

Attachment E- Student Focus Group Guideline: Grade 7

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 as part of the 45 minutes for the screener, including the time for reviewing instructions and completing the information.

Section I: Introduction (3 minutes)

Thank you so much for taking the time to talk with us today. My name is [Moderator name], and I'll be leading this focus group. Focus groups are a type of research used to gather opinions on a specific topic. Today, we are going to talk about some ideas for classroom activities. Before we get started, I want to mention a few things:

- There are no wrong answers. We are here today to hear what you think, so please speak up, especially if what you have to say is different than what someone else is saying.
- You don't have to answer every question, but I do want to hear from everyone, so I might call on you at some point.
- I did not create anything you are going to see today. So, please be honest if you like them or if you don't like them. Your responses won't affect me either way.
- Everything we talk about here will be kept private. That means we will not use your name in any of our reports.
- If it's ok with everybody here, we'd like to record these conversations. They will only be used to confirm our notes and allow us to revisit this conversation. Nobody but the people in this room will ever hear the recordings, and any transcriptions of this conversation will not include any names. Is that ok with everybody? (Note to moderator: If someone is uncomfortable, thank them and allow them to leave – do not stop the recording)

Does anyone have any questions before we begin?

Okay, great. First, I'm going to have everyone go around and introduce himself or herself. You all might know each other already, but I want to get to know you, too. Just say your first name and then tell us your favorite drink. I'll go first.

Section II: Beverages Warm Up (6 Minutes)

Well let's jump right in here. Let's talk about beverages.

- What types of beverages do you like to drink?
 - o Do you drink soda or pop? What kinds? How many times a day?
 - o What do you drink with your meals?

- o Do you ever drink water? How many times a day?
- o Where do you get your drinks from? Do you ever drink from the water fountain?
- Do your parents have any rules about what you can drink at meals?
- What are you allowed to drink at school?
- o What do they serve to drink in the cafeteria?
- o What beverages are in the vending machines?
- o Are you allowed to have a water bottle during school?
- What types of beverages *should* kids like you drink?
- o What types of beverages *shouldn't* kids like you drink?
- What have you heard about sugary drinks?
 - o Where have you heard this information?

Now, I want to switch gears for a minute and talk about your school.

- Do you ever watch videos in your classes? Which classes?
 - o What makes these videos good in your opinion?
 - o Tell me about a video you've watched in class and what makes it memorable?
- What kinds of projects or activities do you like doing in class?
 - o Tell me about a project you've done in class that you really liked doing and why you liked it.
 - o Tell me about a project you've done in class that really helped you to learn more and how it helped you learn.

Section III: Videos (20 minutes)

Now, we're going to look at some ideas for a video that would be shown to students during class time. I'm going to show you some images and read you some information about each video. These are not yet completed, and when they're done they will be fully produced with sound and characters.

Let's look at the first video:

[Moderator presents the first video storyboard and concept. *Note: the order of the videos will be rotated to prevent order bias.*]

- What is your first impression of what we just talked about?
 - o Have you ever seen something like this before? Where?
 - o Does this remind you of anything?
 - o If you saw this in class or online, would you want to keep watching?
 - o Who do you think this video would be for? Why?
- What do you like about this video?
 - o What makes it interesting? What could it teach you?
 - o Was there anything funny about this video? What was funny?
- What don't you like about this video?
 - o What makes it boring?
- What do you think is the main message of this video?

- What is it trying to teach you?
 - Is there any new information in this video? What information?
 - What classes do you imagine yourself watching this in?
 - Is there anything confusing?
 - Is the video helpful?
 - Do you believe the information?
- What would you change about this to make it better?
- Let's imagine you watched this video in class. What kinds of activities could you do next?
 - Can you think of any projects you could do based on this video?
 - Any games or activities?
- Now, we talked a lot about beverages before we watched this video. Did this video change your mind about anything? What?
- What would you change about this to make it better?
- Who do you want to see in this video?
 - What would the star of this video look like?
 - Would it be animated or have real people?

Now, let's take a look at a different idea:

[Moderator presents the first video storyboard and concept.]

- What is your first impression of what we just talked about?
 - Have you ever seen something like this before? Where?
 - Does this remind you of anything?
 - If you saw this in class or online, would you want to keep watching?
 - Who do you think this video would be for? Why?
- What do you like about this video?
 - What makes it interesting? What could it teach you?
 - Was there anything funny about this video? What was funny?
- What don't you like about this video?
 - What makes it boring?
- What do you think is the main message of this video?
 - What is it trying to teach you?
 - Is there any new information in this video? What information?
 - What classes do you imagine yourself watching this in?
 - Is there anything confusing?
 - Is the video helpful?
 - Do you believe the information?
- What would you change about this to make it better?
- Let's imagine you watched this video in class. What kinds of activities could you do next?
 - Can you think of any projects you could do based on this video?
 - Any games or activities?

- Now, we talked a lot about beverages before we watched this video. Did this video change your mind about anything? What?
- What would you change about this to make it better?
- Who do you want to see in this video?
 - What would the star of this video look like?
 - Would it be animated or have real people?

- Now I want you to think about both the video ideas we looked at today. Which of the videos is your favorite?
 - What made it better?
 - Which would you rather complete in class? Why?
- Which of the two videos were better at presenting information about beverages?
 - What made it better at explaining the information?
- Are there any other things that one video did better than the other? Why?

Section IV. Interactive (8 Minutes)

Now, we're going to look at a rough draft of an interactive game that would be part of a lesson about sugary beverages. It might go with one of the videos you just saw as well. I'm going to show you the game first and then ask you some questions about it.

- What is your first impression?
 - Have you ever seen something like this before? Where?
 - How would you want to use this (e.g. small groups, full class, personal project)?
 - Where do you imagine seeing something like this (e.g. smart board, projector, computer, tablet)?
- What do you like about this idea?
 - How could you use something like this?
 - Would you use this on your own, outside of school?
 - How could this help you?
 - Does it seem easy to use?
- What do you *not* like about this idea?
 - Is there anything that is confusing?
- What would you change about this to make it better?
- What would you want to do next after using this game?
 - Would this change how you feel about sugary beverages?
 - Would this make you want to drink less sugary beverages?

Section V: Student Brainstorm (8 minutes)

All right, we need your help to think about other ideas for an activity for students like you. We want students to learn more about beverages - what kinds of beverages are better for you than others; Why it's important to know about sugary beverages; How to understand what is in your beverage- Things like that.

I want you to think about all the things we've discussed here today and the things we've shown you. Think about what you liked about them and what you didn't, and what stood out for you. You can create something completely new, something that you've seen before, or even a *better* version of something you've seen here today. Take a minute to think about it, and then I'll ask you to share some ideas.

- All right, so tell me about some of your ideas for activities?
 - How would that be used in the classroom?
 - Would this be a class project, homework, presentation?
 - What do the rest of you think? Would you make any changes to this idea?
 - Why do you think this would be better than what we presented to your earlier? Remember, I didn't create any of the things you've seen today.
- Let's talk about another idea for an activity?
 - How would that be used in the classroom?
 - Would this be a class project, homework, presentation?
 - What do the rest of you think? Would you make any changes to this idea?
 - Why do you think this would be better than what we presented to your earlier? Remember, I didn't create any of the things you've seen today.
- Now, we might have time for one more. Does anybody else want to share an idea?
 - How would that be used in the classroom?
 - What do the rest of you think? Would you make any changes to this idea?
 - Why do you think this would be better than what we presented to your earlier? Remember, I didn't create any of the things you've seen today.

Probes to Encourage New Ideas if Students are struggling.

- *Think about how you like to learn new things.*
- *Remember, this is just a brainstorm so it doesn't need to be perfect.*
- *You can create a website, an activity, a group project, a video, or anything you think will help students have fun learning about healthy beverages.*

Thank you so much for joining us today. You were very helpful!