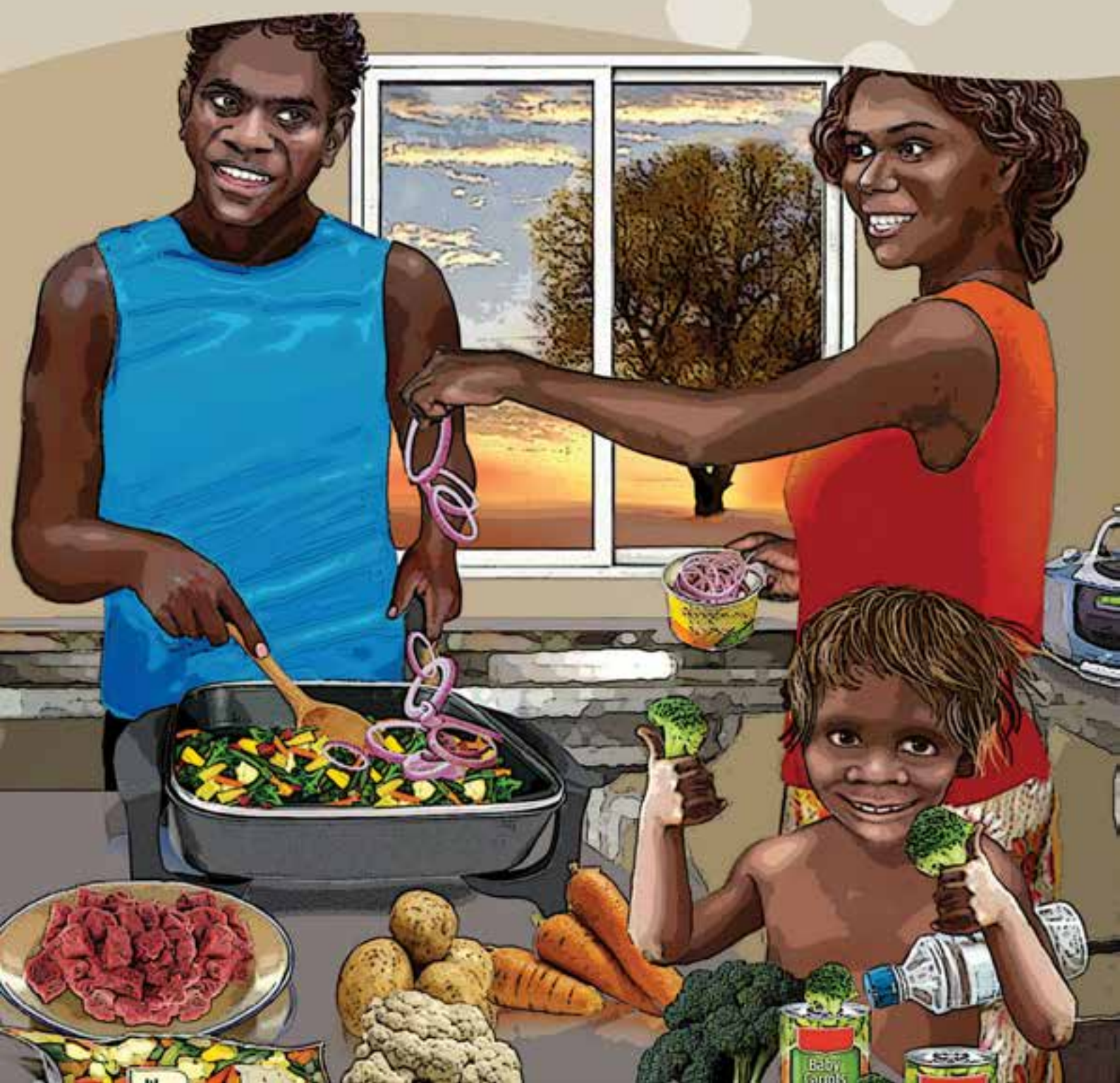


# A GUIDE TO USE THE SHOP@RIC CONSUMER EDUCATION STRATEGY





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## Foreword

This guide presents information on the consumer education strategy used in the SHOP@RIC study. SHOP@RIC (Stores Healthy Options Project at Remote Indigenous Communities) is one of four studies in the world to provide evidence on the effect of a price discount with and without nutrition education on food purchasing. This study is the largest nutrition-related trial to be conducted with remote Aboriginal communities in Australia. It provides an example of a successful collaboration between communities, retailers, health professionals and academics. Many people participated in making SHOP@RIC the success that it was.

The SHOP@RIC consumer education strategy was delivered with a price discount on fresh and frozen fruit, vegetables, artificially sweetened soft drinks and water. We hope that the information presented here will inspire readers to use the consumer education strategy resources and the evaluation tools we have made available on the Menzies School of Health Research website.



## Acknowledgements

The SHOP@RIC collaborative team would like to thank the communities who participated in the SHOP@RIC study and the community store boards who supported the study. We are very grateful to the store managers, locally employed project staff, and the public health nutritionists who made implementation of the consumer education strategy possible. We would like to thank Elizabeth Howell, for her illustrations and her contribution of ideas on the images for the posters and activity sheets. Thanks to Joanna Henryks for her expert advice on marketing and communication. Thank you to the Aboriginal and Torres Strait Islander people who provided feedback and participated in the pre-testing of the consumer education strategy themes, posters and activity sheets and to the Flinders University fourth year Bachelor of Dietetics student, Alana Robinson who helped with this. Thanks to other members of the SHOP@RIC research team, not mentioned below, Claire Georga and Megan Ferguson who contributed to the development and implementation of the consumer education strategy.

The SHOP@RIC consumer education strategy was developed by a working group. Working group members: Selma Liberato (consumer education strategy co-ordinator) – Menzies School of Health Research, Julie Brimblecombe (project leader) – Menzies School of Health Research, Clare Brown – ALPA/Menzies School of Health Research, Tania Whight – Outback Stores, Coreena Molony – Northern Territory Government Department of Health, Carly Clyant – Northern Territory Government Department of Health, Bernie Shields – Northern Territory Government Department of Health, Anthony Gunther (project manager) – Menzies School of Health Research, Susan Colles – Menzies School of Health Research and Frances Knight, (student) , London School of Hygiene and Tropical Medicine.



## Overview

Evidence is mounting that price discounts are effective in improving diet (1–5); the evidence for nutrition education is less clear (6–8), and evidence of the effectiveness of these strategies among socioeconomically disadvantaged populations is lacking. To date, three randomised controlled trials have assessed the effectiveness of a price discount on food purchasing with and without nutrition education in socioeconomically disadvantaged populations (6–8). All three studies showed an effect on fruit and/or vegetable purchases with the price discount, no additional benefit when combined with nutrition education and no effect on fruit/vegetable purchases with nutrition education alone.

Menzies School of Health Research was awarded a four-year National Health and Medical Research Council Grant (NHMRC ID: 1024285) to conduct the Stores Healthy Options Project at Remote Indigenous Communities (SHOP@RIC) study. The aim of the SHOP@RIC study was to measure the impact on purchasing of a price discount versus no discount on fresh and frozen fruit and vegetables, bottled water and artificially sweetened soft drinks applied at the population level with and without an in-store consumer education strategy among Indigenous Australians living in remote communities (9). This study commenced in 2012 across 20 communities within the Northern Territory and was conducted through collaboration with the Arnhem Land Progress Aboriginal Corporation and Outback Stores and agreements with the respective store boards. The consumer education strategy was developed and implemented in ten of the 20 study communities.

Application of the price discount and its promotion was a critical component of the SHOP@RIC study. This resource however provides information on the development, implementation and evaluation of the consumer education strategy as we have had requests to make the strategy resources available for wider use. The term consumer education is used throughout this guide and encompasses the concept of nutrition education, communication and promotion. The consumer education strategy involved the delivery of a set of resources including posters and activity sheets and in-store interactive activities such as cooking demonstration and taste testing. Where it was possible, locally employed project staff, with the store manager and the visiting public health nutritionist, implemented these activities. The feedback provided by these personnel and our own reflections have been used throughout this guide to provide insight for future use of the consumer education strategy and its associated materials.

This resource is in four parts. Part 1 provides background information about the development of the consumer education strategy. Part 2 describes the different components of the strategy and community engagement activities used during SHOP@RIC. Part 3 provides details on the different strategy activities. Part 4 provides information on the process evaluation tools used by SHOP@RIC. Some of the strategy materials are provided in the appendices of this resource, others are available on the Menzies School of Health Research website and links to these are provided.

## Resource Aim

To promote effective use of the SHOP@RIC consumer education strategy by providing guidance on implementation and process evaluation.

## Who might use this Resource?

Public health nutritionists and other health professionals working with remote community stores to improve nutrition.

## Using this Resource

We recommend that the consumer education strategy be implemented as a package, as the activities have been designed to complement each other and to influence different mediators of eating behaviour. Flexibility in its delivery is likely to be required based on the needs, uniqueness of each community and the intention of the user. It is important to note that the SHOP@RIC consumer education strategy without an accompanying price discount on healthier food is likely to have minimal effect on purchasing.



# PART 1 BACKGROUND

## 1.1 Why a consumer education strategy?

Current nutrition promotion frameworks (such as the World Cancer Research Fund International NOURISHING framework) emphasise the importance of utilising behaviour change communication strategies, as well as strategies focused on modifying the environment to positively influence eating behaviour(10).

Consumer nutrition education is one behaviour change approach to modify a consumer's food purchases towards healthier choices. There are however many different types of behaviour change communication strategies. This resource refers to the SHOP@RIC consumer education strategy that included a combination of interactive activities and educational materials delivered mostly in-store to encourage healthier food choices.

Supermarkets and stores are a promising setting for making the healthy choice the easy choice through modifying the store environment and providing consumer education to encourage the purchase of healthier foods(11). In the remote Australian Indigenous context, the community store provides the majority of the populations' food needs and often connects with other educational settings in a community such as the health centre and school. It is a prime setting for influencing consumer food purchases. The SHOP@RIC study was designed with the aim of assessing the impact on food and beverage purchasing of a price discount with and without a consumer education strategy delivered through the main store in remote Indigenous communities.

## 1.2 SHOP@RIC Consumer Education Strategy Development Story

### 1.2.1 SHOP@RIC Study

The SHOP@RIC study used a multiple baseline (stepped wedge) design where 20 communities were randomised to initiate a multi-component strategy (price discount with or without consumer education) at one of five possible time-points, spaced 8 weeks apart. The implementation of the 20% price discount over a 24 week period on fresh and frozen fruit and vegetables, water and artificially sweetened soft drink started in June 2013, with the first four communities, and finished in June 2014 after all communities had received the discount. The consumer education strategy was delivered for 24 weeks in ten of these communities.

### 1.2.2 Methods used

The SHOP@RIC consumer education strategy was informed by social-ecological and social cognitive theory. Social-ecological theory considers the interaction of the individual and the environment on behaviour. Some of the constructs of social cognitive theory that are considered to mediate behaviour change include self-efficacy (i.e., one's belief in their ability to carry out a behaviour), outcome expectations (i.e., the perceived value of the benefit of behaviour change) and knowledge. It may be important to enhance skills or provide resources and support to raise individual confidence or self-efficacy. Incentives and rewards may influence outcome expectations. Environmental factors, such as adequate food preparation and/or storage facilities, may also enable or impede behaviour change.



The following activities informed the consumer education strategy:

- **Working group meetings:** A working group of eight individuals with research, public health nutrition, health promotion and retail expertise with extensive cross cultural and remote Indigenous community experience met on a monthly basis to inform the design, implementation and evaluation of the consumer education strategy. The appropriateness of each of the consumer education strategy components including the themes, activity type and the frequency of delivery were considered with an Indigenous health promotion expert who had over 30 years' experience working in health promotion in remote communities.
- **Literature Review:** Review of the literature helped identify the enablers and barriers relevant to healthy eating in the context of remote Aboriginal Australia and to identify effective point-of-sale nutrition interventions to increase purchases of healthy foods.
- **Interviews with public health nutritionists:** Semi-structured interviews were conducted with seven public health nutritionists to determine the types of in-store consumer education activities they considered to be feasible in remote Australian Indigenous communities. The public health nutritionists interviewed serviced up to ten communities each and visits to communities ranged from weekly to bi-monthly. Posters were observed by the public health nutritionists to be commonly used in communities to convey nutrition messages. "Shelf-Labels" (a printed card or sign attached to a store shelf to attract customers' attention to a particular product) indicating the healthy food options in stores were also commonly used. The public health nutritionists at times also conducted interactive activities with customers such as taste testings and cooking demonstrations.

Examples of other activities reported to be of value by the public health nutritionists and working group members were:

- Building the capacity of, and providing support for community members to deliver nutrition education activities;
  - Involving school children in the design of healthy eating messages and incorporating their artwork in posters, store shelf-talkers and T-shirts;
  - Receipt competitions: where customers enter their sales receipt into a raffle-like competition after purchasing a minimum amount of specified 'healthy' foods;
  - Promoting healthy eating through the local community radio station;
  - Use of in-store displays showing the amount of sugar in different beverages; and
  - A soft drink quiz with prize incentives
- **Pre-testing:** The nutrition education resources (posters and activity sheets) were pre-tested in two remote communities and with a convenience sample of 20 adult male and female Indigenous adults for relevance, acceptability and understanding.







# PART 2

## CONSUMER EDUCATION STRATEGY

### 2.1 Aim Of The Consumer Education Strategy

The aim of the consumer education strategy was to increase consumption of fruit, vegetables and water and reduce sugar sweetened beverage consumption. We hypothesised that the consumer education strategy would complement the price discount and lead to changes in the mediators of behaviour (self-efficacy, perceived food affordability, outcome expectancies and knowledge) which in turn would lead to an increase in purchase and intake of healthy foods and ultimately, to improved diet-related health outcomes.

As there has been little opportunity for evaluation of in-store consumer education activities in the context of remote Indigenous Australia, we aimed to develop a strategy that was not only theoretically sound and informed by the literature but that included the types of activities commonly carried out in the study context.

### 2.2 Target Group

The focus of the consumer education strategy was on the primary shopper in the household but was designed to appeal to different ages and gender.

### 2.3 Topics

The consumer education strategy comprised of six themes delivered over 24 weeks. (i.e. one theme every four weeks) (Table 1)



Table 1 – Themes, key messages and activities of the consumer education strategy, by month.

MONTH	THEME	KEY MESSAGE	ACTIVITIES
1	Health benefits of fruit, vegetables and water	Fruit, vegetables and water are important for the health of you and your family	Poster Activity sheet with prizes Fridge stickers Sugar-in-drinks display Taste testing of water and diet soft drinks Receipt competition with prize
2	How much fruit, vegetables and water to eat and drink	Have lots of fruit, vegetables and water everyday	Poster Activity sheet with prizes Fridge stickers
3	Having healthy, quick and easy meals	Healthy foods can be fast, easy and fun	Poster Activity sheet with prizes Fridge stickers Cooking demonstration with vegetables and meat Receipt competition with prize
4	Supporting family and friends to enjoy more healthy food and drinks	Children learn to eat healthy foods from their family	Poster Activity sheet with prizes Fridge stickers
5	Trying and enjoying new healthy foods	Once is not enough! New tastes take time to like	Poster Activity sheet with prizes Fridge stickers Taste testing of different types of fruit and vegetables
6	How to buy more healthy food and drinks to make the most of your money	Save your money, spend less on soft drinks	Poster Activity sheet with prizes Fridge stickers Receipt competition with prize



## 2.4 Community Engagement

The importance of involving community residents in the development and implementation of nutrition education strategies in the Aboriginal and Torres Strait Islander context is well recognised(12). Some of the approaches we used to involve the community in the implementation of the consumer education strategy are described below.

Other approaches to maximise consumer engagement and to retain people's interest throughout the 24 weeks could involve the store board/ committee advising or overseeing the consumer education strategy or working with a group of community leaders to determine the best way to deliver the strategy.



### 2.4.1 Engagement of store boards

We consulted closely with the store boards in each of the ten communities who following an initial period of consultation agreed to participate in the study. We sought their advice on study processes and also on selection of locally employed staff (hereafter referred to as community co-ordinators). At the end of the study we sought their views on the effectiveness of implementation. We also ensured prior to the start of the study that we had consulted the respective community leaders in each community to seek their support and advice on study processes.

### 2.4.2 Engagement of store managers

Store managers played a critical role in the implementation of the SHOP@RIC strategy and were guided by the SHOP@RIC project team. The project team ensured that regular communication was maintained and when there was a change in store management that all the relevant information was available and understood by the incoming store manager. In many of the ten communities the store managers adopted the role of overseeing implementation, helping to organise or carry out activities, and encouraging customer participation.

### 2.4.3 Employment of community co-ordinators

We employed local community residents whom advised on study processes and assisted with the implementation of the consumer education strategy. Their role included displaying the posters, assisting customers to complete the activity sheets and explaining the rules for the receipt competition to store staff and customers. When possible, the community co-ordinators also assisted the public health nutritionists to carry out the cooking demonstration and taste testing activities. The role of the community co-ordinators was considered by store managers and public health nutritionists as critical to engaging community residents in the consumer education activities.

### 2.4.4 Engagement of public health nutritionists

A number of public health nutritionists were involved in the development of the consumer education strategy and those servicing the ten communities supported its implementation. This involved assisting with organising and conducting the school T-shirt and drawing competitions, the taste testing and cooking demonstration activities, and supporting the community co-ordinators.

### 2.4.5 Engagement of other key stakeholders:

SHOP@RIC team members together with the community co-ordinators informed other key community people (e.g. clinic, school and shire staff) of the study wherever possible so that they could promote the study in their workplaces.

### 2.4.6 School competition

A drawing competition was organised by the project team in each of the community schools and assisted by the public health nutritionists. Two drawings illustrating the healthiness of fruit/vegetables and water were selected and used in the consumer education posters for each community. These drawings were printed on T-shirts and given to each of the participating students, teachers and other community people who assisted with the drawing competition.

## 2.5 Consumer Education Activities

The consumer education strategy included the following activities:

- i) school competition;
- ii) display of posters, activity sheets and fridge stickers;
- iii) cooking demonstration, taste testing of water and artificially sweetened soft drinks and taste testing of fruit and vegetables;
- iv) a sugar-in-drinks display during the taste testing of water and artificially sweetened soft drinks;
- v) three receipt competitions spread throughout the six themes of the strategy; and
- vi) prizes for the activity sheets and receipt competitions.

The SHOP@RIC study schedule for the consumer education strategy is shown in Table 1.

## 2.6 Process Evaluation

The impact of the SHOP@RIC strategy on purchasing was assessed using store sales data and is reported elsewhere. The process evaluation was designed to assess the level of implementation achieved and to identify the key factors influencing implementation. The following were considered for the process evaluation:

- fidelity (extent of delivery according to strategy plan);
- dose delivered (number of activities delivered with respect to all strategy components);
- dose received (extent of customer exposure to strategy components);
- reach (the proportion of the target population exposed to the strategy); and
- the enablers and barriers that were considered by stakeholders to influence implementation and study outcome.

The process evaluation tools used by the SHOP@RIC study are described in Appendix 1.

All consumer education resources are available through the following link:

<http://www.menzies.edu.au/SHOP@RICconsumerstrategy>







# PART 3

## ACTIVITY DETAILS

### 3.1 Communication Strategy

Good communication among all relevant stakeholders is fundamental to the success of any strategy to improve diet and nutrition. The SHOP@RIC project team liaised with the store managers, community co-ordinators and public health nutritionists to implement the activities and helped to rectify issues early or to replace materials when needed.

We provided store managers with a consumer education strategy schedule at the start of the study and had ongoing communication with them including semi-structured interviews at eight-week, sixteen-week and twenty-four-week time points. Reminders about the schedule of activities were communicated by the project team to the store managers via email or fax who then communicated this information to the community co-ordinators.

We endeavoured to maintain at least fortnightly communication with the community co-ordinators. Public health nutritionists also received the consumer education strategy protocol containing information on each of the activities and timelines.

A countdown to when SHOP@RIC was to start was organised by each community, with community leaders and store managers promoting it. In one of the communities, the SHOP@RIC study was advertised via the local radio station.

### 3.2 Community Co-ordinator Recruitment and Training

#### Recruitment

In addition to the store board members who endorsed recruitment of the community co-ordinators, the store managers, public health nutritionists and health staff helped identify potential candidates for the community co-ordinator role. The main criteria we considered in finding a suitable person for this role was someone who was local to the community and resided in the community and who was active and concerned about the social wellbeing of the community. Having work experience in nutrition, or experience as a health practitioner or store worker was desirable but not essential. We placed flyers around the community to advertise the position, with support from community leaders (example shown in Appendix 2).

#### Training

Prior to the implementation of the SHOP@RIC strategy, we provided training to the community co-ordinators in order for them to effectively deliver the consumer education strategy. In the communities where this occurred, training was carried out, where possible, over one to five days. Training was more intense in five of the ten communities where the community co-ordinators also assisted with the conduct of a survey among primary household shoppers. Materials we used to deliver the training included:

- a training plan (Appendix 4a);
- basic concepts of food and nutrition (e.g., food groups, label reading) (Appendix 4);
- a check list of all consumer education strategy activities (Appendix 3);
- a calendar of community co-ordinator tasks and timing. (Example provided in Appendix 5)



## Employment

We found that a minimum of half a day per week for the duration of the study was needed to fulfil the tasks assigned to the community co-ordinator. In the future, this role could however be broadened to conducting activities in other community settings (such as completing the activity sheets in the school with students or doing a sugar-in-drinks display at the health centre) or carrying out the in-store activities such as the taste testing and cooking demonstration activities more frequently.

## 3.3 The School Drawing Competition

SHOP@RIC used selected drawings from the school competition for the posters and T-shirts (Figure 1). All children participating in the drawing competition and people helping with the competition received a T-shirt. This not only rewarded the students for their time but also helped to promote the project in the community. The steps we took to conduct the school competition are shown in Appendix 6.



Figure 1: T-shirt

## 3.4 Fridge Stickers

During SHOP@RIC two fridge stickers (Figure 2) were used to draw people's attention to fruit, vegetables and water and to provide a health message. These stickers were displayed for the entire 24 weeks on the store fridges containing targeted food and drink products. The stickers were produced on high quality adhesive material to ensure they would not leave residue when removed from the fridge glass. Store managers found these easy to maintain.

## 3.5 Posters

SHOP@RIC used a different poster to convey each of the six consumer education themes over the 24 weeks (example shown in Figure 3). During SHOP@RIC we displayed the posters in the store and around the community as agreed to by the community leaders and other relevant stakeholders. All posters are shown in Appendix 7 and are available through the following link:

<http://www.menzies.edu.au/SHOP@RICconsumerstrategy>



Figure 2: Fridge stickers



### Steps taken to display posters by the project team:

- Liaised with store manager to identify where to store posters prior to display.
- Organised with the store manager and community co-ordinator for the appropriate poster to be displayed at the beginning of each theme (e.g., poster one in theme one).
- Organised with the community co-ordinator to display the poster around the community.
- Reminded community co-ordinators and store managers to inform us of any issues or if replacements were needed.
- In many of the stores the store managers and community co-ordinators helped to direct the attention of the customers to the posters.

## 3.6 Activity Sheets

As with the posters, SHOP@RIC used a different activity sheet to convey each of the six consumer education themes (example shown in Figure 4). All activity sheets are shown in Appendix 8 and are available at the link below.

<http://www.menzies.edu.au/SHOP@RICconsumerstrategy>

The activity sheets were designed to be interactive and fun and to engage participants with the information. For SHOP@RIC, the activity sheets were made available inside the store on a custom-made box. This was designed for customers to complete the activity sheet on the spot and then place it in the box to enter the competition (Figure 5). The process we used to display the activity sheets is described in the box (p 18). We had a prize draw at the end of the first two weeks of each theme to encourage customer participation. A flyer was used to advertise and explain the prize draw (Appendix 9). Some store managers made additional posters to promote the prize draw and actively encouraged people to participate.

We found that customers were more inclined to complete the activity sheets when assisted by the community co-ordinator, store manager or public health nutritionist. The community co-ordinators encouraged customers to participate and provided explanation in language where required. The teachers in some communities were also interested in using the activity sheets in the classroom.



Figure 3: Poster



Figure 4: Activity Sheet displayed during month one of the SHOP@RIC study

### Steps taken by the project team to run the activity sheet competition:

- Liaised with the store manager and community co-ordinator to organise where to set up activity sheet entry box in the store.
- Everyone was invited to fill in the activity sheet and put it in a box.
- Community co-ordinator encouraged and assisted customers to complete the activity sheets.
- Liaised with the store manager to organize three prizes for each activity sheet draw. At the end of each two week period, three different people were awarded with prizes.
- A winner was entitled to enter subsequent draws. We provided prizes such as rice cookers and electric frying pans.
- Store manager organised with a prominent person in the community to draw the winning tickets and present the prizes.

We counted the completed activity sheets at the end of each month to inform the process evaluation.

## 3.7 Cooking Demonstration

Cooking demonstrations can be a great way to encourage customers to try new healthy foods. SHOP@RIC included one cooking demonstration (Figure 6) in theme three. Alongside the cooking demonstration and at the store counter the store managers made available a recipe card showing images (with minimal text) of the cooking methods and ingredients (see Appendix 10). We found that some customers who participated in the cooking demonstration asked the store managers for more recipes. The steps the SHOP@RIC study took to conduct the cooking demonstration are shown in Appendix 11. We also recorded attendance numbers to inform the process evaluation. An example of a form for this is shown in Appendix 12.

## 3.8 Taste Testing

SHOP@RIC included two taste testing activities: one for water and artificially sweetened soft drinks in theme one and one for fruit and vegetables in theme five to encourage the trying and tasting of targeted products. The steps we took to conduct these activities are shown in Appendices 13 and 14.



Figure 5: Activity sheet entry box



Figure 6: Cooking demonstration carried out in one of the communities by community co-ordinators Renee Modikan and Anne Dairly



### 3.9 Sugar-In-Drinks Display

SHOP@RIC included a sugar-in-drinks display. This occurred at the same time in theme one as the taste testing activity of water and artificially sweetened soft drinks (Figure 7). The beverages we displayed, with energy and sugar content, are shown in Appendix 15.

### 3.10 Receipt Competition

SHOP@RIC included three receipt competitions which occurred in themes one, three and six. The steps we took to run the receipt competition are described on the right. We provided stores with a custom-made cardboard box for entering the completed receipts and a flyer to explain and promote the competition (Appendix 16). Technical expertise was required to set up the receipt competition in the store's point-of-sale system.

In a number of stores, the store manager encouraged store counter staff to explain the process to customers and encourage their participation. This helped to encourage participation as we received feedback that non-participation occurred mostly when customers did not know how to enter the competition.

For both the activity prizes and receipt competitions, the store managers in most cases invited a community elder or leader or a store board member to draw the winner. This helped to generate interest in the competitions and promoted participation (Figure 8).

#### Steps taken to run the receipt competition were:

- Any receipt from the community store where at least \$10 was spent on promoted foods and drinks was entitled to go into the draw.
- A prompt appeared on the register screen indicating eligibility with every purchase of \$10 or more of promoted foods and drinks.
- The entry form was automatically printed at the bottom of the receipt for the customer to fill in her/his name and phone number.
- The customer then placed the receipt into the custom-built box which was made available at the store counter during the last two weeks of months one, three and six.
- All entries submitted during the specified periods were eligible for the prize draw that occurred at the end of the three competition months.
- We provided mini fridges for prizes as these were considered to be a prize of value.
- Receipts entered into the competition were counted to inform the process evaluation.



Figure 7: Sugar-in-drinks display in one of the communities



Figure 8: A receipt competition winner in one of the communities



# PART 4

## EVALUATION

### TOOL DETAILS

This section describes the evaluation tools used to assess implementation fidelity, dose delivered, dose received and reach of the SHOP@RIC consumer education strategy. If resources constrain conducting a comprehensive process evaluation, in-store checks and stakeholder interviews alone would provide the most useful information on implementation fidelity, enablers and barriers.

#### 4.1 In-Store Spot Checks

The in-store spot check was designed to check that each of the activities were implemented within the correct time frame. For SHOP@RIC, the community co-ordinators conducted in-store spot checks once every four weeks. If the community co-ordinator was not available, public health nutritionists, project team and store managers assisted with this task. We found that it was best to do the spot check early in the theme, so that any missing resources could be put in place. An example of an in-store spot check is shown in Appendix 18.

#### 4.2 Semi-Structured Interviews With Store Managers During The Strategy Implementation

During SHOP@RIC, we conducted interviews every two months with the store managers to identify how the consumer education strategy was working and the enablers and barriers to implementation. The interview questions are shown in Appendix 19.

#### 4.3 Structured Survey With Store Staff And Key Stakeholders After The Strategy Implementation

At the end of SHOP@RIC, at least five stakeholders were interviewed in each of the communities including the community co-ordinator, public health nutritionist, a store board member and the store manager. These interviews provided valuable information on the perceived effectiveness of various aspects of the consumer education strategy. The interview questions are shown in Appendix 20.

#### 4.4 Survey Questions With Customers After The Strategy Implementation

At the end of SHOP@RIC, a survey was conducted with 85 customers in five communities to help assess the reach and dose of the consumer education strategy. The survey questions are shown in Appendix 21.



## 4.5 Participant Attendance And Use Of The Resource Forms

We collected attendance information at the cooking demonstration and taste testing activities (Appendix 12). This information was used to assess dose and reach.





## PART 5 SUMMARY

The SHOP@RIC study was designed to assess the impact of a 20% price discount on fresh and frozen fruit and vegetables, water and artificially sweetened soft drink over 24 weeks with and without an in-store consumer education strategy. It is important to note that the study was not designed to assess the impact of the consumer education alone as the evidence indicates that education alone without modifying the environment to help make the healthy choice the easy choice is not effective.

The findings of the SHOP@RIC study are consistent with the previous price discount trials: that a price discount on fruit and vegetables can positively modify fruit and vegetable purchases (13). The additional benefit of consumer education on purchasing is less clear, although in the SHOP@RIC study the consumer education strategy was associated with a small additional benefit for vegetables.

The price discount alone helped to increase water purchases by a small amount. Neither the price discount nor the consumer education strategy showed an effect on artificially sweetened soft drinks or regular soft drinks. Together with evidence from a similar study (6), this suggests that shifting sugar-sweetened beverages in a desired direction requires targeted approaches to reduce their sales such as increasing the price, minimising the range, concealment of full sugar drinks, and placing in low traffic areas in the store, rather than only encouraging replacement with bottled water or artificially sweetened soft drinks.

Implementation fidelity, doses delivered and received, and reach, are likely to influence the effectiveness of a strategy. The SHOP@RIC consumer education strategy was nearly fully implemented in all ten stores. All posters and activity sheets were displayed in four and five of the ten stores respectively,

eight stores received the taste testing and cooking demonstration activities, nine stores completed the school drawing competition and seven stores received all three receipt competitions. We found that good communication before and throughout SHOP@RIC where everyone was clear on his or her role and being flexible in the timing of the delivery of different activities was important for successful implementation.

Implementation overall however was most successful when the community co-ordinators engaged with the customers and helped them complete the activity sheets and when the store managers and staff were also able to promote the activities in-store. We employed community co-ordinators in seven of the ten communities. Eleven of thirteen community co-ordinators received training. As the community co-ordinators were not always able to be available to assist with activities, in many communities the store managers took it on themselves to promote the activities in different and innovative ways and to encourage the store staff to explain the different activities to the customers. Requests were also received by other members in the community, such as the school staff, to use the materials outside of the store. We encourage future users of the consumer education strategy to do this.

As per the study protocol, the consumer education strategy was implemented in the community store setting. Achieving wider reach through delivery of the strategy in other community settings such as the school and health centre and carrying out some activities more regularly (within the resources available) is likely to engage and expose more people to the activities. This, together with the price may help to achieve a stronger effect than that shown by the SHOP@RIC study.



In general, most stakeholders interviewed as part of the process evaluation thought the consumer education materials and activities were useful, engaging and informative and enjoyed the beautiful graphics. We are currently reviewing other feedback that will be useful in informing future consumer education strategies.

The SHOP@RIC consumer education strategy is one type of customer education. Emerging literature on the use of merchandising strategies to promote healthy food and disincentivise less healthy food in-store, may also inform more creative approaches to complementary consumer education. The findings of the SHOP@RIC study together with other studies indicate that offering a price discount on healthier foods is important to help nudge consumer choices towards healthier food and drinks. We therefore encourage retailers and other practitioners to consider pricing strategies together with a consumer education strategy as it is likely that consumer education alone will not be effective.

We hope that you find this resource useful and enjoy using the SHOP@RIC resources where many of you have had input in to their development and evaluation.






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# APPENDICES



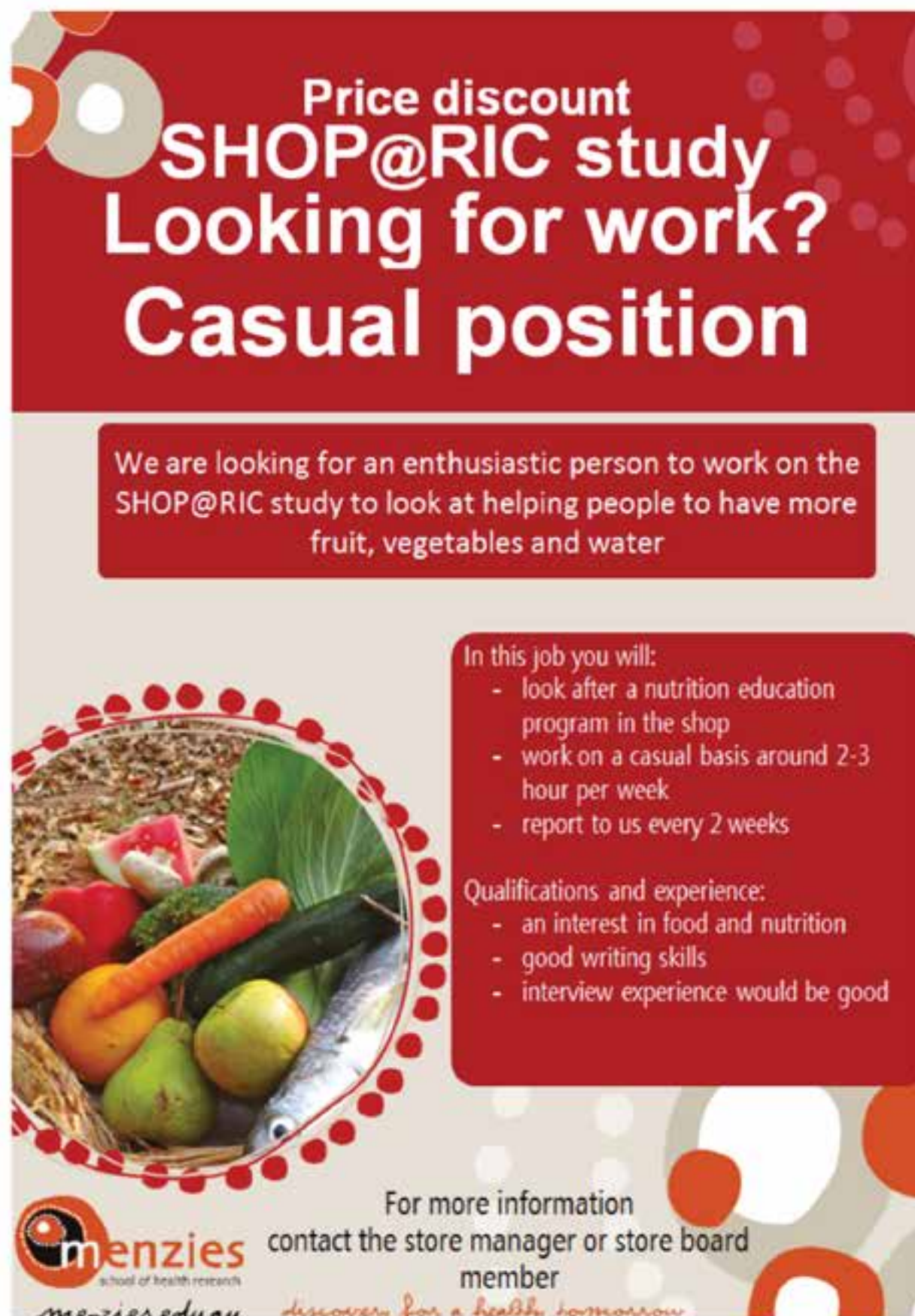
My mum  
tried a few times  
and now he likes it!

## Appendix 1

Process Evaluation component, research question, instruments and frequency to assess consumer education strategy implementation

COMPONENT	RESEARCH QUESTION	INSTRUMENTS	FREQUENCY
Fidelity	To what extent was the consumer education strategy implemented as planned?	Store manager interviews Interviews with store staff and community informants Documentation of activities implemented Documentation of stakeholder communication In-store spot checks	Bimonthly Once post-implementation Ongoing Ongoing Monthly
Dose Delivered	Were all components of the consumer education strategy delivered?	Store manager interviews Interviews with store staff and community informants Documentation of activities implemented Documentation of stakeholder communications In-store spot checks	Bimonthly Once post-implementation Ongoing Ongoing Monthly
Dose Received	To what extent were customers exposed to the consumer education materials?	Interviews with store staff and community informants Customer survey	Once post-implementation Once post-implementation
Reach	What proportion of the targeted population participated in the consumer education activities?	Documentation of activities implemented Documentation of stakeholder communication Customer survey	Ongoing Ongoing Once post-implementation
Context	What was the influence of external factors including wider community events or issues (e.g. funerals, store closures, store staff turnover) and other consumer education activities on the strategy's implementation?  What were the enablers and barriers to implementation?	Store manager interview Interviews with store staff and community informants Documentation of the activities implemented Documentation analysis of stakeholder communication In-store spot checks Documentation of relevant contextual factors	Bimonthly Once post-intervention Ongoing Ongoing Monthly Ongoing





# Price discount SHOP@RIC study Looking for work? Casual position

We are looking for an enthusiastic person to work on the SHOP@RIC study to look at helping people to have more fruit, vegetables and water


In this job you will:

- look after a nutrition education program in the shop
- work on a casual basis around 2-3 hour per week
- report to us every 2 weeks

Qualifications and experience:

- an interest in food and nutrition
- good writing skills
- interview experience would be good

For more information  
contact the store manager or store board  
member

  
menzies.edu.au *discoveries for a healthy tomorrow*

## Appendix 3

### Checklist for the consumer education strategy activities

THEME 1 (4 weeks)		
WHEN	DESCRIPTION	TICK WHEN DONE
Once within the 4 weeks	1. Arrange date and materials for <b>sugar-in-drinks display</b> with public health nutritionist/co-ordinator	
	2. Place flyers promoting sugar-in-drinks display around community (health centre, school, shire/council office, store, childcare, aged care) inviting people to participate	
	3. Arrange bottled water, diet drinks, disposable cups, sugar set and activity sheets (with pens)	
	4. Provide bottled water to all participants who complete activity sheets at the sugar-in-drinks activity	
	5. Fill in attendance form	
	6. Place completed activity sheets in the entry box and send attendance form to co-ordinator	
	7. Complete in-store spot check form and return to co-ordinator	
	8. Replace damaged posters, activity sheets or fridge stickers if required	
Weeks 1 & 2	1. Display <b>Theme 1 posters</b> in store and around community	
	2. Make available <b>Theme 1 activity sheets</b> and <b>entry box</b> to customers	
	3. Draw prizes at the end of the 2nd week (three individual completed <b>activity sheets</b> from the entry box)	
	4. Notify co-ordinator the draw has been completed and document the prize winners' names	
Weeks 3 & 4	1. Remind register operators to tell customers about <b>receipt competition</b> if they spend \$10 or more on promoted food and drinks	
	2. Place receipt competition entry box near register	
	3. Draw prize at the end of the 2nd week (bar fridge – one person with an eligible receipt drawn from the entry box)	
	4. Put away entry box (ready to use again in Theme 3)	
	5. Send all left-over and completed activity sheets from entry box to co-ordinator	



THEME 2 (4 weeks)		
WHEN	DESCRIPTION	TICK WHEN DONE
Once within the 4 weeks	1. Complete in-store spot check form and return to co-ordinator	
	2. Replace damaged posters, activity sheets or fridge stickers if required	
Weeks 1 & 2	1. Display <b>Theme 2 posters</b> in store and around community	
	2. Make available <b>Theme 2 activity sheets</b> and <b>entry box</b> to customers	
	3. Draw prizes at the end of the 2nd week (three individual completed <b>activity sheets</b> from the entry box)	
	4. Notify co-ordinator the draw has been completed and document the prize winners names	
	5. Send all left-over and completed activity sheets from entry box to co-ordinator	



THEME 3 (4 weeks)		
WHEN	DESCRIPTION	TICK WHEN DONE
Once within the 4 weeks	1. Arrange date and materials for <b>cooking demonstration</b> with public health nutritionist/ community co-ordinator	
	2. Place flyers promoting <b>cooking demonstration</b> around community (health centre, school, shire/council office, store, childcare, aged care) inviting people to participate	
	3. Arrange ingredients, equipment and activity sheets (with pens); set-up and conduct demonstration	
	4. Share recipe cards and request customers who participate to complete an activity sheet	
	5. Fill in attendance form	
	6. Place completed activity sheets in the entry box and send attendance form to co-ordinator	
	7. Complete in-store spot check form and return to co-ordinator	
	8. Replace damaged posters, activity sheets or fridge stickers if required	
Weeks 1 & 2	1. Display <b>Theme 3 posters</b> in store and around community	
	2. Make available <b>Theme 3 activity sheets</b> and <b>entry box</b> to customers	
	3. Draw prizes at the end of the 2nd week (three individual completed <b>activity sheets</b> from the entry box)	
	4. Notify co-ordinator the draw has been completed and document the prize winners' names	
Weeks 3 & 4	1. Remind register operators to tell customers about <b>receipt competition</b> if they spend \$10 or more on promoted food and drinks	
	2. Place receipt competition entry box near register	
	3. Draw prize at the end of the 2nd week (bar fridge - one person with an eligible receipt drawn from the entry box)	
	4. Put away entry box (ready to use again in Theme 6)	
	5. Send all left-over and completed activity sheets from entry box to co-ordinator	



THEME 4 (4 weeks)		
WHEN	DESCRIPTION	TICK WHEN DONE
Once within the 4 weeks	1. Complete in-store spot check form and return to co-ordinator	
	2. Replace damaged posters, activity sheets or fridge stickers if required	
Weeks 1 & 2	1. Display <b>Theme 4 posters</b> in store and around community	
	2. Make available <b>Theme 4 activity sheets</b> and <b>entry box</b> to customers	
	3. Draw prizes at the end of the 2nd week (three individual completed <b>activity sheets</b> from the entry box)	
	4. Notify co-ordinator the draw has been completed and document the prize winners' names	
	5. Send all left-over and completed activity sheets from entry box to co-ordinator	



THEME 5 (4 weeks)		
WHEN	DESCRIPTION	TICK WHEN DONE
Once within the 4 weeks	1. Arrange date and materials for <b>Fruit &amp; Vegetables taste testing</b> with public health nutritionist/ community co-ordinator	
	2. Place flyers promoting taste testing around community (health centre, school, shire/council office, store, childcare, aged care) and people invited to participate	
	3. Arrange fruit & vegetables, disposable cutlery and activity sheets (with pens)	
	4. Provide a piece of fruit to all participants who complete activity sheets at the taste testing activity	
	5. Fill in attendance form	
	6. Place completed activity sheets in the entry box and send attendance form to co-ordinator	
	7. Complete in-store spot check form and return to co-ordinator	
	8. Replace damaged posters, activity sheets or fridge stickers if required	
Weeks 1 & 2	1. Display <b>Theme 5 posters</b> in store and around community	
	2. Make available <b>Theme 5 activity sheets</b> and <b>entry box</b> to customers	
	3. Draw prizes at the end of the 2nd week (three individual completed <b>activity sheets</b> from the entry box)	
	4. Notify co-ordinator the draw has been completed and document the prize winners' names	



THEME 6 (4 weeks)		
WHEN	DESCRIPTION	TICK WHEN DONE
Once within the 4 weeks	1. Complete in-store spot check form and return to co-ordinator	
	2. Replace damaged posters, activity sheets or fridge stickers if required	
Weeks 1 & 2	1. Display <b>Theme 6 posters</b> in store and around community	
	2. Make available <b>Theme 6 activity sheets</b> and <b>entry box</b> to customers	
	3. Draw prizes at the end of the 2nd week (three individual completed <b>activity sheets</b> from the entry box)	
	4. Notify co-ordinator the draw has been completed and document the prize winners' names	
Weeks 3 & 4	1. Remind register operators to tell customers about <b>receipt competition</b> if they spend \$10 or more on promoted food and drinks	
	2. Place receipt competition entry box near register	
	3. Draw prize at the end of the 2nd week (bar fridge – one person with an eligible receipt drawn from the entry box)	
	4. Put away entry box (ready to use again in the future)	
	5. Send all left-over and completed activity sheets from entry box to co-ordinator	



## Appendix 4

### Basic concepts of food and nutrition training

#### Workshop 1: Introduction, food groups and health

##### Participant outcomes

By the end of this workshop participants will be able to:

1. Describe the changes in lifestyle and health of Aboriginal and Torres Strait Islander people
2. Describe the main dietary-related diseases affecting remote Indigenous communities
3. Discuss how food and drinks affects health
4. Discuss the importance of their role on influencing the health and nutritional well-being of the community
5. Discuss and apply an understanding of the Aboriginal and Torres Strait Islander Guide to Healthy Eating in the store by providing examples of store foods from the 5 main food groups and 'extras' group.

##### Workshop Outline

Part 1 – Introduction and welcome

Part 2 – Why are we here and what are we doing?

Part 3 – Traditional and current food practices and how they contribute to health

Part 4 – What to eat to stay healthy

Part 5 – Conclusion

This workshop can be delivered inside/outside the store or at any place that feels comfortable and convenient. This workshop should take three hours to complete. As part of the Certificate II. This workshop should take 4 hours.

##### Part 1: Introduction

- Introduce yourself to the group and share your story e.g. why you are there, where are you from
- Ask each participant to introduce themselves and share their story about their role in the community

##### Ice-breaker ideas

Sitting in a circle, people introduce themselves by throwing a ball to each other, saying their name first and then the name of the person that they throw the ball to. Each person says their favourite food before introducing themselves.

##### Part 2: Why are we here and what are we doing?

- Explain the purpose of the training
  - To increase their knowledge about which foods are the best choices for good health
  - To learn about fruits and vegetables, why they are important, and to taste new ones
  - To learn about why water is important for health and why soft drink is bad for health
- Explain to participants how the training will be delivered
- Discuss today's workshop(s) and expected outcomes (as listed above)
- Stress to the participants to ask questions or ask to have something repeated or described in another way if they don't understand, and also that they should feel free to share information they may have as everyone has expertise, knowledge and experience to contribute.



## Part 3: Traditional and current food practices and how they contribute to health

- Briefly discuss Aboriginal and Torres Strait Islander traditional and more recent food practices. Encourage people to share a story about changes they may have experienced or seen during their lifetime to do with food
  - Traditionally – hunted and gathered food from the land, rivers and seas, cooking methods were very healthy. People were healthy and active.
  - Today – adopted a more Westernised lifestyle and diet with much food and drink now sourced from stores and supermarkets. More variety (which is not always healthy) is available for people to choose but not all people know which foods are good for them. These are the convenient, cheaper and more “tasty” foods that are aggressively marketed. People are no longer as active as food is nearly always available in the store and a big worry is that cooking methods have changed to include lots of fried and deep fried foods. These changes are a concern for all people in nearly all countries.
- Briefly discuss the health of Aboriginal and Torres Strait Islander people
- Ask the group what they think are the main health issues affecting their community
  - Discuss responses

## Part 4: What to eat to stay healthy

Using the Aboriginal and Torres Strait Islander Guide to Healthy Eating poster:

- Ask the group if they have seen it before
- Explain to the group that this is only one way to group foods, that there are many different ways, and that the foods are grouped like this because of the types of nutrients that they provide the body and the functions they perform
- Ask the participants how they traditionally group their foods
  - E.g. plant foods, animal foods, root foods, seeds, or places e.g. sea, bush?

After completion of Activity 1, show the presentation “food groups” and explain the following:

### Activity 1:

- Set up the food plate from the ‘Eat better, move more’ (EBBM) resource
- Put the A4 Food Group heading cards around the room
- Distribute the food cards to participants and ask them to place the cards depending on what group they think the foods should go into
- Explain to the participants to try the best that they can, and that we will be going over the food groups in more detail and they will have a chance to move any foods which may not be in the right place.

*NB. This activity may serve as a form of pre – and post – test evaluation*

- The guide shows how much food is needed every day from each food group for good nutrition and good health. You don't have to eat all the food shown on the plate every day, but a variety is important over time
- The foods included in the guide as examples are those that can be found at the store as well as some local traditional foods
- The five groups are:
  1. Breads, cereal, rice, pasta and noodles – these foods give us carbohydrate for energy, iron for strong blood and fibre to help prevent constipation
  2. Fruit – these foods give us vitamins (C and folate) to keep skin healthy and blood strong, fibre to help prevent constipation
  3. Vegetables – look for, or be sure to eat, the different colours – these foods give us vitamins (A+C) to fight infections, carbohydrate for energy and fibre to help prevent constipation
  4. Milk, cheese and yoghurt – try and choose low or reduced fat – these foods give us calcium for strong bones and teeth and protein for growth and to keep us strong
  5. Meat – try and choose meat which has less white fat, or trim it before cooking – these foods give us protein for growth and to keep us strong, and other minerals (iron, zinc) for strong blood and healthy skin
- Having a varied diet by eating different foods within each food group is important because then we can each receive the different nutrients to keep us healthy

- Our bodies need plenty of water every day and even more if it is hot or you are physically active. Adults should try to have 8 glasses of water each day
- Now that the participants know about the food plate, ask them what groups their traditional foods may fit into
- Extra (discretionary) foods are not part of the circle because they do not fit into any of the food groups and do not provide our bodies with any important nutrients. Extra foods are high in fat, sugar and/or salt (sodium). We should only eat these foods and drinks occasionally.

#### Activity 2:

- Set up the food plate from the EBMM resource
- Put the A4 Food Group heading cards around the room
- Distribute the food cards to participants and ask them to place the cards depending on what group they think the foods should go into now that they have learnt more about the food groups
- At the end, ask the participants how they found the activity and if they thought it helped them to learn about the food groups

## Part 5: Conclusion

- Thank the participants for their time
- Ask the participants if there is anything they would like to share about what they have learnt today
- Ask the participants if they thought the training session was useful, and if there is anything else that they would like to see in future training sessions.

## Workshop 2: Fruit and Vegetables

### Participant outcomes

By the end of this workshop participants will be able to:

1. Identify fruit and vegetables available in store
2. Discuss why fruit and vegetables are important for good health
3. Explain how much fruit and vegetables we should eat everyday
4. Identify information provided on food labels and the most important information to look at in terms of determining healthy foods.

### Workshop Outline

Part 1 – Introduction and welcome

Part 2 – What are fruit and vegetables and why do we need them?

Part 3 – Alternatives to fresh fruit and vegetables

Part 4 – Choosing the better alternative

Part 5 – Conclusion

## Part 1: Introduction and Welcome

- Welcome participants
- Brief recap of what was covered in the last session
- Ask if there were any questions from after the last session
- Run through the participants outcomes for this workshop
- Tell the group that in this session they will be talking about fruit and vegetables:
  - Why are fruit and vegetables important and how much do we need to eat?
  - Looking at fruit and vegetables in store and tasting fruit and vegetables which may be unfamiliar



## Part 2: What are fruit and vegetables and why do we need them?

- Using the Aboriginal and Torres Strait Islander Guide to Healthy Eating poster, point to the fruit and vegetable groups
  - Ask the group what types of fruit and vegetables are available in store?
  - Accept and respond to all responses
- Ask the group why should we eat fruit and veggies?
- Explain to the group that:
  - Fruit and veggies have **vitamins** and **minerals** in them that help to prevent diseases like cancer, heart disease, type 2 diabetes, high blood pressure and cholesterol levels
  - They also stop us from getting sores on our skin and sickness like the flu
  - Fruit and veggies also have fibre which helps to keep us regular (prevent constipation), and helps with management of blood sugar levels
  - Different coloured fruit and vegetables have different health benefits for our bodies, so it is important to eat a range of colours to get all the nutrients we need for good health (e.g. yellow, red, green)
- Ask the group if anyone knows how many fruit and vegetables we need to eat every day?
  - Accept and respond to all responses
- Explain to the group that researchers have done large studies with thousands of people and shown that people who eat more fruit and vegetables have less incidence of Heart Disease, cancer etc. Explain that therefore:
  - Health professionals recommend people (adults) eat:
    - 2 serves of fruit, and
    - 5 serves of vegetables every day
  - Ask the group if anyone knows what a serve of fruit is? (pick up examples of serves)
- Show the serve size flip chart (customer survey tool resource pack)
- Tell the group that a serve of fruit is equal to:
  - 1 medium piece of fruit i.e. an apple, 2 small pieces of fruit i.e. 2 small plums or 1 cup of chopped/canned fruit
- Ask the group if anyone knows what a serve of vegetables is? (pick up examples of serves)

- Tell the group that a serve of vegetables is equal to:
  - 1 medium potato, ½ cup cooked vegetables or 1 cup salad veggies
  - Show using real fruit and vegetables the quantity of 2 & 5

## Part 3: Alternatives to Fresh Fruit and Vegetables

- Reiterate that in addition to the fresh fruit and vegetables in the store, there is also:
  - Frozen
  - Tinned
  - Dried
- Frozen, dried and tinned fruit and vegetables are just as good as fresh. These can sometimes be cheaper, and they also last longer
- Point to the examples of fresh, frozen, tinned and dried fruit and vegetable options pictured in the guide to healthy eating

## Part 4: Choosing the better alternative

- Tinned fruit and vegetables – explain to the group that:
  - Fruit tinned in natural juice is the best choice because it has less sugar
  - Tinned vegetables are a great choice and that baked beans, red kidney beans and other legumes and lentils count as vegetables and are high in fibre. Try and choose tins which contain no added sugar or salt, if they are available in your store
- Dried fruit – explain to the group that:
  - 1 tablespoon of dried fruit i.e. sultanas is equal to a serve of fruit
  - Think of it like it has been dried in the sun and has shrunk down
  - Another way to measure is a small handful is equal to a serve
- Have copies of recipes from 'Living strong – Healthy Lifestyle Cookbook' or 'Deadly Tucker' cookbook

### Activity 1: Label reading

Get the group to look at tins or packets and find out which ones are the healthy ones, using the label information and the Nutrition Information Panel. Ask the group to complete the following tasks:

- Each participant is handed out a tin or packet of frozen or dried fruit or vegetables
- Get the participants to pair up if there aren't enough different products
- Ask each member to read out what their tin or packet of fruit or vegetable product is
- Discuss whether this is a healthy food choice, why/why not

### Activity 2:

- Cut up some fresh vegetables and fruit or open some tins or dried packets which you think the participants may have had limited exposure to. Suggestions include (some of the below may be seasonal or unavailable, and some may need to be cooked):
  - Nectarine
  - Brussel Sprouts
  - Peaches
  - Cauliflower
  - Apricot
  - Snow Peas
  - Cherries
  - Bok Choy
  - Plum
  - Asparagus
  - Dried Dates
  - Zucchini
  - Dried Apricots
  - Cucumber
  - Broccoli
  - Capsicum
- Explain to the participants that they could also set up their own taste testing in store now that they know how to prepare the fruits and vegetables, so that they can share the fruit and vegetable story with the community

## Part 5: Conclusion

- Thank the participants for their time
- Ask the participants if there is anything they would like to share about what they have learnt today
- Ask the participants if they thought the training session was useful, and if there is anything else that they would like to see in future training sessions



## Workshop 3: Healthy drinks

### Participant outcomes

By the end of this workshop participants will be able to:

1. Identify healthy drinks available in the store
2. Discuss why water is important for good health
3. Explain how much water we should drink everyday
4. Discuss amount of sugar in full sugared drinks in comparison to diet soft drinks.

### Workshop Outline

Part 1 – Introduction and welcome

Part 2 – Fruit juice, fruit cordial and fruit drinks

Part 3 – Soft drinks and health

Part 4 – Why water is so good for you

Part 5 – Conclusion

### Part 1: Introduction and Welcome

- Welcome participants
- Brief recap of what was covered in the last session
- Ask if there were any questions from after the last session
- Run through the participants outcomes for this workshop
- Tell the group that today they will be talking about healthy drinks:
  - How soft drinks affect our health and why water is always the better option
  - Looking at different drinks in the store and identifying the sugar content in different drink

### Part 2: Fruit juice, fruit cordial and fruit drinks

- Explain to the group that when choosing healthy drinks, particularly soft drinks, we are looking for products that have:
  - Total sugar: 5g or less per 100ml
- Explain that we read this exactly the same as we would read the total sugar in a tin of vegetables, by looking at the 100ml/g column on the nutrition information panel on the food label

- Explain to the group that:
  - It is better to eat a whole piece of fruit than drink fruit juice because the fruit has more fibre and less sugar, and then get the fluid from water
  - One 600ml bottle of orange juice has about 5 oranges in it. So if you drink the juice, you get all the sugar from the 5 oranges but not the fibre. Additionally, the juice does not make you feel full, but eating the piece of fruit does. This means that if we all drink a lot of juice and eat all our normal meals, we are eating a lot more energy than what we need without realising, which could make us put on weight (as discussed in workshop 1)
  - Also, too much sugar makes us gain weight and rots our teeth, so all in all it is better to eat your fruit than drink it
- Explain the difference between 'fruit juice' and 'fruit drink' or 'fruit cordial' – fruit drink and fruit cordial have more sugar
- Remind participants that if you are thirsty, water is always the best option

#### Activity 1: Drink Category Cards

- Divide into small groups if there is a large number of participants
- Hand out the Drinks category card food labels
- Display page 2 of the Label Reading flip chart, or the Reading Food Labels A4 poster to help remind participants of what they should be looking for
- Ask the participants to put the labels in order of the best choice to the worst choice, using the information about drinks presented in this workshop, and the information on label reading presented in workshop 2
- Discuss the answers with the group:
  - Answer: Water > Orange Juice\* > Cordial > Soft Drink
  - \* Orange Juice provides slightly higher energy and sugar than cordial, however, as it provided other nutrients that support good health it would be a healthier choice

## Part 3: Soft Drinks and Health

- Explain to the group that:
  - Soft drinks are full of sugar and that this can affect our health in the long term. That this makes them high in kilojoules 'empty kilojoules'. These kilojoules do not make us feel full the way food does nor do they provide any nutrition to our bodies; we keep drinking them and end up with a higher kilojoule intake overall
  - Soft drinks are believed to be linked to increasing rates of obesity all over the world, as well as diabetes, tooth decay and other diseases
  - Soft drinks (Coke, Fanta and Sprite) are heavily advertised, cheap and commonly available and the consumption of these drinks has increased remarkably over in the last few years.
- Ask the group what soft drinks are sold at the store and sizes
- Discuss with the group: has there been a notable change in soft drink consumption in the community? What are some of the marketing strategies they have noticed? Be sure to include the following:
  - Cheaper to buy bigger bottle (bigger bottle more value for money)
  - Colourful packaging
  - Names on packaging
  - Year of birth on packaging (that we can all identify with)
  - Explain to the group that diet soft drink is an alternative to the full sugared soft drinks. This option contains no sugar; however, it may still cause us some health problems.
  - Reiterate that, if you are thirsty, water is **always** the best option.

### Activity 2 : Taste testing

Provide drinks as per Appendix 15 and ask participants to complete Activity Sheet 1

## Part 4: Why water is so good for you

- Explain to the group that:
  - Water is essential for life – we can do without some nutrients for weeks, even months, but a few days without water is life threatening
  - Water makes up about two thirds of our body weight.
  - We need water to absorb nutrients from food, transport them around the body and flush away our waste products
  - Through perspiration or when we sweat, the body uses water to lower our body temperature when the weather is warm
  - We need to drink about 8 glasses of water a day to replace water lost from the body, particularly if it is very hot, or when doing physical activity
- What happens if we don't drink enough water – we risk dehydration
  - Drinking too little water can lead to dehydration. In the short term this can cause physical and mental tiredness. In the long term, it can increase the risk of developing kidney stones
  - For those people who have had kidney stones in the past, increasing water intake can prevent them coming back
  - Explain to the group that researchers have done large studies that have shown drinking a lot of water can help protect against cancer of the urinary tract – in the bladder, prostate and kidney
  - Tap water is also a good source of fluoride for strong teeth and bones
  - Young children and elderly people are more at risk of dehydration. Also, with increasing age, the sensation of thirst becomes weaker and people may drink less than they should. And children need to be reminded to choose water as a drink
  - Reiterate that water is the best, is cheap and safest to drink. It provides us with the fluid we need without the added kilojoules or caffeine found in many other drinks



### Activity 3:

Ask the group to list some of the benefits of drinking water. List all responses on butchers' paper.

Be sure to include:

- Prevents dehydration
- Quenches thirst
- Eases the burden on the kidneys
- Helps prevent urinary tract infections and kidney stones
- Helps prevent constipation

## Part 5: Conclusion

- Thank the participants for their time
- Ask the participants if there is anything they would like to share about what they have learnt today
- Ask the participants if they thought the training session was useful, and if there is anything else that they would like to see in future training sessions

## Appendix 4a Consumer Education Strategy training plan

### Participant outcomes

By the end of this workshop community co-ordinators will be able to:

1. Name the activities included in the SHOP@RIC study consumer education strategy
2. Describe each of the consumer education activities including duration, frequency and time of occurrence
3. Describe their role in each of the activities
4. Identify who they will be working with and who can support them

### Workshop Outline

Part 1 – Introduction and welcome

Part 2 – Consumer education activities

Part 3 – Activity duration, frequency and time of occurrence

Part 4 – Tasks: What do I have to do, when and with whom?

Part 5 – Conclusion

### Part 1: Introduction and Welcome

- Welcome community co-ordinators
- Review the workshop participant outcomes with community co-ordinators and provide an overview of the consumer education strategy, including:
  - Purpose of the strategy
  - Strategy development
  - Strategy themes and how the themes link with different activities
  - Purpose of each of the activities
  - What the activities involve
  - Tasks of the community co-ordinator

### Part 2: Consumer education activities

Use the SHOP@RIC consumer education guide to:

- Provide an overview of the strategy
- Describe and demonstrate the five activity types (poster, activity sheets, receipt competition, fridge stickers and an interactive activity (sugar-in-drinks display, cooking demonstration or fruit and vegetable taste testing) that need to be completed in every theme
- Describe and demonstrate the in-store spot checks that need to be completed in every theme
- Describe and demonstrate the schedule of events (School T-shirt competition, 1 poster per theme, 1 activity sheet per theme (displayed for first 1-2 weeks of each theme), receipt reward competition for last 2 weeks of the theme in themes 1, 3 and 6; fridge stickers (ongoing) and one interactive activity at each of theme 1, 3 and 5)

Additional detail to note:

#### **1. School competition**

- Ask participants if they can recognise any of the drawings. If the community co-ordinator was not involved in organising the school drawing competition, explain that the drawing came from school children in their community and will be used in all six posters

#### **2. Using the poster explain and demonstrate that:**

- There will be six different posters, one every 4 weeks with a different story about the SHOP@RIC character (review the stories of the posters with the participants)
- The larger poster is to be displayed in the store and the smaller posters around the community in the school, health clinic, shire office and other areas where community leaders indicate

#### **3. Using at least one activity sheet explain and demonstrate that:**

- As with the posters there are six activity sheets, a different theme for each of the six months
- The theme of the activity sheet is the same as that of the poster. Theme 1 has an activity sheet about fruit and vegetables and one about healthy drinks. These activity sheets are back-to-back (review the activity sheets with the participants)
- The activity sheets are to be displayed in the store for the first 1-2 weeks of each month. All customers are invited to complete one and put it in the entry box for a chance to win the prize draw at the end of the 2 weeks. A prize will be given to three people with a completed activity sheet drawn from the entry box. The activity sheets are to also be used during the interactive activities (sugar-in-drinks display, cooking demonstration and fruit and vegetable taste testing)
- At the end of the first 1-2 weeks of each month, all completed and non-completed activity sheets need to be collected and sent to the person responsible for the process evaluation (addressed envelope to be provided)

#### **4. Receipt competition, explain and demonstrate that:**

- The receipt competition will happen 3 times over the 24-week period, in theme 1, 3 and 6 and that each time the competition will run for the last 2 weeks of that theme
- Everyone spending \$10 or more on fruit, vegetables, water and/or diet soft drinks in one transaction during the 2 weeks of the competition are eligible to enter. The customers will be prompted at the counter to fill in their name (and phone number if appropriate) on their receipt and put it in the entry box at the front counter. At the end of the competition a winner will be drawn and will receive a mini bar fridge. The winner must be in the community to receive the prize

#### **5. Fridge sticker for water and fruit and vegetables, explain and demonstrate that:**

- The fridge stickers will be displayed on the appropriate fridges for the entire 24-week period

#### **6. Interactive activities**

##### **a. Sugar-in-drinks display and drink taste testing**

Having the sugar in drinks display (or a picture of it) and a teaspoon with a sugar cube on top:

- Show a picture of what the display will look like
- Explain that the public health nutritionist will be helping with this activity and will bring the display with them to the community
- Show the activity sheet for theme 1 that will be available with this activity and explain that the same drinks will be used for the display as those in the activity sheet
- Show that the one sugar cube is the same as a teaspoon of sugar
- Ask participants to guess how many teaspoons of sugar there is in one can of coke and then demonstrate the amount of sugar in a large bottle of soft drink
- Explain that a bottle of water will be provided to those whom complete the activity sheet at the sugar-in-drinks activity
- Explain that the role of the community co-ordinator is to support the public health nutritionist in setting up the activity, help people to complete the activity sheets (translating where necessary) and to spread the word through the community so people are aware that they are invited to attend

Note: There will be opportunity for customers to try different diet soft drinks

##### **b. Cooking demonstration:**

Explain that:

- The cooking demonstration will occur once in theme 3
- The public health nutritionist will assist with this activity
- The cooking demonstration will be with vegetables and meat
- Recipe cards will be available to give away to people who attend the demonstration
- Shelf talkers will be displayed to indicate where to find the recipe ingredients in the store



### c. Fruit and vegetable taste testing

Explain that:

- The taste testing will occur once in theme 5
- The public health nutritionist will assist with this activity
- Different fruit and vegetables will be cut up and made available for tasting
- The corresponding activity sheets will also be available for this activity
- Customers who complete the activity sheet at the activity will be given a piece of fruit

### 7. Making checks, explain that:

- The community co-ordinators are to do an in-store spot check each month to make sure that the activities are happening according to plan
- The public health nutritionist will help with the first in-store spot check
- An attendance form also needs to be completed during each of the interactive activities to record participation

## Part 3: Duration, frequency and time of occurrence of each of the activities

- Review and demonstrate the activity schedule with community co-ordinators and practice completing the 'checklist for community co-ordinator activities' (Appendix 3) with them
- In store spot-check: Review the in store spot-check and interactive activity attendance forms with community co-ordinators and practice the completion of these

## Part 4: What to do, when and with whom?

1. Provide a copy of the consumer education guide, calendar and 'Checklist for community co-ordinator activities' (Appendix 3):
  - Review the calendar and ask participants to describe the different activities planned for each month
  - Demonstrate how the 'checklist for community co-ordinator activities' matches with the calendar and consumer education guide
2. Explain that the public health nutritionists will support the community co-ordinators for the sugar-in-drinks display, the cooking demonstration and the fruit and vegetable taste testing
3. Explain the type of assistance that the store manager/s is able to provide to the community co-ordinators. The store manager will store the resources and help them to get these resources when they are needed
4. Provide the community co-ordinators with names and contact details for other possible support people and what support these personnel can provide

#### Activity:

- Introduce the community co-ordinator to the store manager
- Discuss the schedule of activities with the store manager
- Walk through the store with the community co-ordinators and store manager talking about each of the 5 activities and deciding on the best location for the posters, activity sheets, receipt competition box and fridge stickers
- Organise with the community co-ordinator and the store manager the best location for the interactive activities
- Visit the shire/council office, clinic and school to inform them of the posters and request permission for their display
- Support the community co-ordinator to provide an overview of the activities to relevant community leaders. Work through the community co-ordinator checklist with participants
- Ask participants to list the consumer education activities and to explain one of the activities to each other

#### Part 5: Conclusion

- Choose an activity with the community co-ordinators and role-play its implementation
- Re-cap on any areas where community co-ordinators show uncertainty
- Review employment arrangements with community co-ordinators and clarify any concerns/queries
- Thank the community co-ordinators for their time



## Appendix 5 Consumer Education Calendar

### SHOP@RIC - Community X

MAR / APR 2014 (Theme 3)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>10 March</b> <b>ACTIVITY SHEET</b> + Set up activity box and activity sheets + display new poster (Theme 3) (CC-2hrs)	<b>11</b> <b>ACTIVITY SHEET</b> (no hours)	<b>12</b> <b>ACTIVITY SHEET</b> (no hours) + PLAN COOKING DEMO WITH PHN (PHN +CC) (CC-2hrs) REPORT HOURS TO CENTRELINK (CC)	<b>13</b> <b>ACTIVITY SHEET</b> (no hours)	<b>14</b> <b>ACTIVITY SHEET</b> (no hours)	<b>15</b> <b>ACTIVITY SHEET</b> (no hours)	<b>16</b> Total hours: 4hrs
<b>17</b> + Check on activity box and encourage participants (CC-1hr)	<b>18</b> <b>ACTIVITY SHEET</b> (no hours)	<b>19</b> <b>ACTIVITY SHEET</b> (no hours)	<b>20</b> <b>ACTIVITY SHEET</b> (no hours)	<b>21</b> <b>ACTIVITY SHEET PRIZES GIVEN (SM+CC)</b> Post activity sheets back to Mowden (CC+SM) (CC-2hrs)	<b>22</b>	<b>23</b> Total hours: 4hrs
<b>24</b> <b>RECEIPT REWARD:</b> + Inform people at the checkout about how to fill out receipt on receipt + provide (CC-2hrs)	<b>25</b> <b>RECEIPT REWARD:</b> <b>SPOT CHECK (CC-2hrs)</b>	<b>26</b> <b>RECEIPT REWARD:</b> (no hours) <b>REPORT HOURS TO CENTRELINK (CC)</b>	<b>27</b> <b>RECEIPT REWARD:</b> (no hours)	<b>28</b> <b>RECEIPT REWARD:</b> (no hours)	<b>29</b> <b>RECEIPT REWARD:</b> (no hours)	<b>30</b> Total hours: 4hrs
<b>31</b> <b>RECEIPT REWARD:</b> (no hours)	<b>1 April</b> <b>RECEIPT REWARD:</b> + Promote cooking demo in store; around the community (CC-2hrs)	<b>2</b> <b>RECEIPT REWARD:</b> (no hours)	<b>3</b> <b>RECEIPT REWARD:</b> + COOKING DEMO (PHN +CC) + Assist PHN (CC-4hrs)	<b>4</b> <b>RECEIPT REWARD PRIZES GIVEN (SM+CC)</b> + Assist store manager in lockdown selecting a winner (CC-2hrs)	<b>5</b>	<b>6</b> Total hours: 8hrs

CC-Community Coordinator (Name)  
 PHN- Public Health Nutritionist (Name)  
 SM- Store Manager (Name)

Phone contacts:  
 Researcher Name/s (08) XXXX XXXX

Please fax timesheets through each week (Friday) to: 080 8927 5187 with attention to SHOP@RIC



## Appendix 6

### Steps taken to run the SHOP@RIC school drawing competition

Below are the steps we took for the school drawing competition. You may modify these depending on the context.

- Contacted the school principal in advance to enquire about the possibility of running the competition
- Identified teachers willing to collaborate and organised a date for the competition
- Prepared and delivered resource kit (colouring material and paper), prizes and promotion flyers
- Liaised with school principal and school staff to determine a suitable time to run the competition. (The competition could be run by the public health nutritionist or someone with expertise to deliver healthy messages about fruit, vegetables and water. It may be practical to divide the students in to two groups with one group drawing about water and the other about fruit and vegetables)
- Liaised with school principal and/or school staff to organise judges. In the SHOP@RIC study we provided prizes valued at \$50.00. All students and staff who assisted with the competition received a T-shirt printed with the winning drawings
- Sought consent to use the winners' drawing for the posters
- Requested teachers to provide number and age/size of student participants and people who helped with the school drawing competition to organize T-shirts
- Organised for T-shirts to be delivered at the beginning of the implementation of the consumer education activities so as to help launch the strategy

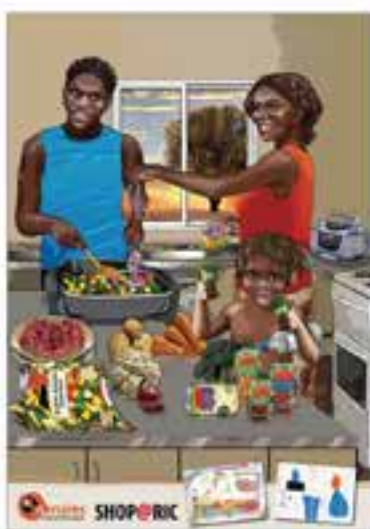


## Appendix 7

### Images of the six posters displayed during the SHOP@RIC study



Poster 1



Poster 3



Poster 2



Poster 5



Poster 4



Poster 6



## Appendix 8

Images of the six activity sheets displayed during the SHOP@RIC study



Activity sheet 1



Activity sheet 3



Activity sheet 5



Activity sheet 2



Activity sheet 4



Activity sheet 6



Activity sheet 1



Activity sheet 3



Activity sheet 5



Activity sheet 2



Activity sheet 4



Activity sheet 6



Appendix 9  
Flyer explaining the activity sheet competition

# Your chance to win a prize!

## Fill out an activity sheet and put it in the box.

**menzies SHOP@RIC**

Take this off, complete the activity, put it in the box to win a prize at the end of the year.

**DID YOU KNOW?**

- Eating fruit and vegetables every day helps protect you from heart disease, high blood pressure, cancer and getting old.
- Fruit and vegetables are high in antioxidants, which help protect against cancer, heart disease, and can help keep your skin looking young.
- Yellow, orange fruits and vegetables have different health benefits. That's why it's good to eat lots of different fruit, vegetables and traditional grains, beans, meat, etc.

**QUESTIONS & ANSWERS**

**Q: I want to eat more fruit and vegetables. How can I do this?**

A: You can eat fruit and vegetables every day. You can eat fruit and vegetables in many ways. You can eat them raw, cooked, frozen, dried, or as a smoothie. You can also eat them as part of a meal.

**WIN A PRIZE!**

Put your completed activity sheet in the box to win a prize at the end of the year.

**menzies SHOP@RIC**

## Appendix 10

### Image of a recipe card

### Kangaroo in Oyster Sauce with Stir Fried Vegetables



**3** serves of vegetables per person

**Feeds 10 people**

Kangaroo Fillet (kg)	1	Frozen Vegetables (kg)	1
Onion	1	Garlic (Tablespoons)	1
Red Capsicum	2	Ginger (Tablespoons)	1
Broccoli (Head)	1	Oyster Sauce (Cups)	1
Cauliflower (Head)	1	Vegetable Oil (Tablespoons)	2

**Good Tucker Long Life!**

### Kangaroo in Oyster Sauce with Stir Fried Vegetables



- Gather all ingredients, chop vegetables and kangaroo fillet into thin slices.
- Mix the meat with the ginger and garlic. Heat a pot with oil to a high heat and add kangaroo fillet. Stir quickly allowing it to brown. Remove the kangaroo fillet from the pot and set aside.
- Put FRESH vegetables in the pot with vegetable oil and stir through with a little water.
- Add kangaroo fillet to the pot with vegetables. Mix and set aside.
- Remove the FROZEN vegetables from the package and add them to a pot you used to cook the meat. Stir allowing it to cook.
- Mix everything together in the pot. Add the oyster sauce. Serve with rice, pasta or bread.

**The Fred Hollows Foundation** **Shop@RIC** **www.shop@ric.au**

#### Note:

- The above recipe card was modified from the original "Kangaroo in Oyster Sauce with Stir Fried Vegetables" recipe for the SHOP@RIC study in collaboration with the Jimmy Little Foundation
- The sodium in this recipe can be reduced by decreasing the amount of oyster sauce used

## Appendix 11

### Steps taken to organise a cooking demonstration

- Identified a suitable day to run the cooking demonstration
- Liaised with community co-ordinator to identify a recipe and list all materials/ingredients and quantities needed (a suggested Kangaroo stir fry and recipe is included in this guide)
- Liaised with Store Manager to purchase and store the ingredients, material and equipment (chopping board, knife, table, stirring/ serving spoons etc.) for the activity and to have them available on the day of the cooking demo
- Organised cooking equipment (e.g., electrical frying pan or flour drum stove)
- Made a promotional poster available around the community before and during the activity
- Liaised with store manager to ensure the store can carry the full range of recipe ingredients in the store
- Made recipe card available at the cooking demonstration and also at the store counter for a few days before and after running the activity
- Made theme 3 activity sheets available and encouraged customers to complete
- Activity sheet prizes could be drawn on the same day as the cooking demonstration to encourage participation if the activity sheets had been displayed for an appropriate length of time prior to the cooking demonstration taking place (i.e. 1-2 weeks)
- Completed the interactive activity attendance form including the number of activity sheets completed



## Appendix 12

### An example of a form to record participant attendance

Community/Store Name:		Activity organiser name:	
Interactive Activity:		Date:	

ESTIMATED NUMBER OF:		ADDITIONAL COMMENTS
People attending		
Activity sheets available at start		
Activity sheets completed		
Completed activity sheets correctly filled		
Recipe cards distributed (if applicable)		



## Appendix 13

### Steps to organise a fruit and vegetable taste testing activity

- Identified a suitable location, date and time (considered times when the store has more customers to generate interest)
- Prepared and displayed promotional flyers around the community (health centre, school, shire/council office, store, childcare, aged care) a few days before the taste testing
- Identified the ingredients/materials for the activity and arranged to have them available at the time of the taste testing
- Organised resources and any other additional material such as the activity sheets (theme 5) and bottled water or a piece of fruit to provide to participants who completed an activity sheet
- Ran the activity for at least 2 hours and tried to involve as many community people as possible
- Completed the attendance form



## Appendix 14

### Steps to deliver a sugar-in-drinks display

Below are the steps the project manager or public health nutritionist took to undertake the sugar-in-drinks display. You may modify these depending on the context:

- Organised the sugar-in-drinks display with the community co-ordinator and store manager including a suitable date and location
- Organised resources and any additional material such as the activity sheets (theme 1 activity sheets focus on the amount of sugar in popular beverages) and water or fruit to provide to participants who completed an activity sheet
- Ran the taste testing of drinks together with the sugar-in-drinks display (refer to item 3.9 for more information on the sugar-in-drinks display)
- Displayed beverages with the respective number of sugar cubes on front of each drink and a teaspoon with a cube of sugar to show the unit of measurement (1 sugar cube = 1 teaspoon)
- Made clear that the number of cubes in the plastic bags corresponded to the sugar content in 375 mL of each drink (even though some containers are greater than 375 mL)
- Provided bottled water to participants who completed an activity sheet
- Completed the interactive activity attendance form



## Energy (kJ) and number of teaspoons of sugar in the most popular beverages in remote communities within the Northern Territory

DRINKS	SERVING VOLUME (DISPLAY PURPOSE)	ENERGY (kJ) <sup>1</sup>	GRAMS OF SUGAR	NUMBER OF TEASPOONS OF SUGAR <sup>2</sup>
Coke	375mL Can	675kJ	39.8	10 (9.95)
Diet Coke	375mL Can	8kJ	0	0
Sprite	375mL Can	664kJ	37.9	9 (9.475)
Sprite Zero	375mL Can	15kJ	0	0
Solo Lemon	375mL Can	784kJ	45.4	11 (11.35)
Passiona	375mL Can	705kJ	40.9	10 (10.225)
Water	375mL Glass	0	0	0
Powerade	375mL Glass	394kJ (630kJ in 600mL)	21.8	5 (5.45)
Fruit drink orange (average of all brands)	375mL Glass	694kJ (925kJ in 500mL)	44.3	10 (10.325)
Cordial lime (oola (9 parts of water and 1 part cordial)	375mL Glass	439kJ (393kJ in 250mL)	25.1	6 (6.275)
Cordial lime (oola no added sugar (9 parts of water and 1 part cordial)	375mL Glass	15kJ (10kJ in 250mL)	0	0
Iced Coffee	375mL Glass	1073kJ (7716kJ in 600mL)	36	9

<sup>1</sup> Ref: <http://www.calorieking.com.au/foods/search>

<sup>2</sup> Published journal articles use 4g/tsp or 4.2g/tsp (we have rounded to 4g/tsp) Ref: [http://www.calorieking.com.au/foods/calories-in-sugars-white\\_f-128kPTUwMTExmIpZDooDmIpZDooDgImIpZDoyMjMyNDU5IjMmcG9zPTEmcGFyPSZrZDk9CjMmYXU.html](http://www.calorieking.com.au/foods/calories-in-sugars-white_f-128kPTUwMTExmIpZDooDmIpZDooDgImIpZDoyMjMyNDU5IjMmcG9zPTEmcGFyPSZrZDk9CjMmYXU.html)

[https://www.google.com.au/url?sa=t&ret=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwexopqpsU0KAhXUJSQKHWS85WwQFggwMAAM&url=https://www.google.com.au/2fdownloads/2fdownloads/2f4-sugar-are-you-sweet-enough/2file.html&usq=AFQCNHvGigjFbwM5sX9-gH8gPY-932w&ig2=878B51GK75GqTHfEgKQ8&bvm=bv.11396085,d.dty](https://www.google.com.au/url?sa=t&ret=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwexopqpsU0KAhXUJSQKHWS85WwQFggwMAAM&url=https://www.google.com.au/2fdownloads/2fdownloads/2fdownloads/2f4-sugar-are-you-sweet-enough/2file.html&usq=AFQCNHvGigjFbwM5sX9-gH8gPY-932w&ig2=878B51GK75GqTHfEgKQ8&bvm=bv.11396085,d.dty)

[http://msue.ans.msu.edu/news/how\\_to\\_convert\\_grams\\_of\\_sugars\\_into\\_teaspoons](http://msue.ans.msu.edu/news/how_to_convert_grams_of_sugars_into_teaspoons)

Appendix 16  
Image of an entry box for the receipt competition



Appendix 17  
Flyer explaining the receipt competition

Buy \$10 or more of **SHOP@RIC** products  
and put your receipt in the box to enter

**WIN A  
PRIZE**



**SHOP@RIC**

WELCOME TO  
8884 SCT0549997  
TAX INVOICE

STRAWBERRIES PUNNET	5.79
QTY 2 @ \$2.89/EA	
COOL COLA ZERO CAN 375ML	2.29
COOL EDGE SPRING WATER PET	3.00
QTY 2 @ \$1.50/EA	
SUBTOTAL	11.08
TOTAL	\$11.48
TEND 5	
CASH	
ROUNDING UP	\$29.00
CHANGE	\$9.50
TRANSACTION INCLUDES GST	\$9.50

T INDICATES TAXABLE SUPPLY  
THANK YOU FOR SHOPPING

24/05/13 17:02  
CASHIER: 81/258  
1108

NAME \_\_\_\_\_  
PHONE NUMBER \_\_\_\_\_  
ISSUING STORE: 8884






24/05/13 17:02  
CASHIER: 81/258  
1108








## Appendix 18

### An example of an in-store spot check

THEME (WEEKS 1 TO 4)			
Store Name:		Community:	
Today's Date:		Name: (Person completing spot-check)	

	ACTIVITY	QUESTION	YES	NO	COMMENTS
1		Is this SHOP@RIC poster displayed in the store?			
2		Is/was this SHOP@RIC Activity sheet available in the store for weeks 1 & 2 of this month?			
3		Are other SHOP@RIC activity sheets available in the store?			
4		Is/was the activity sheet entry box in a visible position in the store?			
5		Is/was this sticker explaining the activity sheet competition displayed on the box?			
6		Is/was the Receipt competition entry box on the counter in the store?			

	ACTIVITY	QUESTION	YES	NO	COMMENTS
7		Is/was this sticker explaining the Receipt competition displayed on the entry box?			
8		Is this sticker on the drinks fridge where water is stocked?			
9		Is this sticker on the fridge where fresh and frozen fruit and vegetables are stocked?			
10		Was the sugar-in-drinks display activity carried out?			
11		Is the SHOP@RIC pull-up banner displayed in the store?			
12		Is the SHOP@RIC shelf stripping on the shelves?			
13		Are the SHOP@RIC price talkers up to date?			

OTHER FOOD AND NUTRITION PROMOTIONAL MATERIAL AVAILABLE IN-STORE		
Type of material: (Poster/flyer/recipes)	What are these materials promoting? (healthy drinks/ fruit and vegetables/ healthy food)	Comment: key messages of these materials

## Appendix 19

### Interview questions for store managers

The purpose of these questions was to collect feedback on the implementation of the consumer education strategy with regards to:

- The store manager's views on what is working well and what is not working well
- Implementation fidelity and barriers and enablers to implementation, and
- Suggestions for improvement

#### Interview

1. Each month a different poster and activity sheet have been displayed and during some months other activities have occurred such as a cooking demonstration or taste testing activity. Are these happening in your store? Can you provide a description of what you observed?
2. Can you provide more information about each of the activities you observed in relation to what is working well? And why?
3. Can you provide more information about each of the activities you observed in relation to what is not working well? And why?
4. Have you noticed people reading or using the consumer education materials in the store? (Can you give some examples?)
5. Can you tell me how you are involved in the consumer education strategy at the moment?
6. Who do you talk to get information/support about the consumer education strategy?
7. Have you had enough support?
8. Do you have any suggestions on what and how we could improve the consumer education strategy?



## Appendix 20

### Interview questions for stakeholders (e.g., public health nutritionists, community co-ordinators, store board members)

The purpose of these questions was to collect feedback on the implementation of the consumer education strategy with regards to:

- The informant's views on what is working well and what is not working well
- Implementation fidelity and barriers and enablers to implementation, and
- Suggestions for improvement

#### Interview

Each month a different poster and activity sheet have been displayed and during some months' other activities have occurred such as a cooking demonstration or taste testing activity.

Let's talk about the POSTER first:

Which ones did you see?

Poster Number	Seen? Y/N
1	
2	
3	
4	
5	
6	

Did they stand out from other posters? If yes, why? If not, why not?

Were all or any of them displayed in other parts of the community? If yes, where?

Did you see people looking at them or talking about the posters?

Do you think people understood the story of the posters?

Next, let's talk about the ACTIVITY SHEET:

Which ones did you see?

Activity Sheet Number	Seen? Y/N
1	
2	
3	
4	
5	
6	

Were they displayed in a visible spot? If not, Why?

Were they popular? If yes, why? If no, why not?

Did people need help in filling them out? Why? How?

Now let's talk about the:

Sugar-in-drinks display, cooking demonstration and fruit, vegetable and sugar-free drink taste testing:

Were they popular? If yes, why? If no, why not?

Let's talk about the RECEIPT REWARDS:

Did you see this in the store?

Was it popular? If yes, why? If not, why not?

Out of all of these resources and activities (posters, activity sheets and interactive activities), which ones do you think worked well (for people to get the message)? Why?

Out of all of these resources and activities (posters, activity sheets and interactive activities) which ones do you think did not work well? Why?

Out of all of the consumer nutrition education strategy activities implemented, what helped to make them happen?

If any of the consumer nutrition education strategy activities were not implemented, what stopped them from happening?





What was the most significant experience (effectiveness, enjoyment, disappointment) for you working on the project?

Do you have any good stories to tell about the consumer nutrition education strategy?

Do you have any suggestions on how we could do it better next time?

How has this project impacted (positively or negatively) your work?

## Appendix 21 Survey questions for customers

QUESTION	RESPONSE OPTIONS
<p>During SHOP@RIC did you see any of these?</p> 	<p>1 – FRIDGE STICKER</p> <p>2 – BANNER</p> <p>3 – PRICE TICKET</p> <p>4 – SHELF STRIPPING</p>
<p>During SHOP@RIC did you see any of these?</p> 	<p>1 – FRIDGE STICKER</p> <p>2 – POSTER</p> <p>3 – TASTE TESTING/COOKING DEMONSTRATION</p>
<p>During SHOP@RIC did you see this? (receipt competition)</p> 	<p>Yes, no</p>
<p>Did you enter the receipt competition?</p> 	<p>Yes, no</p>
<p>[skipped if receipt competition entered]</p>	<p>Text</p>
<p>Was there any reason you did not enter?</p>	
<p>During SHOP@RIC did you see this? (activity sheets)</p>	<p>Yes, no</p>
<p>Did you enter the activity sheet competition?</p>	<p>Yes, no</p>
<p>[skipped if activity sheet competition entered]</p>	<p>Text</p>
<p>Was there any reason you did not enter?</p>	
<p>From all this did you learn anything new about fruit and vegetables?</p>	<p>Yes, no</p>
<p>[skipped if nothing new learnt about fruit and vegetables]</p>	<p>Text</p>
<p>What did you learn?</p>	
<p>From all this did you learn anything new about drinks?</p>	<p>Yes, no</p>
<p>[skipped if nothing new learnt about drinks]</p>	<p>Text</p>
<p>What did you learn?</p>	
<p>Is there anything else that you learnt?</p>	<p>Yes, no</p>
<p>[skipped if no]</p>	<p>Text</p>
<p>What did you learn?</p>	
<p>Did any of these resources or activities help you to change what you bought?</p>	<p>Yes, no</p>
<p>What changes did you make?</p>	<p>Text</p>
<p>Other comments</p>	<p>Text</p>



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