

## Supplementary material

Figure S1. Graphical representation of study design

### **1. Research planning**

- Research question development
- Development of discussion guide and labels to be tested

### **2. Data collection:**

12 focus groups of 3-8 participants each

- Initial discussion on sugar-sweetened beverage consumption (own and child's)
- Participants shown each set of labels (see Figure 2 for more detail on label images)
  - Health effects (4 labels)
  - Sugar content + health effects (2 labels)
  - Content and energy information (4 labels)
  - Exercise equivalents (4 labels)
  - High in sugar + teaspoons in pictograms (3 labels)
  - Teaspoons pictograms (4 labels)
- Discussion guide prompted for each label:
  - Initial reactions
  - Taught participants something new?
  - Believable?
  - Made participants stop and think?
  - Considered relevant?
  - Impacted consumption and purchase intentions
  - Caused discomfort over own or children's consumption

### **3. Data analysis:**

- Preparation of material for data analysis (transcripts from audio and video recordings)
- Initial inductive and deductive coding within label sets using framework derived from above discussion guide and prior qualitative study with young adults (ref)
- Themes identified across label sets, organised into main themes and sub-themes

### **4. Final interpretation and write up:**

- Final consolidation and reporting of themes and sub-themes
- Consideration of practical implications and findings