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FNS Nutrition Social Marketing Poster Concept Formative Research Focus Groups Phase 2

Elementary School Students (Grades 3 & 4, 5 & 6)

The purpose of these focus groups is to understand child perceptions of healthy foods and the food options offered at their schools. In addition, these groups will be used to test the refined poster concepts that have been developed in support of this initiative. Each group will test 4 posters.

Introductions (5 minutes)

Hi, my name is [MODERATOR]. We're going to be together for one hour talking about food. I am a moderator who works with Edelman Berland and I flew here from Washington, D.C. to hear your opinions.

We'll be doing several things today: participating in a group discussion, doing a fun individual activity and even looking at some new posters. What we'll be doing today is a lot like school, but fun school. Have any of you participated in a group like this before?

This room is a little different from your classroom at school. You may have seen that there's a big mirror at the back. I have some friends behind that mirror, but don't worry about them, they just want to hear all the good ideas that you have. Also, I have some homework to do after we talk today - I have to write a report. So, is it alright if I video and audio tape this discussion? This will help me write my report later, and no one except for me and my coworkers helping me with this project will be able to watch this.

Before we get started, like school, I do have a couple of rules for today. [RULES WILL BE WRITTEN ON FLIP CHART]

1. Every idea is a good idea. If you think something different than the others, that's ok - I want to hear everyone's ideas.
2. Everyone gets to share their ideas.
3. If you do need to go to the bathroom, only one out of the room at a time. Go out into the room we just came from and [NAME] will tell you where to go.
4. And finally, we're all going to have fun.

Since we all just met, I want to get to know you a little better. Let's go around the room and introduce ourselves. I'd like you to tell us:

- Your name
- What grade you are in
- The school you go to
- And, what is your favorite thing to do when you get home from school?

[MODERATOR FINISHES INTRODUCTIONS WITH SELF AND PROCEEDS TO SECTION 1]

Section 1: Foods & Perceptions of Healthy Foods (15 minutes)

As I said, we're going to be talking about food and the types of things you like to eat and drink.

- Let's think about the morning. When do you usually first eat or drink something?
 - o Do you eat right when you wake up or do you wait? Why?
 - Is this different on weekends versus weekdays?
 - o On school days, do you usually eat breakfast in the morning?
 - [IF NO] Why don't you eat breakfast on schooldays?
 - Do you feel different on days that you eat breakfast versus days you don't eat breakfast? In what ways?
 - [IF YES] What foods do you usually eat and drink for breakfast on schooldays?
 - Why do you choose those foods?
 - [IF YES] Where do you usually eat breakfast?
 - Do you ever eat breakfast at school?
 - o [IF NO] Why don't you eat breakfast at school?
 - o [IF YES] What do you like about eating breakfast at school?
What don't you like?
 - For those of you who eat breakfast at home, do you eat with anyone else?

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- o Do you fix your own breakfast or does someone make it for you?

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- Now I want to think about eating lunch at school. How do you feel about lunch time at school?
 - What is your favorite thing about lunch time?
 - What is your least favorite thing about lunch time?
- Raise your hand if you ever eat a school lunch.
 - Tell me about the foods available at your school for lunch.
 - [IF YES] How do you feel about the lunch you get at school?
- Are there any foods that they offer at school that you don't usually eat at home?
 - What are these foods?
 - How do you feel about these foods?
- Does your school offer any vegetables at lunch time?
 - How do you feel about the vegetables available?
 - Are there any vegetables you wish they had at school that they do not serve?
- Does your school ever offer taste tests of new foods they are thinking about serving at lunch or breakfast?
 - If they had an event like this, would you participate?

- I have a fun exercise for you. We're going to pretend that we are all in charge of choosing what is available at your school for breakfast and lunch.

I have a sheet of paper here and what I'd like you to do is using the crayons draw me two types of food or drinks that you would want to see on the menu at your school. There's a catch though. The foods that you choose have to be **healthy**. Can I have a volunteer tell me what it means for a food to be healthy?

Great. So you're going to draw me two healthy foods that you think should be available at your school for lunch. You can choose foods that are currently at your schools or foods that are not at school.

[MODERATOR GIVE THE KIDS 3 MINUTES TO DRAW; HAVE EACH KID TALK ABOUT WHAT THEY DREW]

- What did you draw?
- What made you choose those foods?
- What would you tell your friend to get them to choose the food you drew when you're picking your lunch food?

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Section 2: Poster Evaluations (35 minutes)

All posters are available in Attachment D of this package.

Elementary School Students



Poster A



Poster B



Poster C



Poster D

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Testing Schedule

3rd & 4th grade

Group	Poster 1	Poster 2	Poster 3	Poster 4
City 1 – Boys	A	B	C	D
City 1 – Girls	C	A	D	B
City 2 – Boys	B	D	C	A
City 2 – Girls	D	B	A	C
City 3 – Boys	C	A	D	B
City 3 – Girls	A	D	C	B
City 4 – Boys	D	C	B	A
City 4 – Girls	B	C	A	D

5th & 6th grade

Group	Poster 1	Poster 2	Poster 3	Poster 4
City 1 – Boys	C	A	D	B
City 1 – Girls	A	B	C	D
City 2 – Boys	D	B	A	C
City 2 – Girls	B	D	C	A
City 3 – Boys	A	D	C	B
City 3 – Girls	C	A	D	B
City 4 – Boys	B	C	A	D
City 4 – Girls	C	A	D	B

For the rest of our time together I'm going to be showing you 4 different posters that you might see in your lunchroom, in the hallway or in your classrooms, and I want to know what you like and what you don't like about the posters. We're going to work in teams of 3. [MODERATOR SPLIT UP TEAMS]

1. I'll show you a poster and read what it says. Then, as a group, I want you to use these stickers to show me what you like and don't like about the poster.
2. A happy face means that you like something – maybe it's the picture, the color, the words. And you'll put the happy face sticker right on that part that you like.
3. A sad face sticker means that you don't like something. You will put the sad face sticker directly on the part that you don't like.
4. I have one rule for this activity. Since we're working as a team, at least two of you have to agree that you like something or don't like something before you put your sticker on the poster.

[MODERATOR SHOW THE GROUP THE POSTER; READ THE TEXT; PLACE ONE POSTER FOR EACH GROUP ON THE TABLE – STUDENTS GET 3 MINUTES TO COMPLETE STICKERS; FOLLOW UP QUESTIONS WILL BE A MIX OF GENERAL AND POSTER-SPECIFIC QUESTION AND WILL LAST 3-5 MINUTES PER POSTER]

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- How do you feel about this poster?
- What do you think this poster is trying to tell you? (ROTATE ASKING TEAM 1 OR TEAM 2 FIRST)
 - What else is this poster trying to tell you?
 - Where else have you heard about this? / Is there anyone else telling you to do this?
- What are some of the things that you really like about this poster?
 - What do you like about these things?
- What are some of the things you don't like about this poster?
 - What do you not like about these things?
 - If you were in charge, how would you change this?
- Where do you think your school would put this poster up?
- What would you change about this poster to make it better for kids like you?
- You'll see on the wall I have two faces up there – a sad face at one end and a happy face at the other. If the sad face means that you don't like the poster at all, and the happy face means you like the poster a lot – where should I hang this picture up? [ALL POSTERS WILL BE HUNG UP ON THE SAME SCALE TO FACILITATE POST-EVALUATION COMPARISONS]

[POSTER-SPECIFIC QUESTIONS CAN BE FOUND ON THE FOLLOWING PAGES. QUESTIONS WILL BE INCLUDED IN DISCUSSION GUIDE BASED ON THE TESTING SCHEDULE.]

[AFTER ALL POSTERS ARE TESTED]

- Now that we've seen 4 different posters, which one that we saw today was your favorite?
 - What about this poster makes it your favorite?
- Which poster makes you want to try new foods?
- Which poster makes you want to eat fruits and vegetables?
- Which poster makes you want to pick healthy food at school?

Thank and close group.

Poster A: Launch Your Day with Breakfast

- Tell me about what is happening in this poster.
- What does “Launch Your Day” mean to you?
- Do you believe what this poster is saying? Does eating breakfast help to launch your day?
 - Why or why not?
 - What kind of foods help you launch your day?
- The poster also says “Wake up and fuel up to help your day take off!” – what does that mean to you?
- Do you like or do you not like the way the words look?
- Overall, how do you feel about the colors of this poster?
 - Is this poster too bright, not bright enough or just right?
- How do you feel about the characters on this poster?
 - Tell me about these characters.
 - Where do you think they are?
 - What are these characters doing?
 - Tell me about the boy character sitting at the table.
 - What is he doing?
 - How is he feeling?
 - Why isn't he with the other two characters?
 - What grade do you think these characters are in?
 - Would you be friends with these characters?
 - Have you seen cartoon characters that look like this before? Where?
- What foods do you see on this poster? How do you feel about these foods?
 - How do you feel about how these foods look?
 - Does breakfast at your school look like this?
 - In what ways?
 - In what ways is it different?
 - Would you eat these foods at breakfast? Why or why not?
 - What other healthy breakfast foods could they be eating?

Poster B: It's Launch Time

- Tell me about what is happening in this poster.
- What does “it’s launchtime” mean to you?
- The poster also says “Fuel your day with colorful fruits and veggies” – what does that mean to you?
- Do you like or do you not like the way the words look? Why or why not?
- Tell me about the different foods you see on this poster.
 - How do you feel about how these foods look?
 - Would you try any of these foods?
 - Who do you think eats these kinds of foods?
- What is this poster telling you about these fruits and vegetables?
 - Do you believe what the poster is saying?
- How do you feel about the color of this poster? The text?
 - Is this poster too bright, not bright enough or just right?
- How do you feel about the rocket ship?
 - What kind of food is the rocket ship made of?
 - Are there other colorful fruits and veggies that you can think of that you would put on this poster?
- How do you feel about the outer space theme of this poster?
 - Would you want to be an astronaut and explore outer space?
 - What kind of foods do you think astronauts eat when they are training? Why?

Poster C: Make Today a Try Day

- Tell me about what is happening in this poster.
- What does “make today a try day” mean to you?
 - The poster says “It’s fun to find new favorite foods.” Do you agree with this sentence? Why or why not?
 - What do you like about trying new foods?
 - If there was a Try-Day at school where you could taste new foods, would you want to participate? Why or why not?
- How do you feel about the monster on this poster?
 - Do you think this monster is scary or friendly?
 - Have you seen cartoon characters that look like this monster before? Where?
- Tell me about the food the monster is holding.
 - How do you feel about how these foods look?
 - Are these foods you have tried before?
 - Which foods are new?
 - Would you try these foods if they were offered at your school? Why or why not?
 - If you were friends with this monster, what other foods would you tell her/him to try?
- How do you feel about the colors on this poster?
 - Is this poster too bright, not bright enough or just right?
- Do you like or do you not like the way the words look? Why or why not
- Looking at this poster, what do you think a Try-Day event at your school would be like?
 - Would it be boring? Fun? Silly? Exciting? Scary?
 - If you saw this poster would you want to go to the Try-Day event? Why or why not?

Poster D: Be Brave

- Tell me about what is happening in this poster.
- The poster says “be brave and try new foods.” What does that mean to you?
 - How do you feel about what this poster is saying?
- Have you ever been brave and tasted a new food you were afraid to try? Tell me about it.
 - Would you encourage your friends to try these new foods?
- This poster also says “finding new foods is yummy and fun!” How do you feel about this statement?
 - By a show of hands, how many of you think tasting new foods can be fun?
 - What do you like about trying new foods?
- How do you feel about the characters on this poster?
 - What are the characters doing?
 - Where are they sitting?
 - What grade do you think the girl in the middle is in?
 - And what about the other kids, are they the same age? Younger? Older?
 - How is the girl in the middle feeling in this poster? Why do you think she feels that way?
 - How do the two kids next to her feel?
 - Would you like to be the person in the middle of this poster trying a new food?
- How do you feel about the food on the characters’ trays?
 - What are they?
 - How do you feel about how these foods look?
 - Would you try these foods at lunch? Why or why not?
 - How do you think these foods would taste?
 - How do you think these kids will feel once they try these foods?
 - If you were friends with them, what other foods would you tell them to try?
- How do you feel about the colors on this poster?
 - Is this poster too bright, not bright enough or just right?
- Do you like or do you not like the way the words look?
- Have you seen cartoon characters that look like the ones on this poster before? Where?