligned with the younger age cohort.***

This concept's cheerful and playful design was appealing to children, as was the use of a variety of fruits and vegetables. The varied water bottle designs/ visuals and the completeness of their colour design, held particular appeal. Moreover, the mixture of real images and animation was well liked by most, and contributed to the concept effectively grabbing attention. While the faces on the fruit were considered cute and attractive, some felt they were childish and appealed to a younger audience. At the same time, showing a real boy in the poster created personal relevance, especially for the younger cohort, while older children felt the boy reflected someone younger than themselves. Overall, the materials were deemed colourful, clear and somewhat appealing. While the colours were considered adequate, they did not stand out as being a key strength from this approach.



- ***The children Approach 2 was well liked for its sketching design and vibrant colours, although its sporadic and unstructured use of colour received a mixed reaction. While the use of both real imagery and drawings was criticized by some, this concept held a broader age reach.***

This approach was well received and considered attractive, bright and attention-getting, primarily because of the bright colour scheme, photo of real food and the many drawings. That said, the use of both real imagery and drawings was considered inconsistent. Many children enjoying seeing the drawings of people, fruits and vegetable, although some questioned why the drawings were left uncoloured or unfinished. Across locations, some children preferred to see cartoon drawings of people, since a drawing could be anyone. Others felt the concept would be more effective if it showed real people.

The worksheet received mixed feedback, with children in most locations voicing a clear preference for an outlined plate rather than a real plate, for more consistency with the other components of the concepts. This concept effectively spoke to all ages, and the vibrant, bright colours included in the material were considered attractive and attention-getting, holding particular appeal to female participants.

- ***The children Approach 1 was slightly preferred over Approach 2 because of the strong visual appeal of its food and drink imagery, inclusion of a real person, and its mix of real imagery and animation. Showing a slightly older child and the addition of bolder, brighter colours will broaden this concept's reach.***

As mentioned earlier, the children Approach 1 design was generally preferred for the appeal of the visuals of food and drinks, the combination of real settings and animated objects, as well as the use of a real person. Of the two different colour schemes proposed, children voiced a preference for the brighter, bolder colours included in Approach 2. These colours were closely associated with freshness, happiness and healthy foods, particularly fresh fruits and vegetables. By contrast, the more earthy tones of Approach 1 were reminiscent of spoiling or unhealthy options.

Overall, opinions were mixed when considering the two different fonts, although the younger cohort was more likely to prefer the Mikado type for its bolder design, which made it easier to read.

When considering the two identifier options, children generally voiced preference for the green / multi-colour version for its varied colour presentation and bold colour contrast, making it easier to read the text. Having the word 'kids' printed in yellow over a dark background created an impact, and more effectively drew attention to the fact that the food guide was for children.



- ***The teens Concept A elicited mixed reactions although it was considered as targeting a younger audience. The bright and cohesive colour palette was liked, while the graphic and simple design did not effectively engage and inspire teenagers with respect to healthy eating.***

Reactions to this concept were mixed across locations and teen audiences, despite the concept generally perceived as targeting a younger audience. While some liked the bright colours and graphic design for standing out, grabbing attention, and being cohesive, others did not feel compelled by its simplified approach. Nonetheless, the appealing and cohesive colour palette was generally considered appropriate to grab attention.

In terms of visuals, the simple depiction of foods and the graphic shapes representing dishes was felt to be boring and geared at a younger audience. Showing single food items and simple meals conveyed that healthy eating is easy, though it failed to demonstrate how the idea of healthy eating needs to be looked at more broadly (i.e., looking at meals or cooked dishes) rather than based on each single food items.

The identifiers that included a dark background colour, white lettering for the words “Canada’s food guide” and either teal or yellow for the word “teens” were most appealing, as well as more clearly identifying the purpose and the audience.

- ***While the teens Concept B was considered more age appropriate and featuring images that looked more appealing, the colours and overall graphic approach lacked visual cohesion and was considered unmemorable.***

This approach was generally considered more muted, modern and mature than Concept A. It was the preferred choice of many for having a more age-appropriate design, as well as for showing completed dishes rather than single food items. While some felt that the appearance of complexity in the dishes shown can be intimidating, others felt inspired to explore a variety of foods. The visuals also suggested that cultural foods can be healthy. That said, the graphic elements (e.g., arrows) were considered unnecessary, creating clutter and as having no clear purpose.

Colours were generally liked, though the palette was deemed less cohesive and visually impactful as the colour scheme from Concept A. The most problematic and least liked colour was the purple used in the identifier. Indeed, while the shape of the identifier appealed to teenagers and reminded them of text messaging, the colour scheme proved more problematic. The three colours used, purple, yellow and teal, were seen as not complementary to one another and being cluttered while offering poor contrast when used together.



- *The teens Concept B was preferred for its depiction of real food and complete dishes, while featuring a more mature look. Mixed opinions were offered regarding the font, with only a slight preference for the ease of reading offered by the Neue Haas Grotesk font.*

When asked to choose which concept they prefer, teenagers across age groups primarily chose Concept B for how real foods and complete dishes were depicted and its overall design which was felt to be more mature and age appropriate. Suggested improvements primarily related to having a more cohesive colours scheme, although what it should consist of is unclear. The colour palette from the identifier was particularly problematic for lacking appeal and effective contrast.

Despite their preference for Concept B, teenagers generally liked the vibrancy and cohesiveness of the colour palette used in Concept A. That said, the colour scheme, when combined with the simple graphic design and illustration of foods, suggested to teenagers that the materials were targeting a younger audience.

In terms of lettering, there was only a slight preference for the Neue Haas Grotesk font for being more polished, serious, and refined. Those who preferred the Graphik Wide font felt that its letters being bold and more spaced out would make this font stand out and easier to read.



## Direction

As Health Canada finalizes a creative concept strategy for communication of Canada's food guide directed at children and teenagers, findings suggest the following actions should be considered:

### 1. Children Approach 1 should be further developed, with some modifications to enhance appeal and broaden its age reach.

Though only slightly preferred, this concept was liked across children age groups because of the strong visual appeal of its food and drink imagery. The more structured inclusion of colouring in the visuals' design, together with the use of real imagery mixed with animation, effectively grabbed attention. Key considerations in this concepts' further development include the following:

- **Visuals:** The water bottle visuals and wide variety of food imagery held strong appeal, with bright, colourful food (apples, watermelon) being well liked. The mix of animation and real imagery created a distinction in design, and effectively grabbed attention and should be included in the final design.

Inclusion of a real person in the concept helps to establish personal relevance, but care must be taken to ensure the child shown does not result in lack of relevance to some children for appearing too young (or too old). Consideration should be given to include a slightly older child, thus ensuring the visual speaks to children across the 8-12 age group.

- **Colours:** Children voiced a preference for bright, bold colours, reflective of freshness and healthy foods. Modifying the approach's colour palette with the addition of some bright colours (particularly pink, purple, blue) and minimizing prominence of more earthy or brown tones could serve the concept well. At the same time, care must be taken to ensure that the background colour for the identifier is dark enough to provide effective contrast with the lettering.
- **Fonts:** There is no clear preference for fonts, suggesting that either typeface would work for the concept. While some children felt a bold font is easier to read, others felt just the opposite, expressing preference for a less bold typeface. Neither presented fonts were problematic in terms of being challenging to understand or read.
- **Identifier:** Inclusion of the green / multi-colour identifier version should be considered, primarily for its varied colour presentation, bold colour contrast, and increased legibility. Further, having the word "kids" printed in yellow over a dark background would ensure high impact and effectively drew attention that the food guide is for children. The final background colours/tone should, however, be aligned with the concept's overall colour scheme.



**2. Teen Concept B should be further developed, with consideration given to a more cohesive colour palette and simpler, more relevant dishes.**

This concept was the clear preference of teenagers across age groups for its more mature design that incorporate complete dishes or meals rather than focusing on single food items. Altogether, this approach may help convey the idea that healthy eating is a more holistic approach that invites consideration of complete meals or dishes rather than only looking at single food items. Key considerations in this concepts' further development include the following:

- **Visuals:** Continue using visuals of complete meals or dishes, as they go beyond the basic concepts of healthy eating. That said, consider featuring simpler dishes or meals that are more attainable by teenagers, including those they more frequently consumer (such as tacos or burgers, for example).

The use of graphic elements (e.g., arrows) should be reconsidered. If used, the graphic elements should have a clear purpose and assist in communicating the message/information. Care must be taken in ensuring that together, the visual elements do not create an overall cluttered feel.

- **Colours:** Consideration should be given to choose a more cohesive colour palette where colours used share similar tones. This includes changing the colour purple, or at least its tone, so it is more aligned with the other brighter tones. In addition, a limited number of colours should be used when writing text on a dark background, so as to ensure there is sufficient contrast and readability.
- **Font:** Given that there was only a slight preference for the Neue Haas Grotesk font over the Graphik Wide, either font could be used, although with an understanding of their respective strengths and weaknesses. If Neue Haas Grotesk is selected, consider spacing out the letters and bolding the font for select applications (e.g., headlines, identifier). If Graphik Wide is selected, consider a narrower space between letters and using a smaller font to limit its visual impact. At the same time, consideration should be given to using Graphik Wide only for headlines, and a different font that is easier to read for other texts.
- **Identifier:** The design of the identifier in the shape of a speech bubble should be kept. That said, the colour scheme should be reconsidered to include two colours at most plus white, while ensuring better contrast between the background and the lettering. The focus, through the font and colour, should remain on the word "teens".

Appendix A:  
Recruitment Screener



Focus Groups on Health Canada's Healthy Eating Visual Look and Feel for Children and Teens (POR-20-11)  
Recruitment Screener – Final (Dec 1, 2020)

Name: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_ Cell: \_\_\_\_\_

Email: \_\_\_\_\_

Community: \_\_\_\_\_ Province: \_\_\_\_\_

## SECTION 1: Schedule & Specifications

### NETFOCUS GROUP SCHEDULE

Date	Group	AST	EST	Length (min)	Participant Time	Audience	Language	Moderator
Wed., Dec. 16, 2020	1	5:00pm	4:00pm	60	5:30pm/5:00pm	Atlantic: Children aged 8-10	EN	MC
	2	6:00pm	5:00pm	60	5:00pm	Quebec: Children aged 8-10	FR	CP
	3	6:30pm	5:30pm	90	5:30pm	Ontario: Teens aged 16-18	EN	MC
	4	6:30pm	5:30pm	60	5:30pm	Ontario: Children aged 8-10	EN	MB
	5	7:30pm	6:30pm	90	6:30pm	Quebec: Teens aged 16-18	FR	CP
	6	8:30pm	7:30pm	90	4:30pm	BC: Teens aged 13-15	EN	MB
Thurs., Dec. 17, 2020	7	5:30pm	4:30pm	90	4:30pm	Ontario: Children aged 11-12	EN	MC
	8	6:00pm	5:00pm	90	6:30pm/6:00pm	Atlantic: Teens aged 16-18	EN	CP
	9	7:00pm	6:00pm	60	5:00pm/4:00pm	Prairies: Children aged 11-12	EN	MB
	10	7:30pm	6:30pm	90	5:30pm/4:30pm	Prairies: Teens aged 13-15	EN	MC
	11	8:30pm	7:30pm	90	6:30pm/5:30pm	Prairies: Teens aged 16-18	EN	CP
	12	8:30pm	7:30pm	60	4:30pm	BC: Children aged 8-10	EN	MB
Tues., Jan. 5, 2021	13	5:30pm	4:30pm	60	4:30pm	Quebec: Children aged 11-12	FR	CP
	14	7:00pm	6:00pm	60	6:00pm/5:00pm/4:00pm/3:00pm	North: Children aged 11-12	EN	MC
	15	7:30pm	6:30pm	90	6:30pm	Quebec: Teens aged 13-15	FR	CP
	16	8:30pm	7:30pm	60	4:30pm	BC: Children aged 11-12	EN	MC
Wed., Jan 6, 2021	17	5:00pm	4:00pm	90	5:30pm/5:00pm	Atlantic: Teens aged 13-15	EN	MB
	18	7:00pm	6:00pm	60	5:00pm/4:00pm	Prairies: Children aged 8-10	EN	MC
	19	8:30pm	7:30pm	90	7:30pm/6:30pm/5:30pm/4:30pm	North: Teens aged 13-15	EN	MB
	20	9:00pm	8:00pm	90	5:00pm	BC: Teens aged 16-18	EN	MC
Thur., Jan. 7, 2021	21	5:00pm	4:00pm	60	5:30pm/5:00pm	Atlantic: Children aged 11-12	EN	MB
	22	6:00pm	5:00pm	90	5:00pm	Ontario: Teens aged 13-15	EN	CP
	23	8:00pm	7:00pm	60	7:00pm/6:00pm/5:00pm/4:00pm	North: Children aged 8-10	EN	MB
	24	8:30pm	7:30pm	90	7:30pm/6:30pm/5:30pm/4:30pm	North: Teens aged 16-18	EN	CP

Specification Summary	
<ul style="list-style-type: none"> <li>• <b>Twenty-four (24)</b> focus groups in total:</li> <li>• <b>Twenty (20)</b> English groups - four in each of:               <ul style="list-style-type: none"> <li>○ Atlantic Canada (NB, PE, NS, NL)</li> <li>○ Ontario</li> <li>○ Prairies (AB, SK, MB)</li> <li>○ British Columbia</li> <li>○ North (YT, NT, NU)</li> </ul> </li> <li>• <b>Four (4)</b> French groups in:               <ul style="list-style-type: none"> <li>○ Quebec</li> </ul> </li> <li>• Audiences in each market include:               <ul style="list-style-type: none"> <li>○ Children aged 8-10</li> <li>○ Children aged 11-12</li> <li>○ Teens aged 13-15</li> <li>○ Teens aged 16-18</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mix of <b>gender, HHI, household situation, cultural backgrounds and locations within each market</b></li> <li>• Incentive: <b>\$100</b> per teenager (13-18 years old) and <b>\$75</b> per child (8-12 years old)</li> <li>• Number of participants recruited per group:               <ul style="list-style-type: none"> <li>○ Children aged 8-12: <b>6 participants</b></li> <li>○ Teens aged 13-18: <b>10 participants</b></li> </ul> </li> <li>• Group discussion length:               <ul style="list-style-type: none"> <li>○ Children aged 8-12: <b>1 hour</b></li> <li>○ Teens aged 13-18: <b>1.5 hours</b></li> </ul> </li> </ul>

**RECRUITER NOTE - WHEN TERMINATING AN INTERVIEW, SAY: "Thank you very much for your cooperation. We are unable to invite you to participate because we have enough participants who have a similar profile to yours."**

**RECRUITER NOTE: If a respondent wishes to verify the validity of the study, please contact: Narrative Research: 888-414-1336; focusgroups@narrativeresearch.ca**

## GENERAL INTRODUCTION – ASK ALL

Hello, my name is \_\_\_\_ and I am with Narrative Research, a national market research company. Let me assure you that we are not trying to sell you anything. We are conducting a series of online group discussions from <INSERT DATE> to <INSERT DATE> on behalf of the Government of Canada, specifically Health Canada, and we are looking for children and teenagers to take part. We would like to speak with someone 16 to 18 years old or the parent or guardian of a child aged 8-15 years old regarding these group discussions. Would that be you? **IF SO, CONTINUE. IF NO, ASK TO SPEAK TO SOMEONE ELSE IN THE HOUSEHOLD**

Would you prefer that I continue in English or French? / Préférez-vous continuer en français ou anglais?

**RECRUITER NOTE - FOR ENGLISH GROUPS, IF PARTICIPANT WOULD PREFER TO CONTINUE IN FRENCH, PLEASE RESPOND WITH: "Malheureusement, nous recherchons des gens qui parlent anglais pour participer à ces groupes de discussion. Nous vous remercions de votre intérêt."**

The purpose of this study is to hear young people's views on communication materials – things like images and posters - currently being developed by the government to promote healthy eating. Participation in this research is voluntary and completely anonymous and confidential. Those who qualify and take part in the group discussion will receive a financial incentive in appreciation for their time. Is this something you or your child might be interested in?

Yes.....1

No.....2

**INSTRUCTIONS: If no, thank & terminate**

May I ask you a few quick questions to see if you or your child is the type of participant we are looking for? This should take about 10 minutes. The information you provide will remain confidential and you are free to opt out at any time. Thank you.

To begin, do you or anyone in your household currently work or have worked in any of the following areas?

- Marketing/Market Research.....1
- Advertising or Media (TV, Radio, Newspaper) .....2
- Food manufacturing/food industry.....3
- An organization or association representing the interest of the food and beverage industry .....4
- An organization representing a particular type of food and/or beverage .....5
- An organization involved in health promotion, nutrition or healthy eating .....6
- Federal or provincial government department responsible for public health .....7

**INSTRUCTIONS: If yes to any of the above, thank & terminate**

Into which of the following age group are you?

- Less than 16 years old .....1
- 16 to 18 years old.....2
- At least 19 years or older .....3

**INSTRUCTIONS: If less than 16 (code 1) ask to speak with parent or guardian; If 16-18 (code 2) continue; If 19+ (code 3) skip to QP4**

**ASK IF 16-18 YEARS OLD (CODE 2) IN QP2:** What is your exact age?

[RECORD]: \_\_\_\_\_

**INSTRUCTIONS: Recruit good mix of ages between 16 and 18 in each group; SKIP TO QP6**

**ASK IF 19+ (CODE 3) IN QP2:** Are you the parent or guardian of a child aged **8-15 years old** living with you all or most of the time who might be able to take part in an online focus group?

- Yes.....1
- No.....2

**INSTRUCTIONS: If no, thank & terminate**

How old is that child?

[RECORD]: \_\_\_\_\_

**INSTRUCTIONS: Recruit only 1 child per family/household; Child must be 8 to 15 years old; otherwise, thank & terminate; recruit mix of ages by gender in each group, within range**

What is [IF 16-18 YEARS OLD: your] [IF PARENT; your child's] gender?

- Male.....1
- Female; or.....2
- Gender diverse .....3

**VOLUNTEERED**

- Prefer not to answer .....4

**INSTRUCTIONS: Recruit mix of gender in each group, with equal number of males and females**

In which city/town/community and province/territory do you currently live?

Record name of city/village: \_\_\_\_\_

Record name of province/territory: \_\_\_\_\_

**INSTRUCTIONS: Recruit good mix of urban and rural locations in each market; aim for diversity of locations within each region**

How long have you lived in <INSERT PROVINCE/TERRITORY FROM QP7 >? [RECORD # of Years: \_\_\_\_\_]

- Less than 2 years.....1
- At least 2 years or more .....2

**INSTRUCTIONS: Thank & Terminate if less than 2 years**

To make sure that we speak to a diversity of people, could you tell me what is [IF 16-18 YEARS OLD: your] [IF PARENT; your child's] ethnic background? **DO NOT READ – CODE ALL THAT APPLY**

- White/European (for example, German, Irish, English, Italian, French, Polish, etc.) .....1
- Hispanic, Latino, Spanish (for example, Mexican, Cuban, Salvadoran, Columbian, etc.) .....2
- Black or African Canadian (for example, African Canadian, Jamaican, Haitian, Nigerian, Ethiopian, etc.) .....3
- East Asian (for example, Chinese, Filipino, Vietnamese, Korean, etc.) .....4
- South Asian (for example, East Indian, Pakistani, etc.) .....5
- Middle Eastern or North African (for example, Lebanese, Iranian, Syrian, Moroccan, Algerian, etc.).....6
- Indigenous (e.g. First Nations, Métis, Inuit) .....7
- Other (Specify: \_\_\_\_). .....8
- Don't know / No response .....9

**INSTRUCTIONS: Recruit about a third non-Caucasians in each group, including at least one Indigenous (code 7) and at least one Black (code 3)**

Which of the following best describes your current household situation? Are you living...?

**[SHOW 16-18 YEARS OLD ONLY]**

- By yourself or with roommates ..... 1
- With both of your parents/guardians all of the time ..... 2
- With a single parent/guardian all of the time ..... 3
- In two different households, splitting your time between your two  
parents/guardians' homes ..... 4
- As a blended family (with your parent/guardian and their spouse/partner,  
and perhaps their children) ..... 5
- Other (Specify: \_\_\_\_ ) ..... 6

**[SHOW PARENTS ONLY]**

- With a partner or spouse and your children full time ..... 1
- With a partner or spouse and your children at least part of the time ..... 2
- As a blended family (with a spouse/partner, your children and theirs) ..... 3
- As a single parent with your children at least part of the time ..... 4
- Other (Specify: \_\_\_\_\_) ..... 5

**INSTRUCTIONS: Recruit mix in each group, where possible**

What was your household's total income last year? That is, the total income of all persons in your household combined, before taxes? **[READ LIST IN ORDER]**

- Under \$20,000 ..... 1
- \$20,000 to under \$40,000 ..... 2
- \$40,000 to under \$60,000 ..... 3
- \$60,000 to under \$80,000 ..... 4
- \$80,000 to under \$100,000 ..... 5
- \$100,000 to under \$150,000 ..... 6
- \$150,000 or more ..... 7

**VOLUNTEERED**

- Prefer not to say ..... 8
- Don't know/unsure ..... 9

**INSTRUCTIONS: Recruit mix in each group; if DKNA, verify with parent/guardian if possible**

**NETFOCUS QUESTIONS – ASK ALL**

The discussion groups for this project will be conducted online and will require the use of a laptop or desktop computer connected to high speed internet and equipped with a webcam, a microphone and speakers. Note that you cannot use a computer tablet, a smartphone or a school computer to access the online session.

**[IF 16-18 YEARS OLD: Do you] [IF PARENT; Does your child]** have access to a laptop or desktop computer – other than a school computer - with high-speed Internet to take part in this focus group?

- Yes.....1
- No.....2

**INSTRUCTIONS: If no, thank & terminate**

The session will be held online and may require the installation of a free and secure plug in. Will you be able to install this application before the focus group discussion? We will send you the installation instructions one day prior to the session.

- Yes.....1
- No.....2

**INSTRUCTIONS: If no, thank & terminate**

As part of the study, **[IF 16-18 YEARS OLD: you] [IF PARENT; your child]** will need to participate using a webcam. Does the computer you will use for the focus group have a webcam, and if so, are you comfortable **[IF PARENT; with your child]** participating by webcam?

- Yes.....1
- No.....2

**INSTRUCTIONS: If no, thank & terminate**

Once **[IF 16-18 YEARS OLD: you are] [IF PARENT; your child is]** online for the session **[IF 16-18 YEARS OLD: you] [IF PARENT; your child]** will also be required to connect the computer audio. Are there speakers and a microphone on the computer that will be used to take part in the focus group?

- Yes.....1
- No.....2

**INSTRUCTIONS: If no, thank & terminate**

**INSTRUCTIONS FOR NF1-NF4 THANK & TERMINATE: Based on your responses, we are unable to invite you to take part in this online focus group, as you do not meet the technical requirements. We thank you for your interest in this research.**

**RESEARCH QUESTIONS – ASK ALL**

[IF 16-18 YEARS OLD: Have you] [IF PARENT; Has your child] ever participated in a group discussion or interview for which a sum of money was given?

- Yes.....1 **Max of 3 (8-12 YO) / 5 (13-18 YO) recruits per group**
- No .....2 **GO TO QR5**

When was the last time you/your child participated in a group discussion or interview? \_\_\_\_\_

1.

How many groups or interviews have you/has your child participated in over the past 5 years?

\_\_\_\_\_ **MAX 4**

What was the subject(s) of the focus group(s) or interview(s)? \_\_\_\_\_

**THANK AND TERMINATE IF THEY HAVE...**

- been to 5 or more groups in the past 5 years (max 4 groups/interviews attended)
- attended a focus group in the past six months.
- ever attended a group discussion on advertising, nutrition, food, healthy eating

The discussion in which [IF 16-18 YEARS OLD: you] [IF PARENT; your child] will be participating will be audio and video recorded so that the focus group moderator can pay full attention during the discussion. Comments and responses from participants are strictly confidential and the names of participants will not be included in the research report. Are you comfortable with the discussion being audio and video recorded?

- Yes.....1
- No .....2

**INSTRUCTIONS: If no, thank & terminate**

There may also be employees from the Government of Canada who will be listening in on the discussion. They will not be given the last names of participants. Are you comfortable with the session including observers?

- Yes.....1
- No .....2

**INSTRUCTIONS: If no, thank & terminate**

The group discussion will be held [GROUPS 2, 5, 13, 15: in French] [OTHER GROUPS: in English].

Participants may also be asked to read simple text, write short responses and/or review images during the session. [IF 16-18 YEARS OLD: Are you] [IF PARENT; Is your child] able to take part in these activities [GROUPS 2, 5, 13, 15: in French] [OTHER GROUPS: in English] without assistance?

- Yes.....1
- No.....2
- DK/NR.....8

**INSTRUCTIONS: If no or DKNR, thank & terminate**

**PARENTAL CONSENT AND CHILD AGREEMENT – ASK ONLY OF PARENTS OF CHILDREN 8-15 YEARS OLD**

Thank you for your responses. We would like to ask your child a few short questions before inviting them to take part in the focus group discussion which will be scheduled on <INSERT DATE> from <INSERT TIME> to <INSERT TIME>. The session will last about [IF CHILD IS 8-12: one hour] [IF CHILD IS 13-15: one and a half hour]. After the session, we would send you [IF CHILD IS 8-12: \$75] [IF CHILD IS 13-15: \$100] to be given to your child, in appreciation for their participation.

Your child's participation in this focus group is voluntary and they do not have to answer any question that feels uncomfortable. I'd also like to remind you that the focus group discussion is anonymous and that the information your child provides during the group discussion will not be linked with their name on any document.

Are you comfortable with your child taking part in this focus group if they are interested?

Yes.....1

No.....2

**INSTRUCTIONS: If no, thank & terminate**

Will your child be available to take part in the focus group discussion being held on <INSERT DATE> from <INSERT TIME> to <INSERT TIME> [IF CHILD IS 8-12 YEARS OLD: and will you be available to help them login to the online session if need be]?

Yes.....1

No.....2

**INSTRUCTIONS: If no, thank & terminate**

We would need your written consent for their participation. You will need to email back the signed consent form before the focus group. May we have your email address to send the consent form? The signed form will be required for your child to take part in the session and receive the incentive.

[RECORD EMAIL AND VERIFY] \_\_\_\_\_

**INSTRUCTIONS: Once recorded, re-read back to confirm**

We would like to speak with your child at this time if this is possible. We will inform them of the format for the session, let them know that they will receive [IF 8-12 YEARS OLD: \$75] [IF 13-15 YEARS OLD: \$100] after the session, and ask for their interest in taking part. We will also ensure that they are comfortable with sharing their opinions with others in a group setting. May we speak with your child to see if they would like to participate?

Yes.....1

No.....2



**INSTRUCTIONS: If no, thank & terminate or schedule call back**

Thank you. This should take only a couple of minutes and we will need to speak with you again right after to provide you with the login instructions.

**FOR CHILDREN 8-15 YEARS OLD**

Hello, my name is \_\_\_\_ from Narrative Research, a marketing research company. We are working on a project for the government and we are looking for your opinions. The government is interested in letting young people your age know about good eating habits and they have come up with different pictures and messages that could be used on things like posters at school or on websites, for example. We'd like your help to choose which images and messages they should use.

We just spoke to your parent/guardian and they think you might be interested in sharing your opinion about this topic with [IF 8-12 YEARS OLD: 4 or 5] [IF 13-15 YEARS OLD: 8 or 9] other people your age. This session would be conducted online and there would be an adult leading the discussion and asking the questions - much the same way as for an online class. You would need to stay for the entire session which will last about [IF 8-12 YEARS OLD: one hour] [IF 13-15 YEARS OLD: an hour and a half]. To thank you for taking part and answering the questions, we will give you [IF 8-12 YEARS OLD: \$75] [IF 13-15 YEARS OLD: \$100].

Is this something you would like to do?

- Yes.....1
- No .....2

**INSTRUCTIONS: If no, thank & terminate**

**ASK 13-15 YEARS OLD ONLY:** Will you be available on <INSERT DATE> from <INSERT 15 MINUTES PRIOR TO START TIME> to <INSERT END TIME> to take part?

- Yes.....1
- No .....2

**INSTRUCTIONS: If no, thank & terminate**

As I mentioned, you will need to answer questions and express your opinions with the other participants your age. How comfortable are you to express your opinions with others?

- Very comfortable .....1
- A little comfortable .....2
- Not very comfortable.....3
- Not at all comfortable.....4

**INSTRUCTIONS: If not very or not at all comfortable, thank & terminate**

Thank you. We look forward to hearing your opinions. Can we speak with your parent or guardian again to give them the instructions to join the session?

### GO TO INCENTIVE AND CONTACT INFORMATION SECTION

#### INVITATION – FOR 16-18 YEARS OLD ONLY

Based on your responses so far, we would like to invite you to participate in a small group discussion that will be conducted simultaneously over the telephone and online on <INSERT DATE> from <INSERT START TIME> to <INSERT END TIME>. The session will bring together 8 to 10 people your age and it will last about an hour and a half. The discussion will be about communication materials currently being developed by the Government of Canada – things like images, posters and social media posts - to promote healthy eating. If you participate, you will receive **\$100** in appreciation for your time. To take part, you would simply log on to a secure website from your computer or laptop (but not a tablet, smartphone or school Chromebook) and at the same time join in a group discussion on the phone.

Are you available and interested in taking part in this focus group?

Yes.....1

No .....2

**INSTRUCTIONS: If no, thank & terminate**

#### INCENTIVE AND CONTACT INFORMATION – ASK ALL

Just a few last questions to confirm [IF 16-18 YEARS OLD: **you**] [IF PARENT; **your child's**] participation.

Could we please confirm the email address where we can send you the detailed instructions for logging in to the focus group session?

**Record email address (and verify):** \_\_\_\_\_.

We will send you the instructions by email at least 1 day in advance of the group. The group discussion will begin promptly at <TIME> and will end at <TIME>, **lasting up to [CHILDREN 8-12 YEARS OLD: 1 hour/TEENS 13-18 YEARS OLD: 1.5 hours]**. Please log in about 15 minutes prior to the start time to ensure that the session is not delayed. Those who arrive late will not be included in the session, and will not receive the incentive.

As mentioned, we will be pleased to provide participants an incentive of [IF 13-18 YEARS OLD: **\$100**] [IF 8-12-YEAR-OLD: **\$75**] distributed after the session by e-Transfer or cheque, as you'd prefer. It takes approximately 3 business days to receive an incentive by e-Transfer or approximately 2-3 weeks following the session to receive an incentive by cheque.

Would you prefer to receive the incentive by e-Transfer or cheque?

e-Transfer .....1

Cheque .....2

**IF PREFER TO RECEIVE INCENTIVE BY E-TRANSFER:**

Could you please confirm the e-mail address where you would like the e-transfer sent after the focus groups? **[IF PARENTS: This could be your child's email address if they are setup for electronic banking.]**

Email address: \_\_\_\_\_

And please confirm the spelling of your name: \_\_\_\_\_

The e-transfer password will be provided to you via email following the group.

**IF PREFER TO RECEIVE INCENTIVE BY CHEQUE:**

Could I have the mailing address where you would like the cheque mailed after the focus groups?

Mailing address: \_\_\_\_\_

City: \_\_\_\_\_

Province/Territory: \_\_\_\_\_ Postal Code: \_\_\_\_\_

And please confirm the spelling of the name to whom the cheque should be made to:

\_\_\_\_\_

**ALL:**

As these are very small groups and with even one person missing, the overall success of the group may be affected, I would ask that once you have decided to attend that you make every effort to do so. If you are unable to take part in the study, please call \_\_\_\_\_ (collect) at \_\_\_\_\_ or email \_\_\_\_\_ as soon as possible so a replacement may be found. Please do not arrange for your own replacement.

So that we can call you to remind you about the focus group or contact you should there be any changes, can you please confirm your name and contact information for me? **[CONFIRM INFORMATION ALREADY COLLECTED AND CHANGE/COMPLETE AS NECESSARY]**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Email: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

**If the respondent refuses to give his/her first or last name or phone number please assure them that this information will be kept strictly confidential in accordance with the privacy law and that it is used strictly to contact them to confirm their attendance and to inform them of any changes to the focus group. If they still refuse THANK & TERMINATE.**

Thank you for your interest in our study. We look forward to hearing your thoughts and opinions!

**Attention Recruiters**

Recruit 6 per Children aged 8-12 group

Recruit 10 per Teens aged 13-18 groups

CHECK QUOTAS

Ensure participant has a good speaking (overall responses) ability-If in doubt, DO NOT INVITE

Do not put names on profile sheet unless you have a firm commitment.

Repeat the date, time and verify email before hanging up.

**Confirming – DAY BEFORE GROUP**

1. Confirm in person with the participant the day prior to the group–do not leave a message unless necessary
2. Confirm all key qualifying questions
3. Confirm date and time
4. Confirm they have received the login instructions and completed the diagnostic test

Appendix B:  
Moderator's Guide

## Focus Groups on Health Canada's Healthy Eating Visual Look and Feel for Children and Teens (POR-20-11) - Moderator's Guide FINAL – Children 8-12 years old

### Study Goals (*Confidential – For reference only - Not read to participants*)

- To gather feedback on the expanded brand concepts, including visuals, and identifiers;
- To explore overall reactions to the sample creatives (GIFs, infographics, images, worksheets/factsheets);
- To assess the general effectiveness of the graphics/images used;
- To test whether the creative approach/content is deemed appropriate and relevant to each target audience;
- To determine if the creative approach and colours are attention-grabbing and engaging the target audience;
- To determine overall memorability and appeal; and
- To elicit suggestions for potential changes to ensure creatives engage and resonate with the target audiences.

### Introduction

10 minutes

- **[SLIDES 1-2] Welcome:** Introduce Narrative Research as an independent marketing research company; introduce self and function of a moderator: *e.g.*: “My name is x, and I work for a company that asks people questions. We try to find out what they think about things and then we write a report about what we find out. I’ll give you an example. If a shoe company was looking to find out what kinds of things they should talk about in an advertisement, they might do a focus group like this one to find out what people liked about their shoes. I’d then write up a report about all the things people liked, and then that company would make an advertisement about shoes that talked about the best things.”
- **Topic & Sponsor:** Today we’re not talking about shoes, but food. I am interested in hearing what you think about different things that the government is putting together right now to give children your age information about healthy eating.
- **Length:** Our session will last about one hour and we won’t be taking a break
- **Explain process:** You will need to stay in front of your computer the entire time because I will want you to comment on different things I will show you on the screen. You will share your opinions with me and the others in the group. So it will kind of be like a class, except that there are no right or wrong answers to any questions I ask you. I’ll just be asking for what you think, and anything you think is ok to say. I want you to know that it is ok to disagree or have different opinions than other people too – you don’t all have to agree, and it will be important for you to respect the opinions of other people, even if you disagree with them.  
We’ve invited you to this group because we really want to hear what you think – so it’s really important that you speak up and tell me what you think when I have a question for you.  
Most of my questions I’ll ask you to tell me what you think – just say it when I ask you. But so that I know if you have something to say, you can raise your hand to let me know. Let’s all practice that – raise your hand (button at the top of the screen), and then lower it once you’re done talking.
- **Recording, Observation and Confidentiality:** I want you to know that the session is being recorded but the recording will be kept confidential – that means that I won’t be sharing the recording with anyone else, or using it for anything other than helping me write up my report. There are also people from the government who work with me on this project who will be listening in but they will not talk.
- **[SLIDE 3] Participant Introduction:** Before I show you the material and ask you some questions, let’s go around so you can introduce yourself. Tell us in what city or community you live, how old you are and what is your favourite food. Let me start...

## General Discussion

10 minutes

[SLIDE 4] What we will look at today will be used to encourage kids your age to make healthy food choices. Does everyone understand what I mean when I say “making a healthy food choice”?

**NOTE TO MODERATOR: AVOID USING THE TERM GOOD FOOD CHOICE; REFER TO HEALTHY FOOD CHOICES INSTEAD**

- How do you generally find out what food or drinks are healthy and good for you? – *raise your hand if you want to start us off.*
  - **PROBE IF NOT MENTIONED:** parents; friends; school; grocery store; packaging;
- Have you heard about Canada’s Food Guide?
  - If so, how or where did you hear of it?
- Have you used the food guide to decide what to eat? Give me an example of what you have done.

## Images/Graphics/Visuals

20 minutes

[SLIDES 5-16] You may or may not know this already, but the government gives people information about healthy eating. One way to let kids know about healthy foods and drinks is to put up posters, learn about it at school, or share information on a website for example. I’d like to show you two examples of what these might look like. These are just ideas and haven’t been finished yet. That’s why we’re asking for your comments today – so they can be finished with the input you provide. I’m going to show you a few slides, and then we’ll talk about them all together. **SHOW AND DISCUSS ONE CONCEPT AT A TIME; ROTATE PRESENTATION ORDER ACROSS GROUPS**

Here is a poster you might see at school.

Figure 1A

Campaign A:



Figure 1A

Sample of poster with identifier box in upper left corner, real image of a boy, illustration overlay of boy’s body half-filled with water, accompanying text: Water rules! Did you know that more than half of your body is water? Drink water every day.

Figure 1B

Campaign B:



Figure 1B

Sample of poster with identifier box in upper left corner, real image of a glass of water, illustration overlay of #1 trophy, accompanying text: Did you know that more than half of your body is water? Drink water every day.

Here are some examples of pictures you might see on a website.

**Figure 2A**

**Campaign A:**



**Figure 2A**

Sample images of visual product with identifier box in upper left corner:

- mix of real image of counter top and illustration of lunch bag, accompanying text: 10 tips for healthy lunches.
- mix of real image of child's hands and illustration of fruit, accompanying text: 10 tips for healthy lunches.

**Figure 2B**

**Campaign B:**



**Figure 2B**

Sample images of visual product with identifier box in upper left corner:

- photography of bento-style lunch box with sliced vegetables, pretzels, pita & hummus, accompanying text: 10 tips for healthy lunches.
- illustration of child with lunch bag, accompanying text: 10 tips for healthy lunches.

And here is what a worksheet you might receive in school where the teacher would ask you to draw different foods on the plate. You'll notice that the words aren't real words (again – these are just pretend).

**Figure 3A**

**Campaign A:**



**Figure 3A**

Sample of worksheet with identifier box in upper right corner.

- Worksheet title: Fill your plate!
- Image is illustrated fork, plate, knife and circle for glass.
- Accompanying text box: How to build your meal. Steps 1-3.



## Figure 3B

Campaign B:

## Figure 3B

Sample of worksheet with identifier box in upper right corner.

- Worksheet title: Fill your plate! Make a healthy balanced meal.
- Image is Photograph of fork, plate, knife.
- Accompanying text box: How to build your plate. Steps 1-3.
- Additional image of illustrated fruit with text within: Did you know apples sink but pears float?

And here are images that could be used on the posters and work on website pictures I just showed you.

## Figure 4A

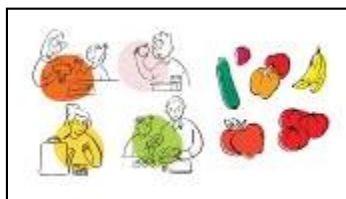
Campaign A:

## Figure 4A

Sample images:

- Coloured illustrations of water in reusable containers and glasses.
- Coloured illustrations of vegetables and fruits.

## Figure 4B

Campaign B:

## Figure 4B

Sample images:

- Four illustrations of children/families engaged in healthy eating activities with single colour from palette overlaid (colours used: pumpkin orange, pale pink, mustard yellow, avocado green).
- Coloured illustrations of fruit and vegetables.

And here is a collage of everything together.

A. Notice how they use both real people and places combined with drawings or cartoon objects. Notice how the drawings are simple. Notice how some of the objects have faces.

B. Notice how they show real objects but the people are drawings. Notice the spots of colours in the background.

### Figure 5A

#### Campaign A:



Figure 5A

Collage of images associated with Campaign A, descriptions of various elements appear with figures 1A, 2A, 3A, 4A.

### Figure 5B

#### Campaign B:



Figure 5B

Collage of images associated with Campaign B, descriptions of various elements appear with figures 1B, 2B, 3B, 4B.

I'd like to know what you think about this approach. ***SHOW THE COLLAGE PAGE ON THE SCREEN***

#### Campaign A:

- What grabs your attention?
- Is there anything you like about what you see here? Why?
- And is there anything you don't like? Why?
- Is there anything that isn't clear in the images that are shown here? In other words – is anything hard to understand or confusing?
- Do you think that those images and the posters are for kids your age or are they for younger or older kids? Why?

#### Campaign B:

- What grabs your attention?
- Is there anything you like about what you see here? Why?
- And is there anything you don't like? Why?
- Is there anything that isn't clear in the images that are shown here? In other words – is anything hard to understand or confusing?
- What do you think about showing drawings of people rather than real people?

- What do the spots of colour in the background remind you of?
- Do you think that those images and the posters are for kids your age or are they for younger or older kids? Why?

[SLIDE 17] Now that we have seen two different ideas, I'd like to know which one you prefer. **SHOW BOTH CONCEPTS SIDE BY SIDE ON THE SCREEN**

Figure 6A



Figure 6A

Collage of figures 5A and 5B.

Remember that there are no right or wrong answers and that it's ok if you don't all have the same opinions.

- Raise your hand if you prefer the first idea. Raise your hand if you prefer the second idea. Now tell me what you like better about the idea you chose.

Brand Box

5 minutes

[SLIDE 18] On the posters and worksheet we just looked at, you may have noticed a square box with the words "Canada Food Guide" in it. I'd like to show you two different options. Both options have a combination of different squares.

[SLIDE 19] **MODERATOR SHOWS OPTIONS ON THE SCREEN**

Figure 7A



Figure 7A

Option 1: Small identifier boxes with text:

- Canada's Food guide kids. Solid green background.
- Canada's Food guide kids. Multicoloured background

Option 2: Small identifier box with text: Canada's Food guide kids. Solid light blue background.

As you can see, they both include a square that has a solid colour background colour – option 1 is green and option 2 is blue. Option 1 also includes a version that is multicoloured. There are other differences between the two options. In option 1, there are different colours used for the letters while in option 2, the letters are all the same colour inside each box. The other difference between option 1 and 2 is the

style of letters that are used (sometimes people refer to that as a font). Another difference you might notice is in option 2, some of the words are darker or bolder than the other words.

- By raising your hand, which one of option 1 or 2 do you like best? What do you like about that one?
- Are your eyes drawn or attracted by one of the boxes more so than the others? If so, which one? What makes that one stand out?
- Do you prefer that they use many colours for the letters in one box or only one colour, or it does not matter? Why?

## Font

5 minutes

[SLIDE 20] There were words written on the posters and the worksheets that we saw. There are many types or style of letters that can be used. I want to show you two different looks for letters.

[SLIDES 21] *MODERATOR SHOWS FONT COMPARISON ON THE SCREEN*

Figure 8A



Figure 8A

Sample text: Healthy snacks in Omnes and Omnes fonts.

Don't worry about what the first word is saying – Mikado and Omnes – these are not real words – but pay attention to how the letters look used for those words and also for the statement “Healthy snacks”.

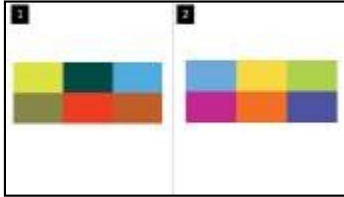
- When looking at the words, “Healthy Snacks”, which one do you like more? Why do you like that one more than the other one?
  - **PROBE IF NOT MENTIONED:** shape; distance between letters; rounded vs. squared
- Is one option easier to read than the other? If so, which one?
- Are any of the letters difficult to make out? Any you don't recognize or that you have not seen before?

## Colour Scheme

5-10 minutes

[SLIDES 22-23] There are many colour combinations that could be used on the posters and images I showed you earlier. I will show you two different groups of colours and I'd like to know what you think about those. Let's start with the first one. **SHOW AND DISCUSS ONE COLOUR SCHEME AT A TIME; REPEAT QUESTIONS FOR EACH; ROTATE PRESENTATION ORDER ACROSS GROUPS TO ALIGN WITH ROTATION OF CONCEPTS**

Figure 9A



**Figure 9A**

Small boxes with colour schemes

- Brighter palette with light tones (sky blue, yellow, light green, magenta, pumpkin orange, cerulean blue).
  - Small box with colour scheme for Approach 2. Brighter palette with light tones (sky blue, yellow, light green, magenta, pumpkin orange, cerulean blue).
- Which side do you like better? What do you like about those colours?
  - The colours are grouped together. Are there colours that you see here that do not go well with the others? If so, which ones?
  - Do these colours make you think of anything?
  - Are there colours you like that you think should be included? If so, which ones?
  - What colours do you find go well together? That could be any colours you see on the screen or any other colours that are not there. ***ASK CHILDREN TO NAME 2-4 COLOURS THAT GO WELL TOGETHER***

[SLIDES 24-27] Now let's put together the images, the colours and the letters we saw into two options.

Here is the first one.

Figure 10A



Figure 10A

Collage of images associated with Approach 1, descriptions of various elements appear with figure 1.

And here is the second.

Figure 11A

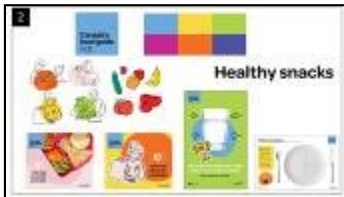


Figure 11A

Collage of images associated with Approach 2, descriptions of various elements appear with figure 8.

Now let me show you both options side-by-side.

Figure 12A



Figure 12A

Collage of figures 10A and 11A.

- With a show of hands, which one do you like best?
- Why did you choose that option?

I have one more question for you before we finish up. The suggestions you made today will help the government adapt the food guide to kids your age – in the words and image they use and how it looks.

- What do you think about being involved in helping that way?

### Thanks & Closure:

[SLIDE 28] *That's all my questions; thank you all for your participation!*

## Focus Groups on Health Canada's Healthy Eating Visual Look and Feel for Children and Teens (POR-20-11) - Moderator's Guide FINAL – Teenagers 13-18 years old

### Study Goals (*Confidential – For reference only - Not read to participants*)

- To gather feedback on the expanded brand concepts, including visuals, and identifiers;
- To explore overall reactions to the sample creatives (GIFs, infographics, images, social media creatives, worksheets/factsheets);
- To assess the general effectiveness of the graphics/images used;
- To test whether the creative approach/content is deemed appropriate and relevant to each target audience;
- To determine if the creative approach and colours are attention-grabbing and engaging the target audience;
- To determine overall memorability and appeal; and
- To elicit suggestions for potential changes to ensure creatives engage and resonate with the target audiences.

### Introduction

10 minutes

- **[SLIDES 1-2] Welcome:** Introduce Narrative Research as an independent marketing research company; introduce self and role of a moderator
- **Topic & Sponsor:** Today I'd like to hear your opinions about different things like images, posters and social media posts, that are being considered by the Government of Canada to inform teenagers about healthy eating habits
- **Length:** Discussion will last about an hour and a half
- **Explain process:** Netfocus group (discussion by phone; ads shown on the computer screen); all opinions are important; no right/wrong answers; need to understand agreement/disagreement; talk one at a time (identify yourself by first name before you speak); provide instructions on how to address technical issues during the session; provide other instructions (muting; raise hands; thumbs up/down buttons)
- **Logistics:** Session audio recording; government employees as observers
- **Confidentiality:** Individual comments are confidential/anonymous in the report; no names in report; voluntary participation
- **[SLIDE 3] Participant Introduction:** Where you live; how old you are and what is your favourite food

### General Discussion

5-10 minutes

**[SLIDE 4]** What we will look at today will be used to encourage teenagers your age to make healthy food choices.

- How do you generally find out what food or drinks are healthy and good for you?
  - **PROBE IF NOT MENTIONED:** parents; friends; school; grocery store; packaging;
- Have you heard of Canada's Food Guide?
  - If so, how familiar are you with it?
  - How, if at all, do you use the food guide to help you make food choices?

### Images/Graphics/Visuals

50 minutes (25 minutes per concept)

**[SLIDE 5]** As I mentioned, the federal government wants to hear from youth how best to present and communicate healthy eating information to youth to help them make healthy eating choices and integrate healthy eating habits in their lives. They could do that by putting up posters in schools, having

brochures or documents distributed at school, posting messages on social media, as well as in other ways. Today, I'd like to get your opinions on two different styles for that kind of material. We will focus on the "look and feel" – that is the colours, the graphic elements, the visuals or images, and the design of materials. We will not look at the advice or messages.

**[CONCEPT A – SLIDES 6-12 AND CONCEPT B SLIDES 13-19]** Let's have a look at one idea at a time. I will show you all of the components of this idea before we talk about it together. Please hold your thoughts while I am doing so. ***MODERATOR SHOWS AND DISCUSS ONE CONCEPT AT A TIME; ROTATE PRESENTATION ORDER OF CONCEPTS ACROSS GROUPS***

Rotation Schedule – Concept Presentation Order					
Audience	Atlantic (EN)	Ontario (EN)	Prairies (EN)	West (EN)	Quebec (FR)
Teens 13-15	A-B	B-A	A-B	B-A	A-B
Teens 16-18	B-A	A-B	B-A	A-B	B-A

Here are the colours that could be used for the materials – like on posters, social media posts, worksheets and other things like that.

### Concept A:

#### Figure 13A



Figure 13A

Collage of images associated with Concept A:

- Small box with colour scheme for Concept A. Bright palette with vibrant colour tones (aqua blue, deep purple, brick red, dark orange, dark yellow).
- Sample text in Graphik wide font, alphabet in upper and lower case and numbers 0 to 9.
- Five small identifier boxes with text: Canada's Food guide teens. In varied background colours with varied text font and colour.

### Concept B:

#### Figure 14A



Figure 14A

Collage of images associated with Concept B:

- Small box with colour scheme for Concept B. Vibrant palette with softer pastel colour tones (black, white, bright yellow, dark orange, turquoise blue).
- Sample text in Neue Haas Grotesk font, alphabet in upper and lower case and numbers 0 to 9



- Five small identifier boxes with text: Canada's Food guide teens. In varied background colours with varied text font and colour.

Here are some of the visual elements that could be used throughout the materials. There might be a message that goes with these images – like a healthy eating tip.

### **Concept A:**

**Figure 15A**



**Figure 15A**

Samples of images:

- with identifier box in upper left corner, real image of an avocado on an illustrated plate.
- with identifier box in upper left corner, real image of a water tap pouring water into illustrated cup.
- with identifier box in upper left corner, real image of a frying pan with illustrated fried egg.

### **Concept B:**

**Figure 16A**



**Figure 16A**

Concept images in boxes:

- real images of food (bananas, tomatoes, hands holding a plate of food, tacos, salad with watermelon slices);
- black and white illustration lettuce, tomato slices and taco;

Here is what the social media posts might look like. Don't pay too much attention to the words as they may be different. Focus on the images, the colours and the layout.

**Concept A:**

**Figure 17A**



**Figure 17A**

Two samples of Social Media posts in boxes:

- social media post text: They say it's the most important meal of the day, but how healthy is your breakfast? Take our quiz to find out! #CanadaFoodGuide #FoodGuideTeens. Attached graphic: visual product with identifier box in upper left corner, mix of real image of pancakes on illustrated of fork, plate and knife, accompanying text: how healthy is your breakfast?
- social media post text: They say it's the most important meal of the day, but how healthy is your breakfast? Take our quiz to find out! #CanadaFoodGuide #FoodGuideTeens. Attached graphic: visual product with identifier box in upper right corner, mix of real image of cereal in illustrated bowl, accompanying text: how healthy is your breakfast?

**Concept B:**

**Figure 18A**



**Figure 18A**

Three samples of Social Media posts in boxes. Same image and text in each, only difference is the colours used in the identifier boxes.

Social media post with text: They say it's the most important meal of the day, but how healthy is your breakfast?

Take our quiz to find out! #CanadaFoodGuide #FoodGuideTeens.

Attached graphic: visual product with identifier box in upper left corner, real image of fried egg and avocado breakfast pita, accompanying text: how healthy is your breakfast?

And here is what a poster might look like in the hallway at school.

**Concept A:**

**Figure 19A**



**Figure 19A**

Sample of poster with identifier box in upper left corner, real image of a water tap pouring water into illustrated cup, accompanying text: Stay hydrated! Nothing refreshes quite like H<sub>2</sub>O. Make water your drink of choice.

**Concept B:****Figure 20A****Figure 20A**

Sample of poster: identifier box in upper left corner, real image of a hand holding a water glass, accompanying text: Stay hydrated! Nothing refreshes quite like H<sub>2</sub>O. Make water your drink of choice.; HC FIP at bottom of poster

There could be worksheets like this that may be distributed in school. Again, don't worry too much about the content, but focus on the layout, look and feel in general.

**Concept A:****Figure 21A****Figure 21A**

Identical samples of worksheets (one in colour, one in black and white) with identifier box in upper right corner. Worksheet title/text: Healthy foods 101 Name 10 proteins and 10 whole grain foods. Image is illustrated split plate with real image vegetables and fruit on half the plate, and empty space in other two quarters with question marks, blank space for notes, accompanying text box: Why whole grains are better for you.

**Concept B:****Figure 22A****Figure 22A**

Identical samples of worksheets (one in colour, one in black and white) with identifier box in upper right corner. Worksheet title/text: Healthy foods 101 Name 10 proteins and 10 whole grains. Image is real image of slices of variety of whole grain bread, blank space for notes, accompanying text box: Why whole grains are better.

And here is a collage of everything together.

**Concept A:****Figure 23A**



Figure 23A

Collage of images associated with Concept A, descriptions of various elements appear with figure 19.

### Concept B:

Figure 24A



Figure 24A

Collage of images associated with Concept B, descriptions of various elements appear with figure 23.

**AFTER THE PRESENTATION OF THE CONCEPT:** Before we talk about this idea, I'd like you to complete an individual exercise. Take a moment to answer the questions you see on the screen. Keep in mind, I can see your responses, but other participants will not; and I will not ask you to share your responses with others but we will discuss everyone's general reactions to the concept as a group, following the exercise.

Indicate on a 1-10 scale the extent to which the statement aligns with what you think (where 1 means "not at all" and 10 means "yes, absolutely"):

- [POLL 1A-B - OVERALL] I generally like this concept
- [POLL 2A-B - APPEAL] I generally like the colours
- [POLL 3A-B - APPEAL] I generally like the images
- [POLL 4A-B - ATTENTION] This grabs my attention
- [POLL 5A-B - RELEVANCE] I feel this is directed at someone my age

**AFTER THE EXERCISE:** Now let's talk about this idea together...

- **Overall reactions:** What do you think of this idea?
  - What, if anything, do you like about it?
  - And what, if anything, don't you like?
  - Does it remind you of anything? If so, what?
- **Attention:** Does this grab your attention? Why/why not?
- **Images:** What do you think of the types of images they used?
  - What do the images suggest about the food that is shown?
- **Colours:** What do you think of the colours?
  - What emotions are suggested by those colours? How do they make you feel?

- **Relevance:** Do you get the sense that this is for people your age or more so for people that are either younger or older than you? Why?
- **Clarity:** Is there anything unclear or confusing? Do you have questions after seeing this?
- **Identifier:** Any reactions to the box that says Canada's Food Guide - the colours, the contrast, the shape?
  - Which one stands out the most?
- **Memorability:** Is this something you might remember? Why/why not?
- **Improvements:** What would make this idea stronger? How would you improve or change it?

Now let's have a look at the next idea.

**REPEAT THE EXERCISE AND QUESTIONS FOR THE SECOND CONCEPT**

Final Choice

5-10 minutes

[SLIDES 20-21] Now that we've seen the two concepts, I'd like to know which one works better for you personally. Take a moment to share your response individually – remember that I will be the only one seeing your response. You will see on the screen a summary of both concepts:

Figure 25A



Figure 25A

Collage of figures 23A and 24A.

- [POLL 6] Which concept – A or B – is most appealing to you?

**AFTER THE EXERCISE:** Now let's talk about this together. There are x people that chose the first concept and x people that chose the second one.

- Can anyone explain their choice?
- Which elements do you like best from this concept?
- And are there elements you prefer from the other concept?

Font

5 minutes

[SLIDE 22] Let's have a quick look at the lettering they used in the materials we just saw.

[SLIDE 23] First, let me show you the two styles of letters we will compare. In each of option 1 and 2, the first line shows random letters, with the alphabet right below, and then an expression – Health snacks – using that specific font – so everything under option 1 uses the same lettering style, and everything under option 2 is also the same lettering style, but one that is different than in option 1:

Figure 26A



Figure 26A

Sample of Font 1: Graphik wide. Alphabet in upper and lower case, and numbers 0 to 9. Sample text: Healthy snacks. Sample of Font 2: Neue Haas Grotesk. Alphabet in upper and lower case, and numbers 0 to 9. Sample text: Healthy snacks.

[SLIDE 24] Now I would like to show you these same two lettering styles – option 1 and option 2 - as they may appear on the materials we saw earlier – in this example, it would be used to identify the Canada Food Guide for teens:

Figure 27A



Figure 27A

Option 1:

- Sample of Font 1: Graphik wide. Alphabet in upper and lower case, and numbers 0 to 9. Sample text: Healthy snacks.
- Two small identifier boxes with text: Canada's Food guide teens. In varied background colours with varied text font and colour.

Option 2:

- Sample of Font 2: Neue Haas Grotesk. Alphabet in upper and lower case, and numbers 0 to 9. Sample text: Healthy snacks.
- Two small identifier boxes with text: Canada's Food guide teens. In varied background colours with varied text font and colour.

- When focusing only on the lettering styles - is one lettering option easier to read than the other? Are there letters that are difficult to make out or some printed in a way that you have not seen before?
- Are there any differences that you notice between both options 1 and 2?
- With a show of hands, which lettering option do you like best – focus on the letters, not the images on the right? Any reasons why?

And before we finish up...

- What do you think about providing your opinions to help the government design materials about the food guide that is specific to youth your age?

## Thanks & Closure:

[SLIDE 25] *That's all my questions; on behalf of the Government of Canada, thank you for taking part in our discussion.*

Appendix C:  
Materials Tested

Materials Tested – Children 8-12 years old

Figure 28A

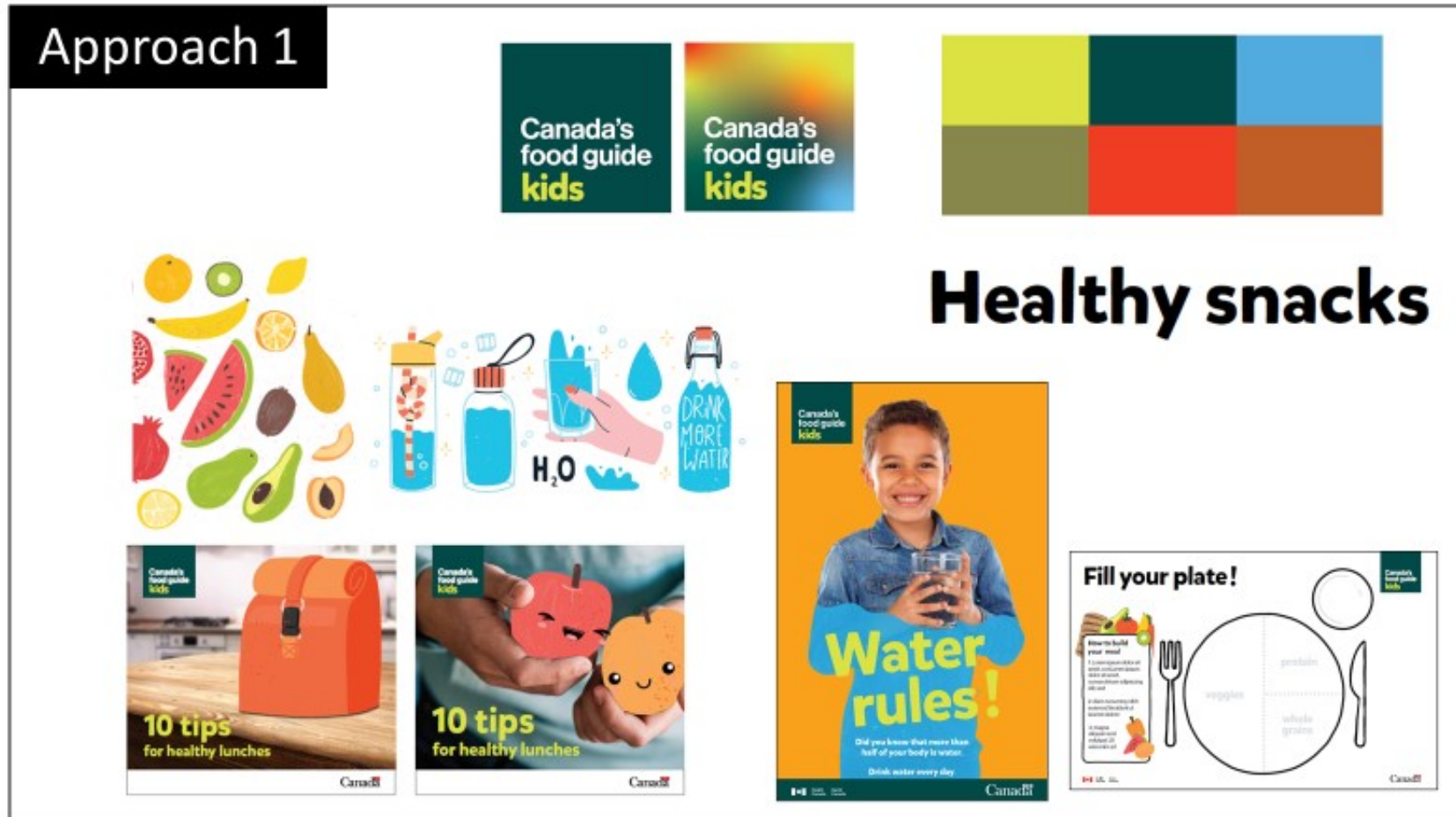


Figure 28A  
Collage of images associated with Approach 1, descriptions of various elements appear with figure 1.



Figure 29A



Figure 29A

Collage of images associated with Approach 2, descriptions of various elements appear with figure 8.

Materials Tested – Teenagers 13-18 years old

Figure 30A



Figure 30A

Collage of images associated with Concept A, descriptions of various elements appear with figure 19.

Narrative Research

Figure 31A

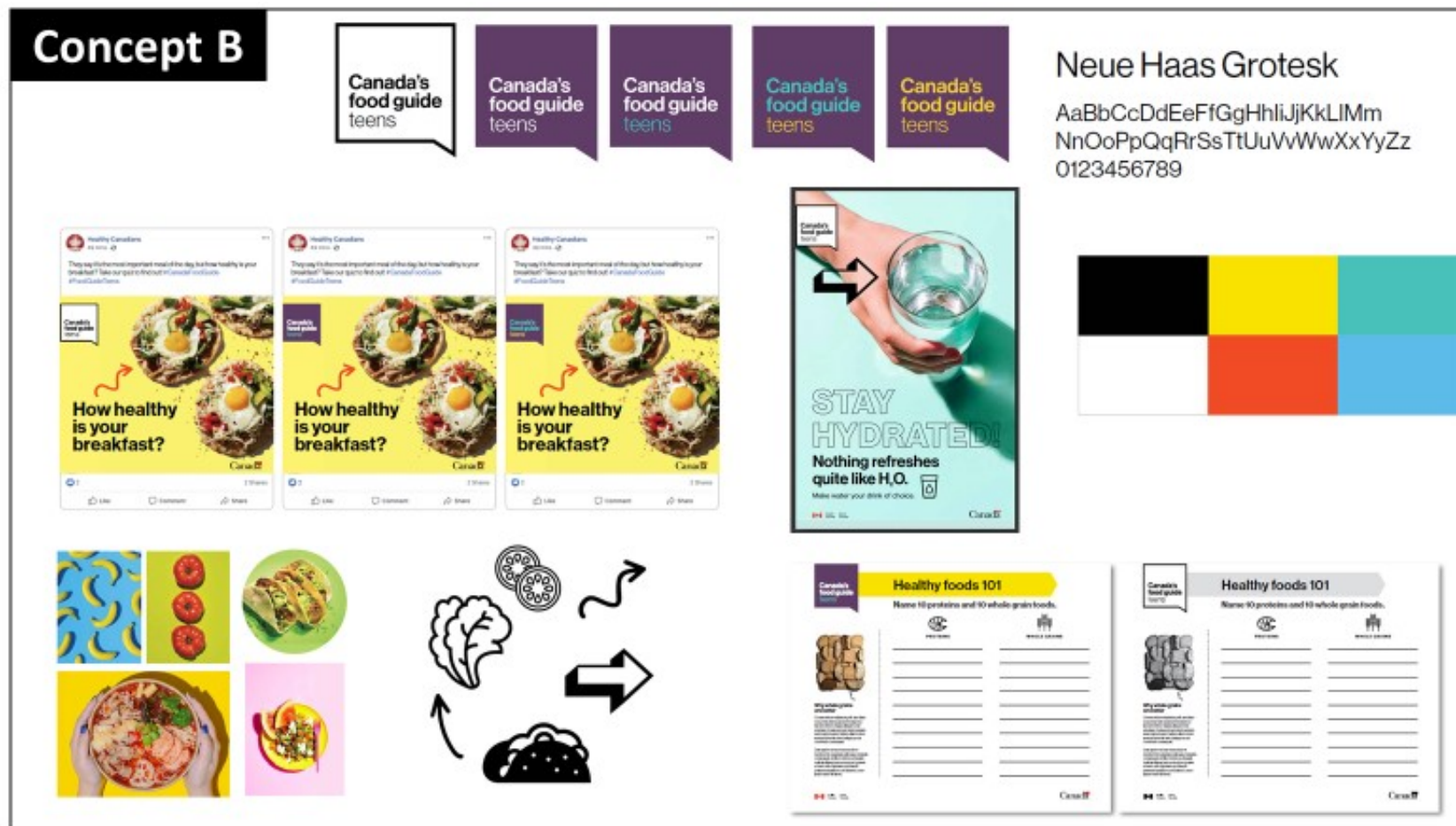


Figure 31A  
Collage of images associated with Concept B, descriptions of various elements appear with figure 23.

Figure 32A



Figure 32A

Sample of Font 1: Graphik wide. Alphabet in upper and lower case, and numbers 0 to 9. Sample text: Healthy snacks.

Sample of Font 2: Neue Haas Grotesk. Alphabet in upper and lower case, and numbers 0 to 9. Sample text: Healthy snacks.

