

Attachment J

OMB Control # 0584-0524
Expiration Date: 03/31/2013

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

USDA/FNS Formative Messaging & Supporting Content Telephone Focus Group Moderator's Guide (Middle School Food Service Managers) 90 minutes

I. WELCOME AND GROUND RULES (5 minutes)

Welcome everyone. My name is _____. I am an independent marketing researcher. Thank you for dialing into this discussion. Before we begin, I'd like to explain a few things about the discussion.

1. First of all, I want everyone to know there are **no wrong answers**. (We want to know your opinions and those opinions might differ. This is fine. We want to know what each of you thinks about the topics we will be discussing.)
2. We are **audiotaping** the discussion. Afterwards, I have to write a report. I want to give you my full attention and not have to take a lot of notes. Also, because we are taping, and because we are having this discussion via conference call, it is important that you try to **speak one at a time**. I may occasionally interrupt you when two or more people are talking at once in order to be sure everyone gets a chance to talk and that responses are accurately recorded.
3. Some colleagues are listening to the discussion with me. They want to hear your opinions directly from you. They will not participate in the discussion in any way except they might ask me to go over a topic or notify me if I skipped something we need to discuss.
4. One of the great things about doing groups over the phone is that it adds a layer of privacy to the discussion. Your names will not be given to anyone, and no one will contact you after this group is over. When I write my report, I will not refer to anyone by name. During the discussion, we will only use first names.
5. The discussion will last only 90 minutes.
6. Finally, you were mailed a packet prior to the discussion. As was mentioned when you were recruited, this packet contains materials that we'll be discussing today. Please be sure you have this packet nearby. However, please do not open it or look at the materials inside until I prompt you to. [NOTE: This instruction will change if the materials are sent via e-mail, as opposed to overnight delivery.]

II. INTRODUCTION (5 minutes)

1. Now, first let's spend a little time getting to know one another. Let's each take turns introducing ourselves. Please tell me:
 - First name, and
 - What local area you live in,
 - What school you are a food service, cafeteria or school nutrition manager at, and

- A little bit about yourself—such as a favorite hobby

III. WARM UP/HELPING CHILDREN STAY HEALTHY (5 minutes)

1. Let's begin our discussion.
 - a. When it comes to nutrition, what are some things that your school does to help the students stay healthy?
 - b. Of those, which are easiest to implement? What makes you say that?
 - c. Which are your biggest challenges? Why do you say that?

IV. ROLE OF INDIVIDUAL VS. COMMUNITY (10 minutes)

1. Now let's talk a little bit more about nutrition.
 - a. To what extent do you think it is your responsibility, as a food service/cafeteria/school nutrition manager, to do what you can to make sure the students at your school eat healthfully?
 - b. How much responsibility falls on your shoulders as opposed to your students or their parents? What makes you say that?
 - c. Do you think students or parents realize the role you play in terms of helping the students of your school eat healthfully? What makes you say that?
 - d. What about principals? Does the principal at your school view you as a partner in helping the student body eat healthfully? What makes you say that?
 - e. What about the teachers?
2. When you hear the phrase "healthy school environment" what does that mean to you? Do you consider nutrition to be an important part of a healthy school environment? What makes you say that?
3. If you had to rate the health of your school environment when it comes to nutrition and exercise, what would you say? Why?

V. WHAT HAPPENS AT SCHOOL (5 minutes)

1. As a food service/cafeteria/school nutrition manager, to what degree do you feel you can help make your students eat healthier while at school?
 - a. What are some things you are not currently doing, if anything, to help your students eat healthier while at school?
 - b. What are the biggest challenges to helping your students eat healthier while they are at school?
 - c. What kinds of things do you need or do you feel could be done to help encourage students to choose healthy items in the cafeteria?

- d. Do you think offering a-la-carte foods make it easier or harder for your students to make healthy selections in your cafeteria? What makes you say that?

VI. MESSAGES and MESSAGE CONCEPTS (30 minutes)

1. We just discussed how it can be a challenge to get middle school children to eat healthfully while at school. Now, we are going to read some statements written to help convince food service/cafeteria/school nutrition managers to take a more active role, with other members of the school community, to help make their school a healthier environment for its students in terms of nutrition.

So first, we are going to look at a set of statements. Please go ahead and open the packets that were mailed to you. Please open the first envelope labeled “A.” Inside, you will find a set of statements. Each **statement** is written on a card.

I would like you to sort these cards. Place the card with the statement that you **find to be most convincing in terms of getting you to participate with other members of your community to try to make your school a healthier environment in terms of nutrition for its students** on top. Put the one that does the second-best job underneath that one, and so on and so forth, until you get to the card that did the worst job (which should be on the bottom).

After you have done that, you will notice that each card has a letter in the lower right-hand corner. On **Handout A**, please write the letters of the cards in the order in which you have stacked them. Then, we’ll talk about it.

[NOTE TO MODERATOR: To the extent possible, try to get respondents to ignore issues with grammar and/or word choice. The key is to have them focus on the messages.]

Number	Food Service Manager Messages
118	Nobody sees what you see. Your “tray level” knowledge of kids is so important it must be shared with others to help shape more effective, workable wellness policies.
120	Kids are the future. Do the right thing for them and the school by sharing your knowledge and working with others to improve food choices.
121	From classroom to cafeteria. Work with teachers to coordinate what they’re teaching with what you’re cooking. After all, healthy eating isn’t just theory; it’s a real world experience, too.
123	Let students be part of the solution. It’s easier than coming up with all of the ideas for ways to make foods healthier yourself. Work with them to find practical ways to bring their ideas to life.
124	Student led can mean student eaten. Putting healthier foods on the menu is easier when students have had input in creating it. They can be your marketers, taste-test organizers, and role models for other students.
126	You’re needed more than you think. The kids need you. The principal needs you. The whole school needs you to help them eat healthier, while staying on budget and within regulations. Look for ways you can get involved in your school wellness council, or start one.
127	Feed their bodies and their minds. Healthier foods help make healthy, energized learners.
128	Your job is job one. Considering the connection between nutrition, physical activity and academic achievement, yours is one of the most important jobs in the school, even the community.

[ASK EACH RESPONDENT] Which one did the best job? The second best job? Take a moment and explain why you selected those as your top two? [PROBE: likes, main idea/takeaway]

- a. How does reading this statement make you feel? [PROBE: hopeful, empowered, guilty, nagged]
- b. [ASK EACH RESPONDENT:] Now, let's look at the other side of the coin. Which ONE did not speak to you at all? [IF NECESSARY:] Which statement was at the bottom of your stack? Please explain why you thought this statement did a bad job.
- c. Were any of the statements confusing to you? Which one(s)? What about them were confusing?

[The following section is designed to get at the message concepts/motivators]

2. In a moment, we are going to discuss the messages specifically. But, before we get there, I want to talk to you about what you just read in a different way. Many of these statements talked about your connection to the students at your school.
 - a. To what extent do you view this connection as a part of your job?
 - b. How convincing is that as a reason to get involved in this effort? What makes you say that?
3. Some of these messages talk about getting respect for the work you do. Does this concern you at all? How convincing is that as a reason to get involved in this effort? What makes you say that?
4. What's missing from what you just read? In other words, what are some other convincing reasons to get you to help make your school a healthier environment for its students?

MESSAGE SPECIFIC PROBES:

[This section will contain a few probing questions for each message included in testing. They will explore the use of specific words and phrases when applicable].

Message 118: Nobody sees what you see. Your “tray level” knowledge of kids is so important it must be shared with others to help shape more effective, workable wellness policies.

- a. What do you think about this message?
 1. Do you consider your “tray level” knowledge valuable? What makes you say that?
- b. Specifically, what about the phrase “workable wellness policies”?
 1. To what degree do you feel you can influence the wellness policies of your school?
 2. At present, how often are you asked for your opinion in shaping these policies in your school?

Message 120: Kids are the future. Do the right thing for them and the school by sharing your knowledge and working with others to improve food choices.

- a. Specifically, what about the phrase “Do the right thing...”?
- b. To what degree do you feel you can work with others to improve food choices?

Message 121: From classroom to cafeteria. Work with teachers to coordinate what they're teaching with what you're cooking. After all, healthy eating isn't just theory; it's a real world experience, too.

- a. Do you think that it is important to link with what is taught in the classroom? What makes you say that?
- b. How often to you work with teachers as a team to reinforce good nutrition at your school?

Message 123: Let students be a part of the solution. It's easier than coming up with all of the ideas for ways to make foods healthier yourself. Work with them to find practical ways to bring their ideas to life.

- a. What do you think about this message?
 1. How realistic is it for students to be part of the solution? What makes you say that?
 2. How would you go about working with students in this way?

Message 124: Student led can mean student eaten. Putting healthier foods on the menu is easier when students have had input in creating it. They can be your marketers, taste-test organizers, and role models for other students.

- a. To what extent, if at all, have you given students input in creating menu offerings?
- b. How would this idea work in your school?

Message 126: You're needed more than you think. The kids need you. The principal needs you. The whole school needs you to help them eat healthier, while staying on budget and within regulations. Look for ways you can get involved in your school wellness council, or start one.

- a. What do you think about this message?
 1. Do you consider yourself as needed as this message states? What makes you say that?
- b. Specifically, what about the phrase "school wellness council"?
 1. To what degree do you feel you have the time and resources to participate in or start a wellness council at your school? What makes you say that?

Message 127: Feed their bodies and their minds. Healthier foods help make healthy, energized learners.

- a. What do you think about this message?
 1. Do you agree/disagree? What makes you say that?

Message 128: Your job is job one. Considering the connection between nutrition, physical activity and academic achievement, yours is one of the most important jobs I the school, even the community.

- a. What do you think about this message?

1. Do you consider your job to be one of the most important in the school or community? What makes you say that?
2. To what extent do you think other school employees agree? What makes you say that?

VII. SUPPORTING CONTENT (15 minutes)

We also want to get your opinion on additional information that could be provided to food service managers like you to try and get you, your staff, principal, student body and parents involved in making their middle school healthier through better nutrition and physical activity.

Please open the envelope labeled “B” which should contain a small packet of materials. Take a quick look through this material. Look through all of the materials and put a mark on the pages that would most convince you to take action.

1. What is your first reaction to the material you just looked through?
2. Which pages did you mark that you found most compelling? Why did you pick those pages?
3. Now I want you to think about all of the pages that were in the packet you received. On the front page of the packet, write down the letter of the page you liked the best. [ASK ABOUT EACH LETTER AND TAKE A TALLY] Why did you select that page?
4. Which page did you like the least? What makes you say that?
5. Let's say that we are developing a brochure, and we only had room for one piece of information in the materials I provided to you. What would be the one thing that you would include? What makes you say that?

VIII. TACTICAL IDEAS IN THE CAFETERIA (5 minutes)

1. How do you feel about incorporating more dark green and orange vegetables, fresh fruits, legumes and whole grains on your menu?
 - a. Are these types of items something you feel the students would eat? Why or why not?
 - b. Please explain what you think it would take to implement the addition of these types of items to your menu.
 - c. How do you feel these types of items compare to competitive or a la carte foods in terms of popularity? What about convenience? Cost?
2. Do you think connecting what is on the cafeteria menu with nutrition lessons taught in the classroom would be helpful in getting students to make healthier choices? Why or why not?
 - a. Have you used the cafeteria as a learning laboratory in this way in the past? If so, please explain.
 - b. Does your school have a garden or farm-to-school program that is linked to the cafeteria? How do you feel about this concept?

3. Does your school have a garden-to-farm school program?
 - a. [If not:] Do you think it would help increase consumption of nutritious foods? What makes you say that?
 - b. [If so:] How does this program currently link to the cafeteria and food options?

IX. COMMUNICATION TOOLS (5 minutes)

1. Still thinking about the information we just reviewed, where would you expect to see information like this? Where would you look for this type of information if you wanted it? [IF NOT MENTIONED, PROBE ON INTERNET/WEB SOURCES, YOUTUBE, ETC.]
 - a. Where, specifically, *have you seen* information like this?
2. Is this information that you would be likely to notice or pay attention to? What makes you say that?
3. What are other ways that people have tried to provide you with nutrition or other health information?
 - a. Is there an example that stands out to you as being something that you remember as being a really good way to share information like this with you? What about this example makes it stand out to you?
 - b. Are there any other ways you would want to get information about nutrition and health? What ways?
4. How would you most likely share information like this with your staff, principal, students and parents?
5. What information would be MOST helpful to you when it comes to helping your students eat more healthfully?
 - a. How would you most like to receive this information?

X. CLOSE (5 minutes)

1. [BRIEF] Throughout this evening, we have talked and read about ways to convince food service/cafeteria/school nutrition managers to get involved in their schools to help make it a healthier environment in terms of nutrition and physical activity.
2. Please take all of your handouts and materials and place them in the self-addressed stamped envelope we provided for you and place it in the mail.
3. Before we end our discussion, I have one last question. If you were selected to convince other food service/cafeteria/school nutrition managers to become a part of this effort to create healthier school environments in middle schools across the country, what be the one thing you would say to them to get them involved?

Thank you very much for your participation! Have a great day/evening!

Attachment J1

OMB Control # 0584-0524
Expiration Date: 03/31/2013

Public reporting burden for this collection of information is estimated to average 2 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research, Nutrition and Analysis, Alexandria, VA 22302 (0584-0524). Do not return the completed form to this address.

First Name: _____

Date: ____/____/2010

Location: _____

Session #: _____

Envelope A

Take a look at your stacked cards. Each card has a letter in the lower right-hand corner. Please write the letter of each statement in the blanks below in the order in which you sorted the cards.

Does best job motivating you to help make your school a healthier place by improving nutrition and increasing physical activity

Does worst job of motivating you to help make your school a healthier place by improving nutrition and increasing physical activity

Public reporting burden for this collection of information is estimated to average 2 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research, Nutrition and Analysis, Alexandria, VA 22302 (0584-0524). Do not return the completed form to this address.

Please note that the materials to follow will be printed on 5 x 8 index cards.

Number	Food Service Manager Messages
118	Nobody sees what you see. Your “tray level” knowledge of kids is so important it must be shared with others to help shape more effective, workable wellness policies.
120	Kids are the future. Do the right thing for them and the school by sharing your knowledge and working with others to improve food choices.
121	From classroom to cafeteria. Work with teachers to coordinate what they’re teaching with what you’re cooking. After all, healthy eating isn’t just theory; it’s a real world experience, too.
123	Let students be part of the solution. It’s easier than coming up with all of the ideas for ways to make foods healthier yourself. Work with them to find practical ways to bring their ideas to life.
124	Student led can mean student eaten. Putting healthier foods on the menu is easier when students have had input in creating it. They can be your marketers, taste-test organizers, and role models for other students.
126	You’re needed more than you think. The kids need you. The principal needs you. The whole school needs you to help them eat healthier, while staying on budget and within regulations. Look for ways you can get involved in your school wellness council, or start one.
127	Feed their bodies and their minds. Healthier foods help make healthy, energized learners.
128	Your job is job one. Considering the connection between nutrition, physical activity and academic achievement, yours is one of the most important jobs in the school, even the community.

Public reporting burden for this collection of information is estimated to average 2 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research, Nutrition and Analysis, Alexandria, VA 22302 (0584-0524). Do not return the completed form to this address.

First Name: _____
Date: ____/____/2010
Location: _____
Session #: _____

Envelope B: Supporting Content Packet

If they help create it, they will eat it. Let the students help select a new menu item featuring fruits, vegetables or whole grains. Conduct taste testings or hold a contest. Work with the teachers, principals and students to Link foods grown in the school garden or local farm with what's offered in the cafeteria

Work with your principal to negotiate vending contracts that provide healthy food and beverage choices while contributing to much needed school revenue.

Make them see it, and they will be more likely to eat it. Small changes to how you display and present healthier food choices can make a big difference in whether or not children choose them. Put fruits, vegetables, legumes, and whole grains in prominent locations, including those areas where students tend to bottleneck in the checkout line. They should be easy-to-reach and readily accessible. Some research shows that children choose more foods offered at the beginning and end of the checkout line. Take care to present these items in a way children find attractive.

Share what you see. You see things in the lunchroom that nobody else does. Share it with parents, teachers and students. Volunteer to speak at a parent teacher organization, staff meeting or student assembly.

Learn at lunch. Give students or parents a tour of the cafeteria. Show them how a cafeteria works and the issues concerning healthier meals. Get their ideas for how to make healthier foods more popular.

Post the numbers. Post nutrition information, such as calories and saturated fat, for all items on the menu board. This helps students learn to use information to make healthier food choices.

Let them taste the world. Ask parents, students and teachers for healthy recipes from their native cultures to keep lunchtime interesting.

Host a healthy foods tasting test. Get students and schools staff to vote on their favorites and announce the winners. Include them on your menus.

Bring in a little outside star power! Ask community chefs to conduct a cooking demonstration

featuring a new menu item. It's a great way to get children to taste new foods featuring fruits, vegetables and whole grains.

Learn. Grow. Eat. Work with teachers and school officials to link farms and school gardens to what's served in the cafeteria. Students will be more likely to eat what they grow, but it is real world experience they can bring into the classroom, too.



