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

Middle School Students (Grades 7 & 8)

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 an individual activity and even looking at some new posters. 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, we are being video and audio taped right now. This is just to help me out, because after we talk today I have to go home and write a report. I'll use the tapes to help make sure that everything I put in my report is accurate 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.

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

Attachment C

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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.
 - How do you feel about the lunch you get at school?
 - What types of food would you like to see instead?
- Do you ever eat snacks in between meals? When? Where?
 - What sort of foods do you eat for snacks?
 - What do you drink with your snack?
 - Do you snack at school? Where do you get the snack?
- How do you feel about eating fruit as a snack?
 - Is it easy for you to bring a fruit for a snack to school?
 - Is there fruit that you can buy for a snack at school?
- Tell me more about what you like to drink.
 - Why do you choose these drinks?
 - Where do you get these drinks?
 - Do you ever drink milk? Why or why not?
 - What types of milk do you drink?
 - Is milk available at school? When? Where?
 - Is milk available at home?
 - Do you ever drink water? When? Where?
- Do you feel like you are able to choose what you eat at different meals? Which meals?
 - Do you get to choose what you eat for snacks?
 - How, if at all, has this changed since you were in elementary school?
- Thinking about all these foods and drinks that you like, whose job is it to make sure you include healthy foods and drinks?
 - PROBE: You, your parents, the school?
- What can your school do to help encourage kids to eat healthy? [MODERATOR WRITE ON FLIP CHART]
 - PROBES: posters, events, activities, contests, materials, curriculum
 - What are they doing now that works?
 - Are they doing anything now that doesn't work?

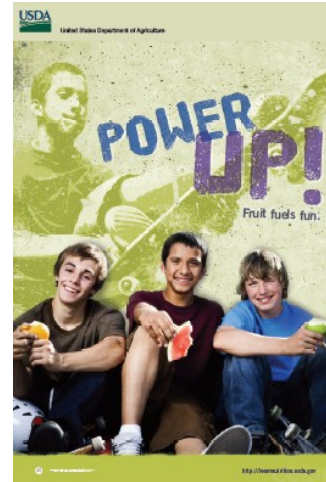
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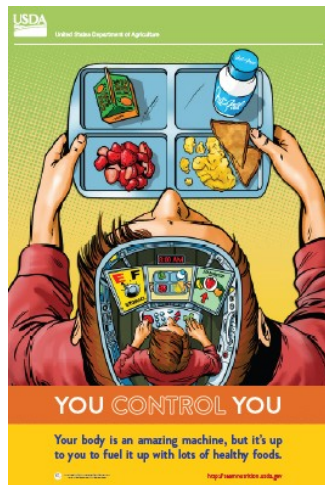
*Section 2: Poster Evaluations (35 minutes)
All posters are available in Attachment D of this package.*



Poster A



Poster B



Poster C



Poster D

Testing Order

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

For the rest of our time together I’m going to be showing you 4 different posters that can be put up around your school to help get kids in your school to eat healthier. These are posters that you may 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 stick 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.

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[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 THEME-SPECIFIC QUESTION AND WILL LAST 3-5 MINUTES PER POSTER]

- o How do you feel about this poster?
- o What do you think this poster is trying to tell you? (ROTATE ASKING TEAM 1 OR TEAM 2 FIRST)
 - o What else is this poster trying to tell you?
 - o Where else have you heard about this? / Is there anyone else telling you to do this?
- o What are some of the things that you really like about this poster?
 - o What do you like about these things?
- o What are some of the things you don't like about this poster?
 - o What do you not like about these things?
- o What would you change about this poster to make it better for kids like you?
 - o Where do you think your school should put this poster up?

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

- Now that we've seen 4 different posters, which one that we saw today was your favorite?
 - o What about this poster makes it your favorite?
- Do any of these posters make you want to eat more or less of a certain food?
 - o Which one? Tell me why.
- Which poster would catch your attention in the school cafeteria?
- Do you have any final advice for people who are making these posters?
 - o What else could they do to help encourage kids to choose healthier foods?

Thank and close group.

Poster A: Power Up (Video Game)

- Tell me about what is happening in this poster.
- What does “power up” mean to you?
- What do you think is the purpose of the game that is shown in this poster?
- What does this poster tell you about eating fruits and veggies?
 - Do you believe what it is saying? Why or why not?
- How do you feel about the boy on this poster?
 - Tell me about him.
 - What grade do you think he is in?
 - Would you be friends with him?
 - Have you seen video games that look like this before? Where?
- How do you feel about the colors on this poster?
 - Is it too bright, not bright enough or just right?
- How do you feel about the way the text looks? Is it too big, too small or just right?
- If you could change something about this poster/the game, what would it be?
- Do you believe that fruits and vegetables can help you “power up” in real life, like they do for the character in this poster? Why or why not?
 - What other foods that are not in this poster help you “power up”?

Poster B: Power Up (Skateboarding)

- Tell me about what is happening in this poster.
- What does “power up” mean to you?
- What is this poster trying to convince you to do?
 - What does it tell you about eating fruit?
- How do you feel about the phrase “Fruits Fuel Fun”?
- How do you feel about the way the text looks? Is it too big, too small or just right?
- How do you feel about the boys on this poster?
 - Tell me about them.
 - What grade do you think they are in?
 - Would you be friends with them?
 - What do you like about them?
 - What don’t you like about them?
 - How do you think they are feeling?
- How do you feel about the background of this poster?
- How do you feel about the colors on this poster?
 - Is it too bright, not bright enough or just right?
- Would you eat these foods with your friends? Why or why not?
- Can eating healthy foods help you be your best at sports and games? How?
- How do you feel about skateboarding?
 - What other activities would you want to “power up” for?

Poster C: In Control (Boy)

- Tell me about what is happening in this poster.
- What does “you control you” mean to you?
- The poster says “your body is an amazing machine, but it’s up to you to fuel it up with lots of healthy foods.” How do you feel about this statement?
 - What does it mean to you?
 - Do you believe it?
- What is the cartoon on this poster showing you?
 - What is the character doing? Why is he doing that?
 - How old is this character?
 - Where do you think he is?
 - What time of day is it?
 - What do the screen displays mean?
- How do you feel about the way the cartoon on this poster is drawn?
 - Have you seen this type of cartoon before? Where?
- How do you feel about the way the text looks? Is it too big, too small or just right?
- What kinds of food has the character chosen?
 - How do you feel about these foods?
 - How do you feel about the way these foods look?
 - Why do you think he chose these foods?
- How do you feel about the colors on this poster?
 - Is it too bright, not bright enough or just right?

Poster D: In Control (Girl)

- Tell me about what is happening in this poster.
- What does “you control you” mean to you?
- The poster says “your body is an amazing machine, but it’s up to you to fuel it up with lots of healthy foods.” How do you feel about this statement?
 - What does it mean to you?
 - Do you believe it?
- What is the cartoon on this poster showing you?
 - What is the character doing? Why is she doing that?
 - How old is this character?
 - Does she look like girls your age?
 - Is she dressed like girls your age?
 - How do you feel about her hair?
 - What would you change about her?
 - Where do you think she is?
 - What time of day is it?
 - What do the screen displays mean?
- What has the character chosen?
 - Why do you think she chose this?
 - What type of milk did she choose?
 - What would convince you to choose milk instead of soda?
 - What other healthy choices should she have besides milk?
- How do you feel about the way the cartoon on this poster is drawn?
 - Have you seen this type of cartoon before? Where?
- How do you feel about the way the text looks? Is it too big, too small or just right?
- How do you feel about the colors on this poster?
 - Is it too bright, not bright enough or just right?