

## Attachment K

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### USDA/FNS Messaging Testing Mini Group Moderator's Guide (Kids 8-10 years of age) Communications Tools – Evaluative Round (February 2011)

#### ON-SITE, INFORMAL DISCUSSION WITH CHILDREN TO MAKE THEM COMFORTABLE WITH THE SURROUNDINGS

##### I. WELCOME AND GROUND RULES (5 minutes)

[OMB Statement read to parents and children before groups begin]

1. First of all, I want to thank you for coming in today. My name is \_\_\_\_\_ and I am very excited that you could all join us, and we should have a fun discussion. The group discussion will last only one hour. Do any of you need anything before we start? If you need to go to the bathroom during the next hour just let me know and a co-worker will show you where it is.
2. Have any of you ever been to a group discussion like this before? *Moderator to review and explain to the kids the details of the room.*

Well, I want to tell you a few things before we begin. There are microphones in the room that are recording what is said. I have to write a report after I am done today, and it makes it easy for me to be able to go back and listen to everything we talked about.

Behind me is a one-way mirror, which means there are a few people behind the mirror watching. A few other people working on this project with me are observing this discussion and taking notes since I can't write down everything you say.

Because we are taping, it is important that you try to **speak one at a time**. It is my only "rule" of the day. So if everyone can be polite and try not to talk over each other I would appreciate it. It will also help the people taking notes to not hear everyone talking one at a time!

3. Before we start I want everyone to know that there are no **wrong answers**. We just want to hear your most honest thoughts, so don't worry if you have different ideas or opinions than someone else in the group. The more thoughts you can share the better! I know you all have great thoughts to share and I can't wait to hear them.

## II. INTRODUCTIONS (5 minutes)

- Ok, so now that I have told you all about the room, let's take a minute before we start to introduce ourselves. *Moderator to go first by saying name again and fun fact about him/herself- for example favorite thing to do in his/her free time.*
- Ok, so now that you know a little bit about me, I would love to hear all about you! Let's go around the room and everyone can just say their first name, age and grade as well as their favorite activity.
- What are some types of things you do when you are not at school? [USE TO GAUGE MEDIA USAGE, PROBE: Television, Internet (what sites do you visit), IM, read magazines (which ones)?] Where do they access the internet?

## III. WARM UP/GAMES CHILDREN PLAY (10 minutes)<sup>1</sup>

1. What are some of your favorite Web sites?
2. Do you play games on any of these sites? What games?
  - a. What do you like best about the games on the sites you visit?
  - b. What makes them fun to play?
  - c. Is there anything you don't like about the games you play on Web sites?
  - d. Where do you play these games? (home, school, afterschool program, etc.)
  - e. Do your parents ever play these games with you? Which ones?
3. Do you ever do any computer activities or games while you are in class at school? What kinds of do you do? [**MODERATOR MAKE LIST. PROBE FOR MY PYRAMID BLAST OFF GAME**]
  - a. Are the activities or games meant to help you learn different subjects? [PROBE: math games, spelling games, etc]
  - b. Does your teacher do or play any of these with you?
  - c. What are your favorites?
    - i. What is most fun about these activities or games?
    - ii. Is there anything you don't like about these computer activities or games you play when you are learning about different subjects at school? What don't you like about them?
  - d. Do these computer activities or games help you to learn? How?
  - e. When you are doing these computer activities in school, do you usually do them by yourself, or are you with a buddy? Which do you like better?

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<sup>1</sup> At present, we anticipate our kids' communication tool development will focus on online games. As a result, the warm-up discussion asks about other online games kids play, to get kids in the right frame of mind. Feedback in the formative round will inform this line of questioning. If kids express interest in other off-line tools, we will adjust our plans for the development of kids communication tools and we will adjust this line of questioning accordingly.

**[NOTE TO MODERATOR: ROTATE ORDER OF TESTING TOOLS.]**

**IV. COMMUNICATION TOOL #1 (15 minutes)**

Now, we are going to look at some ideas for computer activities. But before we talk more, I want to explain a few more things.

I want to let you know that I did not make the activities you are going to see today, so don't feel bad if you don't like something about them. I want to hear what you like and what you don't like.

Also, I want to let you know that these activities haven't actually been made yet. It's something you could play at school or at home. It's just an idea, and you get to be the first ones to see it. I am going to show you pictures of what the activities are going to look like and I'll tell you how you would play. Then, we are going to talk about what you think.

OK. So, the first activity is called **[TBD]**. This activity would be on a Web site, so you can play it at school or at home. While at school, you would do this computer activity when your teacher is teaching you about healthy eating.

**[DESCRIPTION OF TOOL #1 – TO BE DEVELOPED WHEN TOOL IS FINALIZED FOR TESTING;<sup>2</sup> WILL INCORPORATE STORY BOARDS TO DEMONSTRATE ELEMENTS OF TOOL]**

1. What do you think about this activity? [Get general reaction (excitement, boredom, etc. before asking next set of questions)]
  - a. What do you like about the activity? What seems fun about the activity? What makes you say that?
  - b. What don't you like about the activity? What makes you say that?
  - c. What would make the activity more fun to play?
  - d. Does the activity remind you of any other ones you know about or have played in school or at home? Which ones?
  - e. Do you think this activity is for someone your age, someone older, or someone younger? What makes you say that?
  - f. After hearing about this activity, what do you think it is trying to tell you?
    - i. **[PROBE AS APPROPRIATE TO FINALIZED TOOL, BASED ON SPECIFIC MESSAGES/LESSONS IN THE ACTIVITY]**

For each message used in the tool, ask...How did the activity tell you this information?

NOTE TO MODERATOR: If a message is not mentioned, ask about it specifically. If no one mentions how the message was shown through the activity, review the concept in the activity and determine if the kids understand the activity's main message.
  - g. Do you think this activity is a good way to for children like you learn about healthy eating? What makes you say that?

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<sup>2</sup> Story boards for communications tools will be developed based on feedback from the formative round of research. Finalized tools will be re-submitted to OMB prior to testing in February 2011.

- h. Now we are going to talk about pieces of this activity.
  - i. [IF NOT PREVIOUSLY MENTIONED] What you think about the way this activity looks?
    - 1. Do you like it? Why do you say that?
    - 2. Would you do anything to change the way it looks? What would you change?
  - ii. **[PROBE AS APPROPRIATE TO FINALIZED TOOL, BASED ON VARIOUS GRAPHIC AND DESIGN ELEMENTS OF THE TOOL]**

## V. COMMUNICATION TOOL #2 (15 minutes)

Here is another idea. Remember, this activity is not being used yet. It is just an idea, and we have some more pictures to show you to help explain what it looks like.

Again, this is an activity that you could go anywhere -at home, in an afterschool center, or at school. It is like the last idea I showed you.

This one is called [TBD].

### **[DESCRIPTION OF TOOL #2 – TO BE DEVELOPED WHEN TOOL IS FINALIZED FOR TESTING;<sup>3</sup> WILL INCORPORATE STORY BOARDS TO DEMONSTRATE ELEMENTS OF TOOL]**

1. What do you think about this activity? [Get general reaction (excitement, boredom, etc. before asking next set of questions)]
  - a. What do you like about the activity? What seems fun about the activity? What makes you say that?
  - b. What don't you like about the activity? What makes you say that?
  - c. What would make the activity more fun to play?
  - d. Does the activity remind you of any other ones you know about or have played in school or at home? Which ones?
  - e. Do you think this activity is for someone your age, someone older, or someone younger? What makes you say that?
  - f. After hearing about this activity, what do you think it is trying to tell?
    - i. **[PROBE AS APPROPRIATE TO FINALIZED TOOL, BASED ON SPECIFIC MESSAGES IN THE ACTIVITY]**

For each message used in the tool, ask...How did the activity tell you this information?

NOTE TO MODERATOR: If a message is not mentioned, ask about it specifically. If no one mentions how the message was shown through the activity, review the concept in the activity and determine if the kids understand the activity's main message.

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<sup>3</sup> Story boards for communications tools will be developed based on feedback from the formative round of research. Finalized tools will be re-submitted to OMB prior to testing in February 2011.

- g. Do you think this activity is a good way for children like you to learn about healthy eating? What makes you say that?
- h. Now we are going to talk about pieces of this activity.
  - i. [IF NOT PREVIOUSLY MENTIONED] What you think about the way this activity looks?
    - 1. Do you like it? Why do you say that?
    - 2. Would you do anything to change the way it looks? What would you change?
  - iii. **[PROBE AS APPROPRIATE TO FINALIZED TOOL, BASED ON VARIOUS GRAPHIC AND DESIGN ELEMENTS OF THE TOOL]**

## VI. SUMMARY & CLOSE (10 minutes)

1. Now let's talk about both activities you saw, together.
  - a. Of all the ideas I showed you **[Show boards]**, which one do you think would be the most fun to play **[Go around the room]**?
    - i. Why do you think that one is the most fun?
    - ii. What do you like most about it?
  - b. Which one do you think would be the easiest to play? How come?
  - c. Which one do you think your teacher would like the best? What makes you say that?
  - d. If your teacher showed you these activities in school, which one would you be the most likely to play again at home? What makes you say that?
  - e. Which do you think your parents would like best? What makes you say that?
  - f. Let's think about who might show you these activities. Do you think you would be more likely to do them if your friends, parents or your teacher showed them to you? What makes you say that?
2. Is there anything else you would like to say about the activities I showed you today?

Thank you very much for helping us today. I really appreciate it! Please see the person at the front desk, so that she can give you something to say thank you, as well.