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Focus Group Moderator's Guide

Welcome and Introductions

(15 minutes)

- A. **Purpose:** The main purpose of our discussion is to get your thoughts and feedback on different ways we might talk about and provide information about healthy relationships.
- B. **Disclosures:**
 - **Observation**
 - **Audio taping**
 - **Measures for safeguarding privacy**
- C. **Ground rules:**
 - **No right/wrong answers—all about your honest opinions**
 - **We want different points of view, can agree/disagree**
 - **Need to hear from everyone, one at a time please**
- D. **Introductions:** first name, grade/age, example of one thing you really like to do with friends

Issue A: Feedback on Proposed Communication Channels

(60 minutes)

The purpose of this section is to get “top of mind” reactions to possible channels for communications on healthy relationships. These questions are samples only, since the specific channels will be determined through formative research.

Today we are going to talk about some different ways we could communicate with you and other people your age about healthy relationships. [Moderator passes out slips of paper with a brief one-paragraph description of a specific way in which the campaign could engage youth, for example, a description of how a T-shirt design contest would work.]

TEXT FOR SLIP OF PAPER:

Featured Content

Idea 1: Volyoume TV

Volyoume TV will allow your voice to be heard on real issues you face in your everyday life. You know the difference between right and wrong so use your voice to share your perspective with other teens. The content on this video channel will rotate regularly and will all be produced by kids like you. Some ideas for videos include:

- Dating
- Am I in a healthy relationship
- Handling friends
- What to say when you break up

Idea 2: Text 2 Homepage

At some concerts and sporting events you can text message to the Scoreboard/TV Screen and have your message displayed on a scroll. What if the Web site for this initiative had a feature where you could text (or submit online) the last time you used your voice to stand up for something in your relationship or where you drew the line in your relationship – what is and is not okay. The texts would display on a scroll within the Web site so you could see your text and the texts that other teens sent in. An interactive map would display as a part of this feature and show where other kids are submitting from. Examples of texts your might see are: I told my bf that he needed to hang w/me at school.....My gf was jealous of every girl I talked to. I told her this was not cool.....My bestie was dating a jerk. I told her she should tell him she didn't like the insults.....

Idea 3: The "Voice"mobile

Imagine driving up to your local mall and seeing the "Voice"mobile parked outside giving away free t-shirts and giving you a chance to upload your voice to the Web site on the spot. You could give your opinion on relationship issues or try-out to be a part of He Said/She Said. The "Voice"mobile would travel to the places you hang out, the mall, the movies, and concerts. You could follow the path of the "Voice"mobile on the Web site and even vote for the van to make a stop in your town.

Here is an example of one idea of how to get people your age talking about healthy relationships. Please read the slip of paper silently to yourself while I read it out loud. [Moderator reads description on the slip of paper out loud.]

[Channels will be introduced and then discussed one at a time. Channels will be introduced in a different order in each focus group.]

[For each channel, moderator leads participants through a discussion of the following questions:]

1. What is your general impression of this idea?

Do you like it? Not like it? What makes you say that?

Was this a new idea or something that you've heard before?

Is it trying to get people to do something? If yes, what?

2. Who do you think this idea is for?

Is it for people like you or someone else?

Is it for people your age or a different age?

3. If you saw information about healthy relationships in these places, would it catch your attention?

How believable or unbelievable do you think these messages would be?

If you saw this, what would you do?

Would you talk to your friends about it?

Issue B: Feedback on Draft Messages and Materials

(10 minutes)

The purpose of this section is to get “top of mind” reactions to draft outreach materials and messages designed for communications on healthy relationships. These questions are samples only, since the specific messages and ideas for materials will be determined based on formative research.

Today we are also going to talk about some different materials. [Moderator passes out copies of materials and/or hangs items on the wall as appropriate.]

[Materials will be introduced and then discussed one at a time. Materials will be introduced in a different order in each focus group.]

[For each material, moderator leads participants through a discussion of the following questions:]

1. General Impressions:

What is your general impression? Do you like it? Not like it? What makes you say that?

Were there any words that were unusual or unfamiliar?

Is it trying to get people to do something? If yes, what?

2. Audience and Source:

Who do you think this is for?

Is it for people like you or someone else?

Who wrote or produced this item?

Have you heard of them before?

Are they a good source of information?

3. Content Questions:

Do you like the way it is written? [Probe: tone, language/style, etc.] Is it easy to read?

Is there anything you want to know that this item does not tell you?

4. Design Questions:

What do you think about the type? Is it easy/difficult to read? [Probe: Font too big? Too small? Too dense?]

Are you able to see the headline and text easily?

What do you think about the length of the piece?

Would it catch your attention if you saw it somewhere?

Issue D: Conclusion

(5 minutes)

Attachment D: Focus Group Moderator's Guide

1. Check with CDC for additional questions
2. Ask for any additional ideas from participants
3. Thank participants for their time and ideas
4. Provide departure instructions