

F1: PARENTS DISCUSSION GUIDE
(for use with Parents of children in grades K-4)

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I. BACKGROUND AND INTRODUCTIONS (5-10 MINS)

Hi, my name is _____ . I am here today on behalf of the Native Diabetes Wellness Program at the Centers for Disease Control and Prevention (CDC). Thank you so much for taking time out to talk with us today. I am here because the Native Diabetes Wellness Program at CDC would like to know what parents think about the Eagle Books, a group of children's books that teach children about exercise, healthy eating, and how to prevent diabetes. We want to talk to you because these books have been made especially for American Indian children and their families.

The discussion should last about an hour. Your participation today is totally voluntary and you can leave the talk at any time. I'd like to introduce _____ . She will be taking notes so that I can focus on our talk today. Your name will not be written in the notes she takes and your name will not be linked to anything you have said today. Your name will not be included in any of the reports we write about our talk or our visit. Everything you say will be kept private, as allowed by law. Does anyone have any questions?

Before we get started, I want to quickly explain how this will work. I'm going to ask you some questions to get the talk started. Anyone can speak out; you don't need to wait for me to call on you. However, please keep in mind that we have a lot to talk about, so it's important for us to hear from everyone and to discuss all of the topics. Also, please speak one at a time--I would like to hear from each of you and we want to make sure that our notetaker can write down what everyone has to say. I also ask that you respect each others' privacy and not share what is said in this talk, once it is over. Please set your cellphones to vibrate. If you need to take a call, please step out and join us once you are done.

Do you have any questions for me before I ask you to introduce yourselves?

Please state your first name ONLY, the ages of your children, and your favorite thing about being a parent.

II. CHANNELS AND SOURCES OF INFORMATION (15 MINS)

1. Have you ever looked for information about diabetes in children? If so, where? [Probe for sources such as doctor, clinics, family, friends, media, church]
 - Of the sources you just described, which is the most trustworthy or reliable? Why?
2. What do you think is the role of tribal leaders in preventing diabetes?
 - Religious leaders or groups?
 - Teachers?
 - Schools?
3. What do you think that parents need to know about preventing diabetes in their children?
4. Have there been any efforts **in the schools** to prevent diabetes? If so, what? (ask about Eagle Books, DETS curriculum)
5. Have there been any efforts **in your community** to prevent diabetes? If so, what?
6. Have you attended any diabetes prevention activities involving the Eagle Books?

If yes, please describe:

 - Who conducted the activity?
 - When did it occur?
 - What did you think of the activity?
7. How well do you think the Eagle Books messages are getting out, into the community?

III. AWARENESS AND COMPREHENSION (20 MINS)

8. Have you heard about the Eagle Books? [Show books to participants]
 - Where?

- Have you seen your child with the Eagle Books or Eagle Books Products?
- Have you read the Books?
- Has your child read the books to you?
- Do you have the books in your home?

9. Are the books easy for children to read?

- Are the books easy for parents to read with or to their children?

10. Are there any words or phrases here that you think are especially attention-getting or appealing?

- Are there any words or phrases from the books that you have used or you have heard [your] child[ren] use? If so, which ones?
- Are there any words or phrases that you have found useful in talking to your children about exercise, healthy eating? If so, which ones?

11. What have you seen your child do or say that shows they understand the main ideas of the Eagle Books (**i.e., how traditional lifestyles protect against diabetes, physical activity and healthy diet can prevent diabetes, the importance of making healthy food choices**)

12. Are there any other formats, besides storytelling, that you think could be used to teach kids about staying healthy?

- a. Are there any other traditions or traditional ways of living that could be taught to children to help them stay healthy?

IV. EAGLE BOOKS ACTIVITIES (20 MINS)

13. Have there been any efforts at the school to engage **parents** in the Eagle Books? If yes, please describe.

- Have these efforts been successful? If not, why? What could've been done better?

14. Has your family been able to adopt or take up any of the Eagle Books messages? (e.g., traditional ways of living, physical activity, healthy eating, making good food choices). If so, how?

- Was there anything new that **you** learned from the Eagle Books?
- 15.** How do the Eagle Books and their health messages fit in with how you are trying to raise your child[ren]?
- 16.** Are some behaviors (e.g., traditional lifestyles, physical activity, healthy eating) easier to adopt than others? If so, which ones?
- What would make it easier?
- 17.** What information, tools, or advice do you think would be most helpful to parents to keep their kids healthy and prevent diabetes?
- What could CDC do to help?
 - What would you like to see **your school or community** do to support the messages in Eagle Books messages?

Thank you so much for your participating today. We learned a great deal and appreciate you taking the time to talk with us.