

Food Standards Agency | Food and Generation Z

Technical Report | 27.01.20

About this document

This technical report includes detailed information about the methods used in the research project on Food and Generation Z. This project was conducted by BritainThinks on behalf of the Food Standards Agency. The [full Food and generation Z research findings](#) are detailed in a separate report.

Contents

1. Introduction	1
2. Rapid Evidence Assessment.....	3
3. Qualitative research	7
4. Quantitative research	14
5. Final research outputs.....	20
6. Appendix	20

1. Introduction

1.1. Background

In July 2019, BritainThinks was commissioned by the FSA to conduct a research programme to better understand Generation Z (16-25 year olds) with a specific emphasis on their engagement with the food system.

The research objectives of this project were to:

Understand how 16-25 year olds engage with information about food and the food system, and how they share information;

Understand how 16-25 year olds both make decisions about the food they buy, prepare and eat, and how they communicate about food (with peers, online, etc);

Understand how 16-25 year olds think and feel about the food system, including the values, aspirations, hopes and concerns they have about the food system now and in the future;

Determine how 16-25 year olds differ from other consumers in terms of their food behaviours and attitudes, and how they differ from young people of past generations; and,

Examine any sub-groups within this age-group, to understand how socio-economic background/ income, gender or other differences may influence views; and to explore the homogeneity/ heterogeneity of this group.

1.2. Method overview

Stage 1: Refining the brief

Rapid Evidence Assessment

- Covered existing academic and grey literature on Generation Z and food
- Reviewed 112 sources: 37 peer reviewed academic studies, 63 commercial marketing reports, and 13 think tank reports

REA findings detailed in full in a separate report.

Internal workshop

- Debriefed the REA findings and agreed themes for primary research

Stage 2: Understanding the audience

10 September to 12 November 2019

- 40 x 16-25 year old recruited across London, Cardiff, Belfast and Colne
- Spread of age, gender, SEG, urban/rural

Online community (split over two phases)

- Two weeks in total

Deliberative focus groups (split over two phases, 8 groups per phase)

- 16 x 90-minute groups
- Split by age (16-19, 20-25) and SEF (ABC1, C2DE)
- 5 participants selected to undertake filmed ethnographic interviews - 3 hour filmed interviews

Stage 3: Quantifying results

20 November – 6 December 2019

- Nationally representative poll with boosted sample of 16-25 year olds
- Sample of 2,475, with total sample of 619 x 16-25
- 16-25 sample and 26+ sample were weighted to their specific age-group for gender, age and region
- Weights for all other demographic factors (social grade, tenure, working status, no. of cars and overseas holiday) were applied across the whole sample at the total level (16+ UK)

2. Rapid Evidence Assessment

The Rapid Evidence Assessment (REA) was the first stage of the research programme and aimed to assess the existing evidence about this generation, and to identify the gaps which would benefit from further exploration in the primary research. The direction of the research was based on the gaps identified with the FSA. This evidence review was conducted by BritainThinks in partnership with Dr Rebecca O'Connell, of the UCL's Institute of Education.

The REA findings are detailed in full in a separate document shared with the FSA in September 2019, entitled *Future Consumer: Food and Generation Z*. This document can be made available on request.

2.1. Methodology

The REA focused on empirical research, predominantly from the UK, and includes two main types of evidence, dating from 2015 onwards:

Peer-reviewed articles;

Published national and international research reports.

Peer-reviewed articles were mainly identified using the UCL Explore Tool, a search tool that provides access to a wide range of over 600 general and subject specific databases. It allowed search terms to be specified as 'title', 'subject' or 'any field', and has an and/or function. It also identified publications by type, including peer-reviewed articles. Published reports of non peer-reviewed UK empirical research were identified using four main approaches:

1. Google, particularly for 'grey' literature and market research. This included a review of the major research and polling companies to establish existing polling data that may be relevant;

FSA published research and expert recommendations;

Relevant news articles on UCL Explore. These were mostly based on press releases about the publication of new evidence, including market research and non peer-reviewed research;

Snowballing (following up promising references include in reviewed sources).

Specific search parameters for both types of evidence were set out through discussion with BritainThinks, Dr O'Connell and the FSA, and were designed to be systematic, so as to capture relevant literature that may refer to the Gen Z age group by other proxies. Broadly, sources were identified using the following criteria:

Years: 2015-2019; Searches restricted to ensure that REA relates to current cohort of Gen Z.

Subject: Generation Z, generations, young adults, youth, young people, university students, digital natives;

Topics: defining Generation Z, values and beliefs, online and social media behavior, consumption behavior, food attitudes and behaviours, food purchasing, dietary intake, ethical food values.

The searches identified a high number of commercial/marketing reports and think tank reports, and peer reviewed articles, which were then checked for relevance to the objectives of the research. Sources that were identified as relevant were then compiled into a longlist, of which those judged to be relevant according to the aims of the REA were then selected for full review. For the review, these sources were recorded in an analysis 'grid' noting the key findings and themes, and contextual information relevant to assessing the robustness and relevance of the study, such as place and year of data collection, methodology, methods and sample size.

In total, in the course of conducting this REA, 112 sources were reviewed, including:
62 commercial/marketing reports from consultancies and market research agencies;
37 peer-reviewed academic studies;
13 reports published by think tanks.

2.2. Bibliography

The full list of sources referenced within the REA are as follows:

1. Adobe. 'Adobe reveals Gen Z are UK's biggest content consumers, engaging with over 10 hours of online content a day.' Adobe. (2018)
2. Accenture. 'Gen Z and Millennials leaving older shoppers and many retailers in their digital dust.' Accenture. (2017)
3. Barclays. 'Step aside Millennials.' Barclays. (2018)
4. BBC. 'All in the mind – the loneliness experiment.' BBC/Wellcome Collection. (2018)
5. Bolin, G. 'Media generations: Experience, identity and mediated social change'. Routledge. (2016)
6. BPAS. 'Social media, SRE, and sensible drinking: understanding the dramatic decline in teenage pregnancy.' British Pregnancy Advisory Service. (2018)
7. British Election Study. 'British Election Study.' The Guardian. (2016)
8. Burnie, A. 'Gen Z attitudes towards booze forcing brands to change their marketing tactics.' Red Brick Road. (2019)
9. Centre Forum. 'Children and young people's mental health: State of the nation.' Centre Forum (2016)
10. Cherry, E. 'Who are Generation Z? The latest data on today's teens.' NSPCC/The Guardian (2016)
11. Deloitte. 'Global Millennial Survey.' Deloitte. (2019)
12. Demos. 'Next Generation UK.' Demos/British Council. (2018)
13. Devine, C. 'A life course perspective: Understanding food choices in time, social location, and history' Journal of Nutrition Education and Behaviour. Pages 121-128. (2005)
14. Dimock, M. 'Defining generations: Where Millennials end and Generation Z begins'. Pew Research Center. (2019)
15. Duffy, B., and others. 'Generation Z: Beyond binary.' Ipsos Mori (2017)

16. Ernst & Young. 'Rise of Gen Z: New challenge for retailers.' Ernst & Young. (2015)
17. Francis, T. and Hoefel, F. 'True Gen: Generation Z and its implications for companies.' McKinsey & Company. (2018)
18. Fromm, J. 'Getting to know Gen Z: How the pivotal generation is different from Millennials'. The Future Cast. (2017)
19. FSA. 'The Food and You Survey: Wave 5.' FSA & NatCen. (2019)
20. Giddens, A. 'The constitution of society: Outline of the theory of structuration'. Polity Press. (1984)
21. Global Web Index. 'Trends 19: The trends to know for 2019.' Global Web Index. (2019)
22. Goffman, E. 'The presentation of self in everyday life'. University of Edinburgh. (1957)
23. Hanbury, M., 'Gen Z is leading an evolution in shopping that could kill brands as we know them.' Business Insider. (2019)
24. Hancock, L. 'Gen Z: the digital generation.' Youth for Christ. (2018)
25. Hancox, D. 'The unstoppable rise of veganism: how a fringe movement went mainstream'. The Guardian. (2018)
26. Health Survey. 'Alcohol'. HSCIC. (2017)
27. Hennessy, H. 'Six industries Gen Z is changing forever.' PR Newswire. (2019)
28. Hodak, B. 'New study spotlights Gen Z's unique music consumption habits.' Forbes. (2018)
29. Ipsos Mori. 'Ipsos Mori Issues Index: June 2019.' Ipsos Mori. (2019)
30. Ipsos Mori. 'Ipsos Mori Issues Index: July 2019.' Ipsos Mori. (2019)
31. Ipsos Mori. 'Poll Conducted for the Vegan Society.' Ipsos Mori/The Vegan Society. (2016)
32. Ipsos Mori. 'Opinions of Generation Z's ambitions and priorities differ greatly between the generations.' Ipsos Mori/BBC. (2017)
33. Ipsos Mori. 'Technology Tracker Q1 2018.' Ipsos Mori. (2018)
34. Janeen, C. 'Where does Generation Z want to travel?' Missoulain. (2018)
35. Jenkins, R. 'Social Identity' Routledge (2008)
36. Kleinschmit, M. 'Generation Z characteristics: 5 infographics on the Gen Z lifestyle.' Vision Critical. (2019)
37. Lynn, P. 'Distinguishing Dimensions of Pro-environmental Behaviour'. Institute for Social and Economic Research. University of Essex. (2014)
38. Loader, B., and others. 'The networked young citizen: social media, political participation and civic engagement'. Information, Communication & Society. Pages 143-150. (2014)
39. Magee, K. 'Drinks brands' changing strategy to attract Gen Z' Campaign Live. (2019)
40. Mannheim, K. 'The problem of generations, in P. Kecskemeti (1952) Essays on
41. the sociology of knowledge by Karl Mannheim'. Routledge & Kegan Paul. Pages 276-320. (1952)
42. Marketing Communication News. 'Gen Z trusts brands but feels the psychological pressure of being stereotypes says new UM research.' Marketing Communication News. (2019)
43. Maybin, S. 'Busting the attention span myth.' BBC News. (2017)
44. McPherson, M. and others. 'Birds of a feather: Homophily in social networks' Annual Review of Sociology. Pages 415-44. (2001)

45. Microsoft Corporation. 'Consumer Insights.' Microsoft Canada. (2015)
46. Mintel. 'Generation Z set to impact the future of food and drink innovation.' Mintel. (2018)
47. Morton, A. 'Drinks industry will have to 'recalibrate' as Gen Z makes mental health a priority.' Just Drinks. (2019)
48. NatCen Social Research, MRC Elsie Widdowson Laboratory. (2019). *National Diet and Nutrition Survey Years 1-9, 2008/09-2016/17*. [data collection]. 14th Edition. UK Data Service. SN: 6533, <http://doi.org/10.5255/UKDA-SN-6533-14>
49. Nationals Citizen Service. 'Sexuality – Seriously, what's the big deal?!' National Citizen Survey. (2016)
50. NHS. 'Smoking, drinking and drug use among young people in England – 2013'. NHS Digital. (2013)
51. Nilsen, A. 'Cohort and generation: concepts in studies of social change from a lifecourse perspective'. Families, Relationships and Societies. Pages 475–79. (2014)
52. Nokes, C., and others. 'A generation without borders: embracing Generation Z.' OC&C. (2018)
53. O'Connell, R., & Brannen, J. 'Food, Families and Work'. Bloomsbury. (2016)
54. Ofcom. 'Children's media use and attitudes.' Ofcom. (2017)
55. Parker, G. 'Why Gen Z shoppers could turn out to be the unexpected saviours of the high street.' The Grocer. (2018)
56. Parry, E. and Urwin, P. 'The Evidence Base for Generational Differences: Where Do We Go From Here?' Westminster Business School. (2017)
57. Purves, R., and others "'I Wouldn't Be Friends with Someone If They Were Liking Too Much Rubbish": A Qualitative Study of Alcohol Brands, Youth Identity and Social Media'. International Journal of Environmental Research on Public Health. (2018)
58. Quenia dos Santos, F. 'Impact of nudging intervention and factors associates with vegetable dish choice among European adolescents.' European Journal of Nutrition. (2019)
59. Reeves, T. 'Generational Differences'. University of Georgia. Pages 296-302. (2007)
60. RPA. 'Identity Shifters.' p.21-24. RPA Report. (2016)
61. Ross, A. 'Young Europeans: A new political generation?' MDPI. (2018)
62. RSA. 'Teenagency: How young people can create a better world.' RSA. (2018)
63. Ryder, N. 'The cohort as a concept in the study of social change'. American Sociological Review. Pages 843-61. (1965)
64. Sautner, L., & Shin, J. 'Gen Z: Building new beauty.' WGSN. (2019)
65. Seed Marketing Agency. 'What Matters to Us.' Seed Marketing Agency. (2018)
66. Shelton, N. and others. 'Investigating the growing trend of non-drinking among young people; analysis of repeated cross-sectional surveys in England 2005-2015'. BMC Public Health. (2018)
67. Shove, W. 'Beyond the ABC: climate change policy and theories of social change'. Environment and Planning. Pages 1273-1285. (2009)
68. Siegel, J. 'Wide-ranging Gen Z study reveals purchasing decisions strongly influenced by celebrities, desire for uniqueness.' PR Newswire. (2019)
69. Sprake, E., F., et al. 'Dietary patterns of university students in the UK: a cross-sectional study.' Nutritional Journal. (2018)

70. Smithers, R. 'Third of Britons Have Stopped or Reduced Eating Meat – Report.' The Guardian. (2018)
71. Sun Branding Solutions. 'Gen Z Purchasing Power'. Sun Branding Solutions. (2018)
72. Taher, A., et al. 'The cross-sectional relationships between consumption of takeaway food, eating meals outside the home and diet quality in British adolescents.' Journal of Public Health Nutrition. (2018)
73. Taken-Smith, K. 'Mobile advertising to Digital Natives: preferences on content, style, personalisation, and functionality.' Journal of Strategic Marketing. (2017)
74. Tilley, J. 'Combining panel and cross-sectional surveys to estimate the APC effects'. Electoral Studies. Pages 19-27. (2014)
75. Turk, V. and others 'Understanding Generation Alpha'. Hotwire & Wired Consulting. (2018)
76. Tyrell, R., et al. 'Food environments of young people: Linking individual behaviour to environmental context.' Journal of Public Health. (2016)
77. Valentine, G. 'Eating in: Home, consumption and identity'. The Sociological Review. Pages 491–524. (1999)
78. Waitrose. 'Food and drink report: 2018-19: The era of the mindful consumer.' Waitrose. (2019)
79. We Are Social. 'We are Gen Z: Their power and paradox.' We Are Social. (2017)
80. World Health Organisation. 'Growing up unequal: HSBC 2016 study.' World Health Organisation. (2016)
81. Wills, W., et al. 'Socio-economic factors, the food environment and lunchtime food purchasing by young people at secondary school.' International Journal of Environmental Research and Public Health. (2019)
82. Wiklund, E., et al. "Strong is the new skinny": navigating fitness hype among teenagers in northern Sweden.' Journal of Sport, Education and Society. (2017)
83. WWF. 'Catering for sustainability: making the case for sustainable diets in foodservice.' WWF. (2016)
84. Young, K. '98% of Gen Z own a smartphone.' Global Web Index. (2017)
85. Young Women's Trust. 'Worrying Times: Young Women's Trust Annual Survey 2017.' Young Women's Trust. (2017)

3. Qualitative research

3.1. Phase overview and objectives

In this stage of the research, we engaged young people (aged 16-25) in 4 locations across London, Colne, Belfast and Cardiff, and explored their behaviours, values and knowledge in relation to food and the food system over an extended time period. We adopted a multi-phase approach comprising a combination of online, face-to-face and ethnographic elements.

The diagram below provides an overview of the deliberative qualitative research phase and the ethnographic filmed depth interviews:



Over the course of the qualitative research phase, we conducted the following:

1. Phase 1 online community (10th - 17th September 2019)
 - 5 online activities, 1 week in duration
2. Phase 1 deliberative focus groups (24th September and 26th September 2019)
 - 8 x 90 minute face-to-face groups (2 in each location)
3. Phase 2 online community (14th – 20th October 2019)
 - 4 online activities, 1 week in duration
4. Phase 2 deliberative focus groups (29th – 30th October 2019)
 - 8 x 90 minute face-to-face groups (2 in each location)
5. Filmed ethnographic interviews (30th October – 12th November 2019)
 - 5 x 3 hour, in-home interview (4 locations)

3.2. Recruitment

We recruited 32 young people aged 16-25 in total. The sample was split by two key variables: age and SEG. We conducted 8 groups in total, each of 3-5 participants:

Group	Location	Age	SEG	Number of participants who completed the research
1	London	16-19	C2DE	4
2		20-25	ABC1	4
3	Colne	16-19	ABC1	5
4		20-25	C2DE	5
5	Cardiff	16-19	C2DE	4
6		20-25	ABC1	4
7	Belfast	16-19	ABC1	3
8		20-25	C2DE	3

Across the sample, participants were recruited to ensure:

Spread of gender

Ethnicity reflective of local area

Mix of living situation

Mix of employment situation

Spread of dietary preferences/allergies

Mix of political affiliation

Spread of urban/rural areas

For qualitative research, the screening questionnaire was agreed with the FSA and the participants were recruiting using BritainThinks' professional recruitment network all over the country. Our recruiters use a combination of on-street recruitment, door-knocking, database recruitment and snowballing through their networks in order to recruit participants of the desired profile.

Please see the appendix (pg. 18) for the full recruitment screener.

3.2. Methodology

3.2.1. Phase 1 Online Community

The research objectives for the phase 1 online community were:

To gain insight into day-to-day food behaviours

To understand how participants consume and make decisions about food on a day-to-day basis

To explore where participants are accessing/ interacting with information about food

To understand the extent to which the food system, and related issues, feature in the content/ information participants interact with

The online community was hosted on a specialist online research platform, via our trusted fieldwork partner Recollective. This is a secure, closed community platform where participants complete activities remotely.

We launched 5 activities on the online community. Participants were asked to log in to complete activities and respond to moderators and each other's posts over the week.

Below is an overview of the activities:

- Section 1: Introduction
 - Discussion to warm up participants and build a picture of who they are and what their lives are like
- Section 2: Food diary – share 5 food moments

- Diary activity for participants to document 5 meals from across the week and record their decision-making around each meal
- Section 3: Share 3 things you've seen or heard about food this week
 - Participants asked to share 3 things related to food that they saw or heard during the week (e.g. on social media, TV, in the newspaper)
- Section 4: What matters to you about food
 - Discussion to explore what is important to participants about the food they buy and eat, and what concerns them
- Section 5: Wrap up discussion to reflect on the week
 - Discussion to close the week and explore what participants had noticed about their food habits

Please see the appendix (pg. 23) for the phase 1 online community activity guide.

3.2.2. Phase 1 Deliberative Focus Groups

The research objectives for phase 1 deliberative focus groups were:

To explore participants' 'food lives', building on findings from the online community

To explore drivers of food choices, and the influence of social media/ peers on decision-making

To understand awareness of food issues, the extent to which these influence food choices, and where these issues rank alongside other concerns

To gather spontaneous views on the food system, including awareness and understanding of the infrastructure and systems that go into food production

We conducted 8 focus groups in total, each lasting 90 minutes. The sessions were moderated by a BritainThinks researcher who used a qualitative discussion guide to inform the flow of the discussion.

The guide was structured as follows:

- Section 1: Introduction
 - Discussion to get to know participants, understand what life is like as a young person, and the issues they care most about
- Section 2: Food choices
 - Discussion to reflecting on the online community and explore what drives their food choices
- Section 3: Spontaneous views on the food system
 - Discussion to explore understanding of food system processes, and awareness of issues related to this
- Section 4: Prompted views on the food system

- Participants shown a simplified version of the food systems diagram, followed by discussion to explore areas of the food system that participants were concerned or interested by

Please see the appendix (pg. 25) for the phase 1 deliberative focus group discussion guide.

3.2.3. Phase 2 Online Community

The research objectives for phase 2 online community were:

To record participants' reflections about the food system

To understand what aspects of the food system participants are more engaged with, following initial discussions

To explore perceptions of generational differences between attitudes towards food and the food system

To provide participants with more information about specific food system challenges ahead of the next discussion group

4 activities were launched online and participants were asked to log in to complete activities and respond to moderators and each other's posts over the week.

Below is an overview of the activities:

- Section 1: Welcome back
 - Discussion on what stood out to participants related to food or the food system since the discussion group
- Section 2: What do you think about the food system?
 - Participants tasked with researching the food system and asked to share an article that stood out to them
 - Discussion to explore issues that participants care about in relation to the food system
- Section 3: Interview a friend or family member
 - Participants were tasked to conduct a 5 minute interview with someone over the age of 25 (e.g. a friend or family member) to explore perceived differences between Gen Z and older generations
- Section 4: Find out about the food system
 - Participants provided with information about three food system issues:
 - Global food security and environmental impact
 - Complex food supply chains
 - Affordability and access
 - Discussion to explore informed views on food system issues

Please see the appendix (pg. 30) for the phase 2 online community activity guide.

3.2.4. Phase 2 Deliberative Focus Groups

The research objectives for phase 2 deliberative focus groups were:

To explore reflections on the information participants have been given about the food system, and any information they have researched themselves

To provide participants with future scenarios for the food system and explore where they stand on key issues

To understand participants' priorities for the food system

We conducted 8 focus groups in total, each lasting 90 minutes. The sessions were moderated by a BritainThinks researcher who used qualitative discussion guide to inform the flow of the discussion.

The guide was structured as follows:

- Section 1: Reflections on the food system
 - Discussion to review the three food system issues (Global Food Security and the Environmental Impact, Complex Food Supply Chains, Affordability and Access) and understand how participants engaged with each one
- Section 2: Change and trade offs in the food system
 - Participants provided with information about what the food system might look like 2050:
 - Technological solutions to overcome global food insecurity
 - Local and regional food production replace global food networks
 - Global food production to overcome affordability and access challenges
 - Discussion to explore views on the future scenarios and associated trade offs
- Section 3: Priorities for future food system
 - Discussion to understand how being informed about the food system has shifted priorities for the future

Please see the appendix (pg. 34) for the phase 2 deliberative focus group guide.

3.2.5. Ethnographic interviews

We conducted filmed 'ethnographic interviews' with 5 participants.

The aim of the ethnographic filmed interviews was to bring to life the food behaviors by seeing young people in their home environment, therefore being able to look at the food they buy, observing what food they prepare. The participants were selected

to represent different ages, SEGs and locations and to illustrate some of the themes of the research findings.

The sessions were moderated by a BritainThinks researcher who used a loose qualitative discussion guide to inform the flow of the discussion.

The guide was structured as follows:

- Section 1: Warm up
 - Exploring the day-to-day lives of participants to understand what their life is like, and the role that food plays within this
- Section 2: Food behaviours, priorities and influences
 - Discussion to explore their food 'personality', their behaviours and what influences them
- Section 3: Engagement with the food system
 - Exploring their views of the food system, including what they knew before and how taking part in the research has influenced their views
- Section 4: Reflections on their generation and food
 - Discuss to delve into perceived differences between Gen Z and older generations

Please see the appendix (pg. 40) for the ethnographic 'discussion guide'.

3.3. Approach to analysis and reporting

The data outputs from the qualitative fieldwork included:

- Full transcripts of all online activities downloaded from the online community platform
- Media files including photographs of meals, uploaded by participants to the online community
- Audio recordings of all focus groups and interviews
- Video recordings of the ethnographic interviews
- Moderator notes following each focus group, summarising key themes and findings.

We developed a qualitative analysis framework at the start of qualitative fieldwork, informed by the REA. This analysis framework was updated over the course of the project with verbatim quotes from audio recordings of focus groups and interviews and participant feedback received during the online community.

This approach allowed us to centralise and review qualitative data in one place. It also enabled us to analyse responses by audience group – for instance, separating out consumers by gender, life-stage or socio-economic background.

The project team held several internal discussions and brainstormed about the research findings over the course of the project (following each phase of research).

4. Quantitative research

4.1. Phase overview and objectives

The final phase of the project was a quantitative survey – to quantify the findings from the qualitative strand, and to compare some of the Generation Z attitudes with those of the wider population.

The research objectives for:

- Quantify patterns of engagement with food including information types and sources
- Quantify the priorities of this age group when making food choices and the resonance of different food identities
- Quantify the level of interest this age group has in food issues compared to other things they care about
- Identify the extent to which there is overall homogeneity/ heterogeneity in this group, and to identify the key sub-groups.

4.2. Methodology

We conducted a 14-question nationally representative survey of 2,475 individuals in England, Wales and Northern Ireland, using an online omnibus run by Populus Data Solutions. This included a total sample of 619 16-25 year olds, of which 108 were 16-17 years old and 511 were 18-25 years old.

The fieldwork was carried out between:

- 18-25 year olds: 20th – 25th November 2019
- 16-17 year olds: 4th – 6th December 2019

The 16-25 sample and 26+ sample were weighted to their specific age-group for gender, age and region. This is based on ONS mid-year UK population estimates for 2018-2019.

Weights for all other demographic factors (social grade, tenure, working status, no. of cars and overseas holiday) have been applied across the whole sample at the total level (16+ UK). This is based on ONS 2011 census data.

Below are the survey questions. Please see the appendix (pg. 44) for the full survey script including routing instructions.

Q1. Thinking about the last meal you prepared or bought for yourself, which of the factors below most influenced your decision about what food to eat? Please select up to 3 factors.

Nutritional content

Convenience or ease to prepare

Price

Calorie content

Animal welfare

Whether it was organically produced (meaning no pesticides used)

Knowing and trusting the food brand

Whether it was locally produced

Taste

Leftovers / something I had to use up

Other [please specify]

None of the above

Q2. Which of the following statements best describes you? Please select one.

I don't think very much about the food I eat

I eat whatever is convenient

I mainly choose food based on price

I see food as fuel and I think about its nutritional value

I think I'm a foodie, I enjoy cooking and trying new recipes

I care deeply about where my food comes from and how it is produced

Q3. Please select how frequently or not you buy the following types of produce.

Organic food

Free-range food

Food that is produced in the UK

Food that has been produced in my local area or region

Food that has little plastic packaging

Food that has been produced in an environmentally sustainable way

Food that has been produced to high animal welfare standards

Q4. Thinking about the food you eat, which of the following best reflects the diet you follow?

I eat meat and fish

I rarely eat meat and/or fish

I eat meat but not fish

I do not any eat meat but I eat fish

I do not eat any meat or fish

I do not eat any animal products

Other [please specify]

Don't know

Q5. Which of the following statements best describes you? Please select one.

I have no plans to change how much meat I eat

I am actively trying to eat less of specific types of meat (e.g. red meat)

I am actively trying to eat less meat in general

I am considering eating less meat

Q6. Which of the following statements best describes you? Please select one.

I have no plans to change how much fish I eat

I am actively trying to eat less of specific types of fish (e.g. cod, tuna, skate)

I am actively trying to eat less fish in general

I am considering eating less fish

Q7. You said that you do not eat meat and/or fish, or that you are actively or considering reducing your consumption. Why is this? Please select up to 3 reasons and rank these in importance.

Animal welfare

Environmental reasons

Specific health reasons (e.g. heart health, cancer)

Maintaining a healthy weight or to lose weight

Saving money

To have a similar diet to a family member or partner

I don't like the taste

Religious reasons

Other [please specify]

Q8. How often do you use the following food-related phone apps? This could be for ordering food, to book a table, for tracking what you eat, avoiding food waste or accessing nutrition information about food.

Deliveroo

JustEat

UberEats

MyFitnessPal

Fitbit app

Slimming World

Too Good To Go

Olio

OpenTable

Other [please specify]

Q9. Which of the following food-related activities do you do on social media? Please select all that apply.

Checking ingredients and nutritional information

Getting recipes

Posting pictures of my food

Checking restaurant reviews

Finding new restaurants to try

Seeing what my friends are eating

Seeing what celebrities or influencers are eating

Reading news stories about food

Watching videos about how food is made

I never use social media platforms for food related information

Other [please specify]

Q10. You said that you look for the following types of food-related information on social media:

PIPE IN RESPONSE AT Q9

Which social media platforms do you use to do this? Please select all that apply

Google

Twitter

Instagram

Snapchat

TikTok

Facebook

YouTube

Pinterest

Trip Advisor

Other

Don't know

Q11. People often talk about the journey that food takes to get from farm to fork as the 'food system'. The phrase 'food system' covers all of the activities involved in the production, processing, transport, selling and consumption of food.

How knowledgeable do you feel about the 'food system'?

Very knowledgeable

Fairly knowledgeable

Not very knowledgeable

Not at all knowledgeable

Don't know

Q12. Thinking about the current food system, which of the following issues, if any, are you worried about? Please select up to 3 issues.

Having enough food to feed a growing population

Environmental impact of food production (e.g. deforestation and over-fishing)

Climate change making it harder to produce food

Food travelling long distances to reach consumers

The affordability of food

Healthy food being more expensive than unhealthy food

Poor conditions for workers in the food system

Animal welfare

Food not being what it says it is (e.g. the horsemeat scandal)

Food being produced in a safe and hygienic way

Other [please specify]

None of the above

Q13. Thinking about everything you know about how the food system works, (including the production, processing, transport, selling and consumption of food) what one change would you like to see in the food system in the future?

[OPEN TEXT BOX]

Q14. Thinking about young people today (aged 16 to 25), do you think they are more or less likely than the general public as a whole to do/be each of the following?

Be concerned about animal welfare

Be environmentally minded in their food choices

Adopt a vegetarian/ vegan diet

Be concerned about being able to afford healthy food

Eat healthily

Eat takeaways/ fast food

Be susceptible to food 'fads'

Be concerned about the cost of food

Be influenced in their food choices by social media

4.3. Approach to analysis and reporting

Following quantitative fieldwork, Populus Data Solution shared separated data tables (in Excel) for:

- All UK adults

Gen Z (aged 16-25)

The Excel tables include the raw count, the weighted count, the weighted %, and significance testing at 95% confidence.

A member of the BritainThinks team then systematically worked through the data pulling out all significant cross-breaks. Following this was a brainstorm with the FSA

to identify any specific sub-groups which were relevant and exploring further hypotheses. The results were transferred into charts to be included in the final report.

5. Final research outputs

5.1. Overview of final research outputs

The final outputs produced by BritainThinks over the course of the project were:

A report in Word for the REA, with full academic referencing, methodology and technical appendix

An interim note in Word after Phase 1 of the research setting out key findings

A final report in PowerPoint combining insights from all strands of research, including detail on method, and an executive summary

A short film illustrating some of the key findings from the research, developed from the ethnographic depths and using key statistics from the survey

A 3-page standalone executive summary of the research as a whole, highlighting key findings from all strands

5.2. Approach to producing final research outputs

On completion of all qualitative and qualitative fieldwork, the BritainThinks project team held an internal 'story-boarding' brainstorm to structure the research findings into a comprehensive and coherent story for the final report. This was developed into a high-level report structure, which was shared with the FSA. Following feedback from the FSA, the report structure was developed into a full report.

The final report was reviewed by the FSA as well as an external peer reviewer.

6. Appendix

1. Participant recruitment screener	21
2. Phase 1 online community activity guide	27
3. Phase 1 deliberative focus groups discussion guide.....	31
4. Phase 2 online community activity guide	36
5. Phase 2 deliberative focus groups discussion guide.....	42
6. Phase 2 ethnographic interview discussion guide.....	50
7. Questionnaire.....	55

1. Participant recruitment screener

Q1: Have you taken part in any market research discussion before?

Yes	Go to Q2
No	Go to Q4

Q2: If yes, how many market research discussions have you taken part in, in the past 6 months? And in the past 12 months?

Past 12 months:	Record
Past 6 months:	Thank and close
All subject(s) being researched	Record

*CLOSE if attended any market research in the past 6 months

*CLOSE if attended any market research on the topic of food/eating habits in the past 12 months

*CLOSE if attended any market research for BritainThinks in the past 12 months

Q3: Have you done any research with BritainThinks in the last 12 months?

Yes	Thank and close
No	Continue

Q4: Are you currently participating, or scheduled to participate in any market research?

Yes	Thank and close
No	Continue

Q5: Have you ever been employed in any of the following occupations?

Market research	Thank and close
Marketing	
Advertising	
Media	

Q6: Which of the following age brackets do you fit into?

Age	Group 1	Group 2
Under 16	Thank and close	Thank and close
16-19	RECRUIT 5	Thank and close
20-25	Thank and close	RECRUIT 5
26+	Thank and close	Thank and close

Q7: Which of the following best describes your gender?

Gender	Group 1	Group 2
Woman	RECRUIT Min. 2	RECRUIT Min. 2
Man	RECRUIT Min. 2	RECRUIT Min. 2
Other	Record	

Q8: Which of the following best describes your current employment situation?

I am working full time (30+ hours per week)	Recruit spread
I am working part time (8-29 hours per week)	
I am not working, but seeking work or temporarily unemployed / sick	
I am not working and not seeking work	
Student	
Retired	
Homemaker, house person, housewife, househusband etc.	

Q9: What is/was the occupation of your parent or carer who earns/earned the highest salary? (If retired, occupation prior to retirement – use this to determine SEG]

Record

	Group 1	Group 2
A		
B		
	Recruit 5	Thank and close
C1		
C2		
D		
E	Thank and close	Recruit 5

Reference

A	Higher managerial/ professional/ administrative (e.g. Established doctor, Solicitor, Board Director in a large organisation (200+ employees, top level civil servant/public service employee))
B	Intermediate managerial/ professional/ administrative (e.g. Newly qualified (under 3 years) doctor, Solicitor, Board director small organisation, middle manager in large organisation, principal officer in civil service/local government)

C1	Supervisory or clerical/ junior managerial/ professional/ administrative (e.g. Office worker, Student Doctor, Foreman with 25+ employees, salesperson, etc), student, homemaker
C2	Skilled manual worker (e.g. Skilled Bricklayer, Carpenter, Plumber, Painter, Bus/ Ambulance Driver, HGV driver, AA patrolman, pub/bar worker, etc)
D	Semi or unskilled manual worker (e.g. Manual workers, all apprentices to be skilled trades, Caretaker, Park keeper, non-HGV driver, shop assistant)
E	Any of the following Casual worker – not in permanent employment, Retired and living on state pension, Unemployed or not working due to long-term sickness, Full-time carer of other household member

Q11: Which of the following best describes your ethnic background?

Ethnic background	Group 1	Group 2
White British White European	Recruit max. 3	Recruit max. 3
Black African Black Caribbean Black other Indian Pakistani Bangladeshi Chinese Other (please specify)	Recruit min. 2	Recruit min. 2

Q12: What is the highest educational level that you have achieved to date?

No formal education

Primary school

Record
and
continue

Secondary school up to GCSE/NVQ levels 1 to 2/equivalent

Secondary school up to A Level/NVQ level 3, etc

University degree or equivalent professional qualification, NVQ level 4, etc.

Higher university degree, doctorate, MBA, NVQ level 5, etc.

Still in full time education

Don't know

Prefer not to say

Q13: What are your current living arrangements?

I live in university halls

Recruit spread
where possible

I am renting via a housing association (living with friends or partner)

I am privately renting (living with friends or partner)

I live with my parents or other family members

I am a homeowner

Q14: Do you have any dietary requirements or preferences?

Vegetarian / vegan

Aim for 1 per
group

Max. 2 per group

Other

Record

No

Q15: How would you vote at the next general election, if you will be too young to vote in the next election then which way would you vote if you could?

Conservative	Recruit spread
Labour	
Other (Please list)	
None	

Q16: Do you have access to a computer, smartphone or laptop?

Yes

Continue

No

Thank and close

Q17: How often do you use each of the following food-related apps?

Daily Weekly Monthly Rarely Never

MyFitnessPal Record

LiveStrong

Deliveroo

UberEats

JustEat

Grubhub

Olio

Too good to
go

Q18: When choosing what to eat, how important are each of the following things to you?

Very important	Somewhat important	Don't know/not sure	Somewhat unimportant	Very unimportant
----------------	--------------------	---------------------	----------------------	------------------

Healthy Record
Low cost

Quick
Easy
Ethical/moral
(e.g.
Fairtrade)

Low impact
on
environment

Q19: Some participants will be asked to take part in an in-home filmed interview at the end of the research for an additional incentive of £50. Would you be happy to take part in a filmed interview in your home as part of the research? This film would be used to help bring the research to life and would be used internally by the FSA and may also be used in the public domain.

Yes Min 4 per group of 5

No Record

Q20: Do you have any needs or requirements that you would like us to consider for the research (E.g. dyslexia, wheelchair use)?

RECORD

2. Phase 1 online community activity guide

Activity	Activity text
1. Introductions	<p>Hello and welcome to your first activity!</p> <p>To start with, let's get to know each other a little bit better. In the discussion below please introduce yourself and answer the questions below:</p> <p>Tell us a little about who you are and what you're currently doing (working or studying)</p> <p>What do you like doing in your free time?</p> <p>What's your favourite food and why?</p> <p>Feel free to film your response to this activity and post your video below – I'll go first!</p> <p>Please read/watch others' posts and feel free to comment – perhaps let them know if you have anything common, such as sharing the same favourite food!</p>
2. Food diary – share 5	<p>Hi everyone,</p> <p>Thanks very much for introducing yourselves in the previous discussion – it was great getting to know you all better and hearing about what food means to you!</p>

<p>food moments</p>	<p>In this activity, we want to see what your week in food looks like. Over the rest of the week and weekend, we'd like you to share 5 food 'moments' with us when you're eating food. We don't mind at all which moments you choose to share, it could be your morning cereal, some instant noodles, a Deliveroo dinner, or a meal out with your family or friends. We'd really like to see a mixture of different types of moments from across the week and weekend.</p> <p>For each entry, we'd like you to record the moment on here as it happens (or immediately after) and tell us about it. Please answer the questions below and include any other information you think we might find interesting. We'd love to see some photos too!</p> <p>What meal is this? [multiple choice]</p> <p>Breakfast</p> <p>Lunch</p> <p>Dinner</p> <p>Snack</p> <p>Where are you eating? [multiple choice]</p> <p>At home</p> <p>At work</p> <p>At university</p> <p>At school / college</p> <p>On the move (e.g. on the bus)</p> <p>In a restaurant / café</p> <p>Outdoors (e.g. in the park)</p> <p>Other</p> <p>Are you with anyone? If you are, please tell us who you're with [open ended]</p> <p>What are you eating? [open ended]</p> <p>Why have you chosen to eat this? [open ended]</p> <p>Where did it come from or who made it? [multiple choice]</p> <p>Homemade / prepared from scratch by me</p> <p>Homemade / prepared from scratch by someone else (friend/family member)</p> <p>A ready meal or pre-prepared meal from a supermarket</p>
---------------------	--

	<p>A home delivery from a restaurant or take away</p> <p>Purchased from a café or restaurant</p> <p>How typical is this meal/snack for you? [open ended]</p> <p>How would you sum up how you feel about this experience in 3 words? (or emojis!) [open ended]</p> <p>On a scale of 0-10, where 10 is very good and 0 is very bad, how would you rate this experience? Why? [Scale and open ended]</p> <p>Share a photo of your food! [optional]</p>
<p>3. Share 3 things you've seen or heard about food this week</p>	<p>Hi everyone,</p> <p>We hope you're having a good week!</p> <p>In this activity we'd like you to share 3 things related to food that you see or hear over the course of the week, that you find interesting or that is important to you. We don't mind what you share with us, it could be something from social media, a programme you watched on TV or Netflix, or something you saw in a magazine or newspaper article. It could be about a new food trend, a food app, something about how food is produced, or anything else you notice about food that stands out to you.</p> <p>In each entry, please answer the questions below to tell us about what you're sharing. We'd love to see a screenshot too!</p> <p>Describe what you saw or heard [open ended]</p> <p>Where did you see or hear it? [multiple choice]</p> <p>Twitter</p> <p>Instagram</p> <p>Facebook</p> <p>Snapchat</p> <p>WhatsApp</p> <p>Online newspaper/ article</p> <p>TV or Netflix</p> <p>Heard it through a friend or family member</p> <p>Other [text box]</p> <p>What stood out to you? Why did you decide to share this? [open ended]</p>

	<p>How did it make you feel? [open ended]</p> <p>Share a photo (or two) of what you've seen [optional]</p>
4. Tell us about what food means to you	<p>Hi everyone,</p> <p>We hope you're having a good week!</p> <p>In this short activity we'd like you to tell us a bit more about what matters to you when deciding what food to buy and eat.</p> <p>Please answer the questions below and share as much information as you can in your entry. Feel free to share photos or images too!</p> <p>What is important to you about the food that you buy and eat? [open ended]</p> <p>What, if anything, concerns you about the food you buy and eat? [open ended]</p> <p>Share a photo (or two) to tell us what's important to you, and explain why you've chosen to share it [optional]</p>
5. Wrapping up the week	<p>Hi everyone,</p> <p>Thank you so much for all your responses over the last week. We've had a great time seeing what your week in food looks like!</p> <p>To wrap the first phase of the project up, we'd like you reflect on the last week and answer the questions below.</p> <p>Overall, how was your food week? [open ended]</p> <p>How typical was this week compared to other weeks? [open ended]</p> <p>How did you find keeping a food diary over the course of this week?</p> <p>Did you notice anything about your food habits? [open ended]</p>

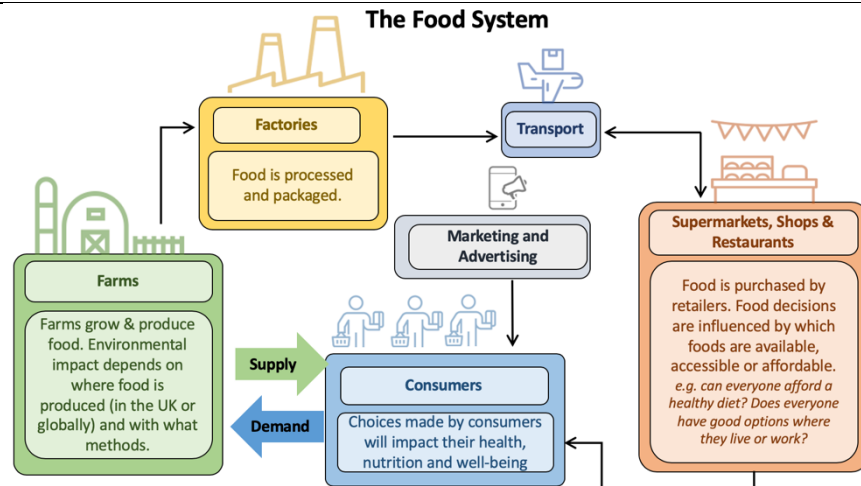
3. Phase 1 deliberative focus groups discussion guide

Section	Key discussion points and probes
<p>Section 1: Introduction</p> <p>Aims: Get to know participants, understand what life is like as a young person, and the issues they care most about.</p>	<ul style="list-style-type: none"> • Moderator to introduce themselves, BritainThinks and any observers • Remind them of purpose of the research: <ul style="list-style-type: none"> ○ BritainThinks is working with the Food Standards Agency, the regulator responsible for food safety and food hygiene in England, Wales and Northern Ireland ○ This research is to engage with young people, like you, in order to understand what food means to you and how you make decisions around what food you buy and eat • Moderator to thank participants for contributing to online community – we will discuss this later on in the session • Explain ground rules for the session: <ul style="list-style-type: none"> ○ Seeking honest views and opinions and there are no right/wrong answers ○ Can take a break at any time ○ Can opt out of the research at any time ○ Timings (90min session) • Obtain permission to audio record • Explain MRS code of conduct/ confidentiality • Participant to have opportunity to ask any questions and complete research consent form • Moderator to ask participants to introduce themselves: <ul style="list-style-type: none"> ○ Name, age, who they live with ○ What they're currently doing – working or studying ○ What their interests are ○ What was the last meal they had • Thinking ahead to the next 5 years: <ul style="list-style-type: none"> ○ What do you feel excited about? ○ What are you worried about? Moderator to explore fully to understand whether spontaneous concerns are all personal or whether any relate to societal problems • What are the main things that you talk to your friends/people your age about? Moderator to flipchart responses <ul style="list-style-type: none"> ○ Are there any topics/ issues that come up a lot? ○ Where do these conversations happen? Moderator to probe for social media/face to face • Do you ever think about problems in society/ in the world? <ul style="list-style-type: none"> ○ [If yes] Which ones? How much do you think about these? Moderator to make a list of issues ○ [If no] Why not?

<p>Section 2: Food choices</p> <p>Aims: Reflecting on the online community, what drives their food choices.</p>	<p>I'd like to move on to focus on food. We really enjoyed reading all of your posts on the online community and seeing some of the food you've been eating.</p> <ul style="list-style-type: none"> • How did you find the experience? <ul style="list-style-type: none"> ○ Did you notice anything about your food habits? • What are your food habits? <ul style="list-style-type: none"> ○ Where/ when do you buy food? ○ How often do you got out/ get takeaway? ○ Are you signed up to any food subscription services? i.e. where you pay a regular subscription fee in order to receive food deliveries? <p>2. Food choices: Activity: Participants to create a mind map of what is important to them when deciding what food to buy and eat. Participants will be asked to complete this both for shopping in the supermarket and for buying food when they are out and about but are free to only do one if they do not have experience of shopping in supermarkets.</p> <ul style="list-style-type: none"> • Activity: Moderator explore responses fully and then probe on the below if not raised spontaneously and understand fully how important/ unimportant these are. <ul style="list-style-type: none"> ○ Ethics ○ Provenance of food ○ Method of production ○ Food labelling <p>3. Sources of information:</p> <ul style="list-style-type: none"> • What influences your decisions around food? <ul style="list-style-type: none"> ○ Who do you hear talking about food? ○ Who do you listen to? ○ Do you ever talk to your friends about food? In what context? ○ Is there anything you've read/ seen that's changed the way you think about food? • What role, if any, does social media play in influencing your decisions around food? <ul style="list-style-type: none"> ○ How much do you look at/ read about food on social media? ○ What impact do you think this has on your food decisions?
---	--

	<ul style="list-style-type: none"> ○ How much time do you spend on social media? Have you ever tried to spend less time? Is this something you've noticed your friends doing at all? ● Where else do you come across information about food? <ul style="list-style-type: none"> ○ Do you ever actively look for information about food? ○ Where do you look? ● Moderator to share findings from online community on 'Where you get information' <ul style="list-style-type: none"> ○ How does this compare to your experience? ○ Which of these would you be most likely to post/ most likely to read? <p>4. Reflections: Moderator to share findings from online community: Your thoughts on the week</p> <ul style="list-style-type: none"> ● How does this compare to your experience? <ul style="list-style-type: none"> ○ What do you worry about when it comes to food? ● Thinking about the things you mentioned as being important when deciding what food to buy and eat, how do you think this might change in the next 5 years? ● How different do you think you are to your parents when it comes to food? <ul style="list-style-type: none"> ○ How different do you think your generation is compared to older generations when it comes to food?
<p>Section 3: Spontaneous views</p> <p>Aims: Spontaneous views on the food system and food issues</p>	<p>In the next section I'm interested in hearing your thoughts around how the food system works.</p> <ul style="list-style-type: none"> ● Going back to the mind map you created earlier, does anyone ever think about where their food comes from or how it is produced? <ul style="list-style-type: none"> ○ What do you know about this? ○ Where have you heard about this? ● How interested are you in understanding where your food comes from? <ul style="list-style-type: none"> ○ <i>Moderator to probe to understand level of interest/ reason for interest</i> ○ What do you want to know? ○ Have you ever looked for information about this? Where did you look? ● What do you think is involved in getting your food to your plate? <i>Moderator to flipchart responses</i> <ul style="list-style-type: none"> ○ What are the key processes/ stages?

	<ul style="list-style-type: none"> ○ Who is involved? ○ What are the challenges? • From what you understand of the food system, do you have any concerns about how things currently work? <i>Moderator to flipchart responses and explore:</i> <ul style="list-style-type: none"> ○ What have you heard about this food issue, and where from? ○ Which of these do you care about / feel important to you? ○ How do these compare to the issues you mentioned at the start of the session? • Thinking about the issues you have mentioned, which feel most important? <ul style="list-style-type: none"> ○ For you personally? ○ For other people your age? ○ For society? • What, if anything, do these issues make you feel about food? • To what extent, if at all, do you think about any of these issues when making decisions about the food you are eating/buying? If so, can you give an example?
<p>Section 4: Response to stimulus</p> <p>Aims: Explore how extra information impacts views</p>	<p>In this research we're really interested in exploring your views on the 'food system' and how it might change in the future compared to how it is today. But first I'll explain a bit more about what we mean by the 'food system'</p> <p>People often talk about the journey that food takes to get from farm to fork as the 'food system' – don't worry if you haven't heard this phrase before. The phrase 'food system' covers all of the activities involved in the production, processing, transport, selling and consumption of food.</p>



- Moderator to introduce and explain simplified version of the food systems diagram.
 - Anything surprising here? Any aspects you haven't thought of before?
 - What parts of the process feel important to you?
 - Is there anything you would want to know more about?
- What concerns, if any, do you have about the food system as it works today? Moderator to explore fully
 - Do you ever talk about this with friends?
 - Do you think your friends care about this at all?
- Do you think the food system needs to change at all? Why/why not?
 - How much is this something you think about?
- Moderator to ask participants to imagine they are in charge of designing the food system. What would they prioritise and why?
 1. Environment
 2. Ethics/ values
 3. Food safety
 4. Affordability
 5. Nutrition and well-being
 6. Convenience
 7. Provenance
- Participants to fill in an individual worksheet ranking the seven areas in order of importance – in terms of what makes for a good food system. Moderator to explore responses:
 - Why is this/ isn't this important to you?
 - Do you think your friends would think the same as you?
 - What about your parents?

	<ul style="list-style-type: none"> Overall how different would you say your generation is from older generations? What will this mean for changes in the future? Research task for the next phase: Participants tasked with learning about the food system and identifying the issue they feel is the most worrying to them in how the food system currently works.
Section 5: Thank and close	Thank and close. Provide incentive (including incentive for online community phase 1). Inform participants of what they need to do for the research task and remind them of details/admin for next steps in the research process.

4. Phase 2 online community activity guide

Activity	Activity text
1. Welcome back to the online FoodHub!	<p>Hi everyone!</p> <p>It's been 2 weeks since we met at the discussion group, so we'd love to hear what has been on your mind since then. In the discussion below please answer the following questions:</p> <p>What one thing has stood out to you from the group discussion you took part in?</p> <p>Is there anything you've been thinking about or doing differently since the start of the project?</p> <p>We talked last time about the food system – have you noticed anything related to food or the food system since the discussion group?</p> <p>Please read others' posts and feel free to comment!</p>
2. What do you think about the food system?	<p>Hi everyone,</p> <p>Thanks very much for sharing your reflections on the past few weeks!</p> <p>You should have received an email from us after the previous discussion group with information about a small task to complete. In the task we asked you to do the following:</p>

	<p>Spend 10-15 minutes doing some research about the food system and be prepared to share an article or something that you've found out about that has stood out to you</p> <p>In this activity we'd like you to share your response to this task.</p> <p>What did you find out about the food system that stood out or surprised you? Please share the article you found related to this</p> <p>Why did this stand out to you?</p> <p>Thinking about the food system, is there an issue that you care about in particular?</p> <p>What is the issue?</p> <p>Why does this issue feel important to you?</p>
3. Interview a friend or family member	<p>Hi everyone,</p> <p>We hope you're having a good week!</p> <p>In this activity we'd like you to conduct a short interview (around 5 minutes long) with someone who is over the age of 25. For example, it could be with a grandparent, parent, older sibling or friend. We're interested in hearing about what life was like for them when they were your age, and how this compares to life for young people now.</p> <p>You can conduct the interview in person (if you live with or near to them), or you can do the interview over the phone (if you don't live with them). We'd love to see or hear your interview too! Feel free to video or record the interview and upload it here. All submissions to this activity will be private, so you're only sharing your interview with us.</p> <p>In the interview we'd like you to ask the following questions:</p> <p>In what ways, if at all, do you think my generation (e.g. people who are currently aged 16-24) is different to your generation?</p> <p>In what ways were young people different when you were my age?</p> <p>How, if at all, was food different when you were my age?</p> <p>When you were my age what did you like to eat and how has that changed?</p> <p>How do you think my food choices will change as I get older?</p> <p>How do you think my generation will change things in future?</p>

	<p>Generally?</p> <p>In relation to food?</p> <p>After you've conducted the interview, please answer the following questions and summarise</p> <p>Who did you speak with? (e.g. grandparent, parent, aunt/uncle, sibling, friend)</p> <p>How old are they?</p> <p>Please summarise their response to question 1:</p> <p>In what ways, if at all, do you think my generation (e.g. people who are currently aged 16-24) is different to your generation when you were my age?</p> <p>In what ways were young people different when you were my age?</p> <p>How, if at all, was food different when you were my age?</p> <p>Please summarise their response to question 2:</p> <p>When you were my age what did you like to eat and how has that changed?</p> <p>How do you think my food choices will change as I get older?</p> <p>Please summarise their response to question 3:</p> <p>How do you think my generation will change things in future?</p> <p>Generally?</p> <p>In relation to food?</p> <p>What did you think about their response to the questions? Did anything stand out to you?</p>
4. Find out about the food system	<p>Hi everyone,</p> <p>In our last discussion group, we started to think about the journey that food goes on from farm to fork, and the different stages involved in the food system.</p> <p>Last time we heard that the food system isn't something you think about very much, though some of you raised concerns about animal welfare, the use of plastic, and the use of chemicals in food production.</p>

	<p>We also heard that the food system isn't something you necessarily know much about. We'd like you to get to know it a bit better, so in this activity we've got some information for you to explore.</p> <p>There are three topics we want to tell you about:</p> <p>Global food security and environmental impact</p> <p>Complex food supply chains</p> <p>Affordability and access</p> <p>Please choose one topic and read through the summary below. We've also provided some extra links to more information on each topic. We'd love you to follow the links provided to find out a bit more.</p> <p>When you're ready, please answer the questions below:</p> <p>Which topic did you read?</p> <p>What did you think of this topic, and the issues described?</p> <p>Did anything stand out or surprise you?</p> <p>What else did you find out about this topic in the extra links?</p> <p>How did this make you feel?</p> <p>NB. Each topic will be displayed on a separate 'tile' on the online community</p> <p>Global food security and environmental impact</p> <p>Will we have enough food to feed everyone? Food security means whether people can access enough safe and nutritious food to lead a healthy life. Population growth is a major challenge for global food security; by 2050 we'll need to feed 9 billion people, meaning the demand for food will be 60% greater than it is today. Our ability to produce enough food depends on a number of factors, including available land to grow crops and water supply. These resources are under strain as population increases.</p> <p>Food has a big impact on the environment: To produce more food, forests are converted into farmland resulting in greenhouse gas emissions, water resources are depleted to irrigate crops, and intensive cattle farming leads to methane gas release. Fertilisers and pesticides are also used in large scale farming. These may contaminate soil and water and can be toxic to other insects and animals. High meat consumption and demand for</p>
--	--

	<p>exotic foods from around the world also intensifies the impact on the environment.</p> <p>In addition, climate change presents new challenges for food production. Increases in temperature, changes in rainfall, changes in extreme weather events, and reductions in water availability could reduce the amount of food we're able to produce.</p> <p>What can be done? Governments around the world are thinking about how to respond to food security. An important part of that is new technology, which can help to overcome some of the challenges, such as developing more resilient crops that require less water to grow through genetic modification, or growing meat in a lab (instead of eating animals). Some of the solutions involve changing the genetic make-up of plants, or changing the ways we eat, that consumers might not be comfortable with.</p> <p>Check out some of these links to find out more:</p> <p>The food security challenge</p> <p>Five strategies to increase food production</p> <p>Five ways UK farmers are tackling climate change</p> <p>What's your diet's carbon footprint?</p> <p>Complex food supply chains</p> <p>Last time we talked about the food system being '<i>farm to fork</i>'... but a lot goes on in that 'to'!</p> <p>Food producers, manufacturers and distributors need to get their products to consumers quickly, safely and in good condition. Food safety is therefore the shared responsibility of everyone involved in the food chain. This becomes challenging as food supply chains have grown into complex global networks.</p> <p>For example, bananas are available in supermarkets in the UK all year round but to make this possible lots of different people and organisations are involved. Bananas are grown and harvested by farmers in Ecuador and Costa Rica. They are packaged and transported in large fridges on massive cargo ships all around the world. When they arrive on land, they are inspected by government bodies to ensure they are safe and high quality. Next they are allowed to ripen in controlled</p>
--	---

	<p>environments, before being transported by lorries to supermarkets where they are sold to consumers.</p> <p>Food needs to be hygienically and safely produced, and it needs to remain safe to eat by the time it reaches consumers. There are regulations and checks in place to ensure safety. The longer the supply chain is, the harder it is to ensure that these checks have all taken place.</p> <p>That is why it's important to be able to trace where food has come from, to ensure that checks take place along the supply chain - from production to processing to distribution. Tracking food can also help prevent food crimes, for example where foods might be diluted with cheaper alternatives, or passed off as a higher quality product.</p> <p>Check out some of these links to find out more:</p> <p>Safe food in today's global food chain</p> <p>Traceability - the journey of a banana</p> <p>Transparency in the supply chain with coffee as an example</p> <p>Food fraud infographic</p> <p>Affordability and access</p> <p>What influences our access to food? Food access is not just about having enough to eat. People need to be able to access nutritious food at a price they can afford in order to be healthy. Unhealthy food tends to be cheap and easily accessible, leading many people on a low income to have poor diets, high in fat, sugar and salt. As food prices increase, and wages fall, people may be more likely to buy cheap, processed foods.</p> <p>The type of food we eat also depends what is available to us in the supermarkets and shops where we live. Some people might not live near a large supermarket selling fresh fruit and vegetables, and they might not have a car or be able to afford public transport to travel to one. Neighbourhoods where poverty, poor public transport and a lack of big supermarkets limit access to affordable fresh fruit and vegetables are called food deserts. These areas might have lots of shops selling fast food but hardly any shops selling fresh produce.</p> <p>What is the impact of cheap food production? To produce food cheaply, quickly and at a large scale, producers make their farming methods and production processes as efficient as</p>
--	---

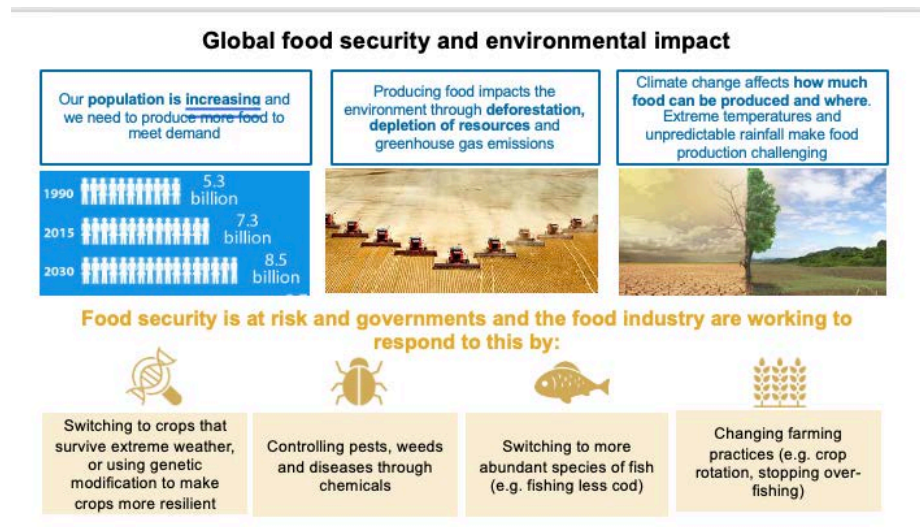
	<p>possible. This means more antibiotics, pesticides and hormones are used to make animals and crops grow faster and bigger – which can have negative effects on the environment. Reducing costs also means lower animal welfare, and lower wages and poorer working conditions for workers.</p> <p>Check out some of these links to find out more:</p> <p>Facts around accessibility and affordability</p> <p>Healthy diets can be too expensive for many</p> <p>Food deserts in the UK</p> <p>Intensive farming systems and animal welfare</p>
--	--

5. Phase 2 deliberative focus groups discussion guide

Section	Key discussion points and probes
<p>Section 1: Introduction</p> <p>Aims: Welcome participants to the session and warm-up</p>	<ul style="list-style-type: none"> • Moderator to introduce themselves, BritainThinks and any observers • Remind them of purpose of the research: <ul style="list-style-type: none"> ○ BritainThinks is working with the Food Standards Agency, the regulator responsible for food safety and food hygiene in England, Wales and Northern Ireland ○ This research is to engage with young people, like you, in order to understand what food means to you and how you make decisions around what food you buy and eat ○ Thank you for taking part in this research project so far. In this final discussion group we're going to be thinking about the future of food • Explain ground rules for the session: <ul style="list-style-type: none"> ○ Seeking honest views and opinions and there are no right/wrong answers ○ Can take a break at any time ○ Can opt out of the research at any time ○ Timings (90min session) • Obtain permission to audio record • Explain MRS code of conduct/ confidentiality • Participant to have opportunity to ask any questions and complete research consent form • Moderator to ask participants to remind everyone of their name and say:

	<ul style="list-style-type: none"> ○ One thing that stood out to them in what they've learnt about the food system so far
<p>Section 2: Reflections on the food system</p> <p>Aims: To review the food system themes, understand how participants engaged with each one, and what stood out as most important</p>	<p>Last time we heard that the food system isn't something you think about very much, so we asked you to do some research about the food system and share what you found out on the online community. I'd like to begin this session by hearing about what you found out.</p> <ul style="list-style-type: none"> • What did you research about the food system? • Did anything stand out or surprise you? • Did you talk to anyone about what you found out? <ul style="list-style-type: none"> ○ If yes, what did they say? • Have you done anything differently as a result of what you found out? Or thought differently about the food you buy and eat? <ul style="list-style-type: none"> ○ Moderator to probe on any perception or behaviour changes ○ Reasons for any change <p>On the online community we shared some information about 3 topics related to the food system – 1) Global food security and environment impact, 2) Complex food supply chains, and 3) Affordability and access.</p>

- **Global food security and environmental impact:** Our population is increasing, and we need to produce more food to meet demand. Producing food has a significant environment impact from deforestation, depletion of water resources, use of chemicals and methane gas production from cattle. In addition, climate change may result in more extreme temperatures in the future and more unpredictable



rainfall, potentially posing a challenge for food production. This could put food security at risk. Governments are working to respond to this, for example by looking at new technologies.

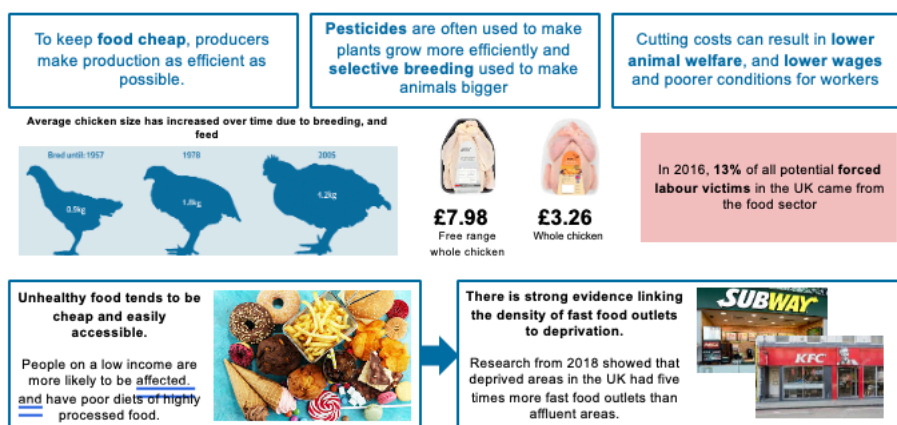
- **Complex food supply chains:** Food travels around the world, across long distances, to reach consumers. There are lots of different organisations and actors involved along the way. Food needs to be safely produced and remain safe to eat by the time it reaches consumers. We need to be able to trace food to make sure that it has been safely and hygienically produced, and to reduce the risk of food crimes.

Complex food supply chains



- Affordability and access:** Unhealthy food tends to be cheap and easily accessible. People on a low income are more likely to have poor diets of highly processed food and they might struggle to access fresh fruit and vegetables because they aren't readily available in shops nearby. To produce food cheaply and quickly, pesticides are used in plant production and selective breeding is used in animal production. To produce food quickly and cheaply some food production is heavily industrialised.

Affordability and access



Moderator to read out each theme in turn.

- On the online community you were asked to review one topic, which one did you read?
 - What did you look up online as a result?

	<ul style="list-style-type: none"> • Participants to individually complete a worksheet for each theme: <ul style="list-style-type: none"> ○ What concerns you about this? ○ What elements are less important to you? ○ How high a priority it is for change (score 1-10)? • <i>Moderator to explore responses to worksheet and ask:</i> <ul style="list-style-type: none"> ○ How did you feel reading about this topic? ○ Had you heard anything about this before? How surprising is any of this information? ○ What stands out as most important and why? <p><i>Once all three themes have been discussed individually: Now that you know more about the food system, I'm interested in hearing about your thoughts on everything you've heard so far.</i></p> <ul style="list-style-type: none"> • Out of topics and issues mentioned so far, what are you most/least interested in? • Do you think any of this affects you now? <ul style="list-style-type: none"> ○ How might it affect you in the future? • Which topic area do you feel is most important/ least important? <i>Participants to rank the topics in order of importance</i> <ul style="list-style-type: none"> ○ Specifically, which aspects or issues deserve most attention? ○ What do you think needs to be done about it?
<p>Section 3: What they want to see change in the food system, and what trade-offs willing to accept</p> <p>Aims: To understand participant views on future food scenarios and level of change is deemed acceptable</p>	<p>In the next section I'd like us to think about the future of the food system.</p> <ul style="list-style-type: none"> • Based on what we've discussed, how do you think the food system is going to change in the future? <ul style="list-style-type: none"> ○ How radical do you think this change will be? • What one prediction would you make for how the food system will change in the future? <p>There are a number of ways the food system could change in the future. Let's imagine we're in 2050, I'm going to read out 3 future scenarios related to the 3 topics we've discussed so far.</p> <p>1. Technological solutions to overcome global food insecurity</p> <p>Fresh produce may be limited due to climate change, so people turn to functional, processed foods and foods with added pharmaceutical substances. High-tech manufacturing and processing methods have filled the emerging hunger gap, led by</p>

multinational companies. Lab grown meat and insects are increasingly consumed as they are high in protein, with reduced impact on the environment compared to traditional protein sources. Fortified food production is on the rise to ensure people get the nutrients they need from new sources. This might include fortified flours and cereals. Powdered 'nutritionally complete' food products are now replacing solid meals.

1. Technological solutions to overcome global food insecurity

It is 2030 and fresh produce has become limited due to climate change so people have turned more to functional, processed foods and foods with added pharmaceutical substances.



2. Local and regional food production replace global food networks

Countries focus on self-sufficiency through regional and local food production, and reject major international food supply networks. New local and regional food producers and distributors are established. As they may lack the safety know-how of the organised food industry, government regulators step in to ensure a high level of food safety. Citizens are increasingly involved in their own food production, through growing their own fresh produce. There is reduced consumption of meat and fish, because people can't produce their own and we no longer import products from other countries. The government focuses on educating people on how to reduce and re-use their food waste.

2. Local and regional food production replace global food networks

It is the year 2030 and countries have decided to focus on self-sufficiency to ensure food security. This means they focus on regional and local food production, and reject major international food supply networks.



New local and regional food producers and distributors are established



As they may lack the safety know-how of the organised food industry, government regulators step in to ensure a high level of food safety



Citizens are involved in their own food production, by growing their own fresh produce



There is reduced consumption of meat and fish, because people can't produce their own and we no longer import products from other countries



The government focuses on educating people on how to reduce and re-use their food waste

Summary: In this scenario, food will become more expensive than it is today, there will be less consumer choice and citizens will need to spend more time producing food. On the plus side, the food system will have a much smaller environmental impact than it does today, there will be a reduced risk to food security and there will be potential health benefits to citizens.

3. Global food production to overcome affordability and access challenges

The global food supply chain has expanded to keep food as cheap as possible. Multinational companies dominate. Technological developments increase productivity and efficiency. The aim is to lower the cost of production, while letting people have as much choice as possible. Vegetables and animals are genetically modified in order to maximise production, while calorific 'junk' food is re-engineered to have less fat, sugar, salt and fewer calories, while still giving the same satisfaction. Food may travel large distances to reach consumers. Global cooperation is essential to keep food safe and keep the global market functioning.

3. Global food production to overcome affordability and access challenges

It is 2030 and the current model of the global food supply chain has expanded to keep food as cheap as possible.



Nearly all our food production, processing, and distribution is controlled by a small number of mega-corporations



Technological developments such as genetically modified plants and animals increase productivity and efficiency, lower the cost of production and give people more choice



Food travels long distances to reach consumers meaning the cost to the environment is high



Global cooperation is essential to keep the food safe and to keep global markets functioning

Summary: In this scenario, food will be cheap, there will be a wide range of consumer choice and consumers will not have to spend their own time producing food. However, the food system will have a more negative impact on the environment than it does today, and there may be health risks to consumers.

For each scenario, moderator to explore:

- What are your thoughts on this future?
- What do you think you would do in this future scenario?
 - How would it affect your diet?

	<ul style="list-style-type: none"> • What's good/ bad in this future? • <i>Moderator to test trade-offs related to each scenario:</i> <p>Scenario 1 trade-offs:</p> <ul style="list-style-type: none"> • How do feel about less 'real' meat being available in order to reduce the environmental impact of food production? • How do you feel about more processed foods being used to ensure that everyone can have access to a nutritionally balanced diet? <p>Scenario 2 trade-offs:</p> <ul style="list-style-type: none"> • How do you feel about consumers having less choice (i.e. fewer options, less exotic foods, smaller range), but more local, fresh produce? • Can you really imagine growing your own food? How different would your life need to be to allow you to do this? • Do you think the benefits of this scenario outweigh the downsides? <p>Scenario 3 trade-offs:</p> <ul style="list-style-type: none"> • How do you feel about increased genetic modification and use of chemicals (e.g. pesticides) to maximise production to keep food costs low? • In this future, would it be more important to you to know where your food comes from (i.e. lots of investment in traceability, lots of government regulation), or to keep food as cheap as possible, with lots of choice? <p>Once all three scenarios have been tested:</p> <ul style="list-style-type: none"> • Out of the three scenarios, which one do you most want to avoid and why? • Which one do you think is most likely to happen?
<p>Section 4: Priorities for future food system</p> <p>Aims: To understand the</p>	<ul style="list-style-type: none"> • Based on everything we've discussed about the food system, have your views shifted at all? <ul style="list-style-type: none"> ○ How do you feel about the food system now compared to before the project? ○ What do you feel is most important when thinking about the future of the food system?

degree to which being informed about the food system has shifted priorities for the future	<ul style="list-style-type: none"> • What do you want from the food system of the future? <ul style="list-style-type: none"> ○ What do you think your role/ the role of the consumer should be in this? ○ What do you think the role of government / food industry should be in this? • Thinking about your generation as a whole: <ul style="list-style-type: none"> ○ How do you think your generation will eat in the future? <ul style="list-style-type: none"> ▪ What types of food and where will they come from? ○ What do you think your generation will want from the food system in the future? E.g. will demand anything different from the food system compared to previous generations? ○ Moderator to probe on: ethical food, environmentally friendly food, safe/ traceable food • What do you hope for the future of food system? <ul style="list-style-type: none"> ○ What do you hope gets better? • What challenges / concerns have you heard today that you hope we can stop or reverse?
Section 5: Thank and close	<p>Thank participants for taking part in this research project and close. Provide incentive (including incentive for online community).</p> <p>Remind participant selected for ethnographic interview of the plan for the following day.</p>

6. Phase 2 ethnographic interview discussion guide

Section	Key discussion points and probes
Section 1: Introduction	<ul style="list-style-type: none"> • Moderator to introduce themselves, BritainThinks and the videographers and explain purpose of the film and format of the interview
Aims: Welcome participants to the session and warm-up	<ul style="list-style-type: none"> • Videographers to set up film equipment • Remind them of purpose of the research: <ul style="list-style-type: none"> ○ BritainThinks is working with the Food Standards Agency, the regulator responsible for food safety and food hygiene in England, Wales and Northern Ireland

- This research is to engage with young people, like you, in order to understand what food means to you and how you make decisions around what food you buy and eat
- Moderator to thank participants for agreeing to take part in a filmed interview
- Explain that a break can be taken at any time, and they can stop the interview at any point if they wish to
- Obtain permission to audio record
- Explain MRS code of conduct/ confidentiality
- Participant to have opportunity to ask any questions and complete filming consent form

Section 2: Warm up

Aim: Bring this person to life for viewers. Give a feeling of their day to day, their hopes and fears for the future and their wider personality. We will also use this section to get insight on social media use.

To start off, it would be great to find out a little more about you and what you get up to.

- Moderator to ask participants to introduce themselves and say how old they are, what they are currently doing in life and who they live with
- Tell us a bit about your life at the moment
 - What do you look forward to every week?
 - What do you dread?
 - What do you spend your time thinking about?
- Who do you live with?
 - How often do you all eat together?
 - Who does the shopping and cooking?
- What are your hopes/ dreams for the future?
 - What do you worry about when you think about the future?
- Do you ever think about where the country/ the world is going in the future?
 - Why/ why not?
 - Do you ever talk about this with friends? Why/why not?
- What do you like to do in your spare time?
- What role does social media play in your life?
 - Which platforms do you use?
 - How much time do you spend on them?
- What do you like/ not like about social media?
- What have you heard about how your generation uses social media?
 - Do you think it's true/ untrue?
- Have you ever tried using social media less?
 - Have you ever heard of friends trying to do this?

Section 3: Food behaviours,

I'd now like to talk a little bit more about food specifically.
Food personality and behaviours:

- How important is food to you?

priorities and influences

Aim: Explore their food personality, their behaviours and what influences them.

- What does it mean to you?
- How do you feel about it?
- How much time/ energy/ money do you put into food as opposed to other things in your life?
- What, if anything, do you prioritise over food?
- Tell us about the best meal you had recently.
 - What was it? Where were you? Who were you with? What made it good?
- Tell us about the worst meal you had recently
 - What was it? Where were you? Who were you with? What made it terrible?
- How often do you cook?
 - What are some regular dishes in your house?
- How often do you shop for food?
 - Where do you/ your partner/ your parents go to shop?
 - Why do you/they go there?
- How often do you eat out or get takeaway?
 - Where/ when/ why?

Food priorities:

- What is/ isn't important to you when deciding what to eat?
- Think of the last time you bought food/ went to a supermarket. Think about a specific product that you buy all the time. It could be eggs, cereal, milk or any kind of food that you get on a regular basis. Talk me through your decision making over which brand to buy.
 - What makes you choose one brand over another?
 - Do you ever look on the label?
 - Do you ever think about where it's come from or how it's been produced?
 - How does this compare to your decision making for other products?
- Over the course of the research, has anything changed in how you think or feel about food?
 - Have you done anything differently as a result of what you've found out?
- If money was no object, would you change the way you eat?
 - Where would you shop?
 - What would you eat?
 - What would you prioritise?

Food Influences:

- What do you think influences the way you think and feel about food?
 - Where do you go for information/ inspiration about food?
 - What type of information are you generally looking for?
- What type of information do you see about food on social media?
 - What food stories go viral on social media?
 - What have you seen of these?
 - What impact have they had on you?
- Is there anything you've read/seen that's changed the way you think about food? Why?
- Looking ahead, how do you think your food behaviours and priorities will change in the future?
 - What would be your dream scenario for your future food self?

Section 4: Engagement with the food system

Aim: Understand
what they knew
before the
research and
what they found
out that
surprised/
concerned them.

I would now like to talk about the food system.

Before the research....

- How much did you know about the food system?
 - What did/didn't you know?
 - Were had you heard about it?
 - Was it something you had ever thought about/ researched?
- Was there anything about the food system that you deliberately avoided thinking about?
 - How easy was it to avoid information on this issue?
- Did you ever used to think about the food system when making decisions about what to buy/eat?
 - Can you give an example of a time when a food system issue influenced your decision making?
 - Have you ever bought local, free range, organic? Why/ why not?

After having taken part in the research...

- How much do you feel you know about the food system now?
 - What was the most interesting thing you learnt?

- What surprised you the most?
- What have you spoken to friends/ family about?
- Are you glad that you're now more informed? Why/ why not?
- What one word sums up how you feel about the food system today?
 - How strongly do you feel about this?
 - Will you do anything differently as a result of this?

When thinking about the future...

- Thinking ahead to when you are older, what kind of food system do you think you'll want to have?
- What do you think are best & worst case scenarios for food system of the future?
- What predictions would you make about how things are going to change in future? Moderator to prompt participant with scenarios from Delib Phase 2 if they are struggling.
- What do you think the role of young people will be in making change come about?
 - How powerful a force for change do you think young people are in the world today?
 - What kind of change do you think young people will be asking for in the future?

Section 5: Reflections on their generation and food

Aim: Explore
their views on
their generation
versus parents/
other
generations, and
what they think
the reasons are
for those
differences

- How different do you think your generation is to other age groups?
 - How different do you feel to someone who is 35 years old today?
 - What sets you apart?
- Some people have said 'Generation Z' are more engaged with the world and care more about issues like animal welfare and the environment than other groups
 - Do you think that's true? Why/ why not?
- Do you think your generation thinks about food any differently from other generations?
 - Have you noticed any differences between you and your parents in terms of your preferences and priorities for food?
- Do you think your generation will behave differently in future to previous generations when it comes to food?
 - What would be the tipping point that would make young people demand change?

B-roll and pack up filming equipment Moderator and videographer to work together to capture b-roll activity that relate to their story.

Moderator to thank participant and distribute incentive.

7. Questionnaire

1. Food behaviours and influences

Q1. ASK ALL | RANDOMISE A-L | MULTICODE UP TO 3

Thinking about the last meal you prepared or bought for yourself, which of the factors below most influenced your decision about what food to eat? Please select up to 3 factors.

Nutritional content

Convenience or ease to prepare

Price

Calorie content

Animal welfare

Whether it was organically produced (meaning no pesticides used)

Knowing and trusting the food brand

Whether it was locally produced

Taste

Leftovers / something I had to use up

Other [please specify]

None of the above

Q2. ASK ALL | RANDOMISE A-F | SINGLE CODE

Which of the following statements best describes you? Please select one.

I don't think very much about the food I eat

I eat whatever is convenient

I mainly choose food based on price

I see food as fuel and I think about its nutritional value

I think I'm a foodie, I enjoy cooking and trying new recipes

I care deeply about where my food comes from and how it is produced

Q3. ASK ALL | RANDOMISE A-G | SINGLE CODE

Please select how frequently or not you buy the following types of produce.

Organic food

Free-range food

Food that is produced in the UK

Food that has been produced in my local area or region

Food that has little plastic packaging

Food that has been produced in an environmentally sustainable way

Food that has been produced to high animal welfare standards

Options

I always buy this

I often buy this

I occasionally buy this

I rarely buy this

I never buy this

Don't know

Q4. ASK ALL | RANDOMISE A-E | SINGLE CODE

Thinking about the food you eat, which of the following best reflects the diet you follow?

I eat meat and fish

I rarely eat meat and/or fish

I eat meat but not fish

I do not any eat meat but I eat fish

I do not eat any meat or fish

I do not eat any animal products

Other [please specify]

Don't know

Q5. ASK THOSE WHO EAT MEAT AND CODE A, B, C, G, H AT Q4 | RANDOMISE A-D | SINGLE CODE

Which of the following statements best describes you? Please select one.

I have no plans to change how much meat I eat

I am actively trying to eat less of specific types of meat (e.g. red meat)

I am actively trying to eat less meat in general

I am considering eating less meat

Q6. ASK THOSE WHO EAT FISH AND CODE A, B, D, G, H AT Q4 | RANDOMISE A-D | SINGLE CODE

Which of the following statements best describes you? Please select one.

I have no plans to change how much fish I eat

I am actively trying to eat less of specific types of fish (e.g. cod, tuna, skate)

I am actively trying to eat less fish in general

I am considering eating less fish

Q7. ASK THOSE WHO AGREE WITH E OR F AT Q4 OR AGREE WITH B, C OR D AT Q5 AND/OR AT Q6 | RANDOMISE A-H | MULTI CODE UP TO 3 RESPONSES

You said that you do not eat meat and/or fish, or that you are actively or considering reducing your consumption. Why is this? Please select up to 3 reasons and rank these in importance.

Animal welfare

Environmental reasons

Specific health reasons (e.g. heart health, cancer)

Maintaining a healthy weight or to lose weight

Saving money

To have a similar diet to a family member or partner

I don't like the taste

Religious reasons

Other [please specify]

Q8. ASK ALL | RANDOMISE A-O | SINGLE CODE

How often do you use the following food-related phone apps? This could be for ordering food, to book a table, for tracking what you eat, avoiding food waste or accessing nutrition information about food.

Deliveroo

JustEat

UberEats

MyFitnessPal

Fitbit app

Slimming World

Too Good To Go

Olio

OpenTable

Other [please specify]

Options

5 or more times a week

3 – 4 times a week

1 – 2 times a week

Every couple of weeks

Less than once a month

Never

Don't know

Q9. ASK ALL | RANDOMISE A-I | MULTICODE

Which of the following food-related activities do you do on social media? Please select all that apply.

Checking ingredients and nutritional information

Getting recipes

Posting pictures of my food

Checking restaurant reviews

Finding new restaurants to try

Seeing what my friends are eating

Seeing what celebrities or influencers are eating

Reading news stories about food

Watching videos about how food is made

I never use social media platforms for food related information

Other [please specify]

Q10. EXCLUDE ALL THOSE WHO CODE J AT Q9 AND ASK ALL WHO SELECT AT LEAST ONE RESPONSE AT Q9 | PIPE RESPONSE AT Q9 | RANDOMISE A-I | MULTICODE

You said that you look for the following types of food-related information on social media:

PIPE IN RESPONSE AT Q9

Which social media platforms do you use to do this? Please select all that apply

Google

Twitter

Instagram

Snapchat

TikTok

Facebook

YouTube

Pinterest

Trip Advisor

Other

Don't know

2. Understanding of the food system and expectations for the future

Q11. ASK ALL | SINGLE CODE

People often talk about the journey that food takes to get from farm to fork as the 'food system'. The phrase 'food system' covers all of the activities involved in the production, processing, transport, selling and consumption of food.

How knowledgeable do you feel about the 'food system'?

Very knowledgeable

Fairly knowledgeable

Not very knowledgeable

Not at all knowledgeable

Don't know

Q12. ASK ALL | RANDOMISE A-J | MULTICODE UP TO 3

Thinking about the current food system, which of the following issues, if any, are you worried about? Please select up to 3 issues.

Having enough food to feed a growing population

Environmental impact of food production (e.g. deforestation and over-fishing)

Climate change making it harder to produce food

Food travelling long distances to reach consumers

The affordability of food

Healthy food being more expensive than unhealthy food

Poor conditions for workers in the food system

Animal welfare

Food not being what it says it is (e.g. the horsemeat scandal)

Food being produced in a safe and hygienic way

Other [please specify]

None of the above

Q13. ASK ALL

Thinking about everything you know about how the food system works, (including the production, processing, transport, selling and consumption of food) what one change would you like to see in the food system in the future?

[OPEN TEXT BOX]

3. Perceptions of generational differences

Q14. ASK ALL | RANDOMISE A-G | SINGLE CODE

Thinking about young people today (aged 16 to 25), do you think they are more or less likely than the general public as a whole to do/be each of the following?

Be concerned about animal welfare

Be environmentally minded in their food choices

Adopt a vegetarian/ vegan diet

Be concerned about being able to afford healthy food

Eat healthily

Eat takeaways/ fast food

Be susceptible to food 'fads'

Be concerned about the cost of food

Be influenced in their food choices by social media

Options:

More likely than the general public as a whole

Less likely than the general public as a whole

No difference

Don't know