

Attachment C

Moderator Discussion Guide for Focus Groups With High School Students

MODERATOR DISCUSSION GUIDE FOR FOCUS GROUPS WITH HIGH SCHOOL STUDENTS Timing: 120 minutes (not including pre-group exercise)

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not 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 required to complete this information collection is estimated to average 135 minutes (2.25 hours) per response for the entire focus group, including time to review instructions, search existing data resources, gather and maintain the data needed and complete and review the collection of information.

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| PRE-GROUP EXERCISE | 15 minutes |
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CONFIRM EACH PARTICIPANT HAS SMART PHONE OR IPAD. IF NOT, PROVIDE PARTICIPANTS WITH KRC IPAD. SEE APPENDED HANDOUT A FOR DIRECTIONS.

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| I. INTRODUCTION | 15 minutes |
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- Moderator introduction:
 - My name is [INSERT]. I'm a researcher and independent moderator with KRC Research. Thank you so much for agreeing to participate in today's discussion.
 - We are conducting these discussions with students across the country on behalf of the U.S. Department of Agriculture, Food and Nutrition Service.
 - Today's conversation is about food, nutrition, and physical activity. The discussion will be about two hours long. Everything you say is private and no individual will be identified.

- I'm not an expert on food, nutrition, and exercise. I'm here to guide the discussion and hear your food and activity choices, thoughts, ideas, and opinions. All of you are the experts today.
- To get started, let me explain how our discussion will work today:
 - There are no wrong answers—we want to hear what all of you personally think.
 - I'd like to hear from everyone here. Please speak one at a time, and let everyone have some time to speak. You may have different opinions. That's ok--we want to hear all of your opinions. All of your opinions are important.
 - We're recording the discussion in audio and video formats. This is so I won't need to slow down to take notes. With the recording, I'll have an accurate record of the conversation for when I'm summarizing the discussion in a report for FNS. Again, no individuals will be identified or associated with the feedback you share today.
 - Any questions?
- Participant introductions:
 - To start, let's go around the table. Briefly, I'd like each of you to tell us your first name and what you like to do in your free time.

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| II. MINDSET, ATTITUDES, INFLUENCES ON FOOD | 20 minutes |
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FOR OMB - Moderator Goal: Understand perceptions, attitudes, behaviors, influences, and language associated with food and healthy eating. This will provide valuable context for developing and refining curriculum content and language.

Let's get started!

- A. Tell me about the last time you ate something...
 - a. How did you decide what to eat? What went through your mind? What choices did you consider? (LISTEN FOR TOP OF MIND MENTIONS OF HEALTH AND NUTRITION.)
- B. What's the first word that comes to mind when you hear the word, "nutrition?"
 - a. What foods do you associate with nutrition? (MODERATOR WRITE ON LEFT SIDE OF EASEL.) PROBE: What foods do you associate with health?
- C. What are some of your favorite foods? (MODERATOR WRITE ON RIGHT SIDE OF EASEL.)
 - a. What about these foods makes them your favorite? What do you like about it?
 - b. Are any of your favorite foods nutritious and healthy?
 - i. IF YES: Which of your favorite foods do you also consider nutritious or healthy? What makes that food nutritious and healthy?

- ii. IF NO: Why aren't there nutritious/healthy foods that are among your favorites?
 - iii. IF YES: How do you feel when you're eating those foods? Do you feel any different about yourself when you're eating a favorite food that is nutritious and healthy?
- D. Do you know, or can you tell, when you're eating something healthy, versus something that isn't very healthy?
 - a. How do you know when a food is healthy? What characteristics does it have? What do you look for? (MODERATOR WRITE ON LEFT SIDE OF EASEL.)
 - i. Can you tell if it's healthy by just looking at it? What makes you say that?
 - b. And how do you know when a food isn't very healthy? What does unhealthy food look like? What do you look for? (MODERATOR WRITE ON RIGHT SIDE OF EASEL.)
- E. When you're thinking about what to have for your next meal, do you ever think about whether or not the food is healthy? IF YES:
 - a. What do you think about when choosing?
 - b. Are you the one choosing your food for breakfast, lunch, dinner and snacks?
 - i. IF NO, who chooses for you?
 - ii. Are you deciding what to eat with someone else? How does that work?
 - c. How often do you consider what you choose healthy?
 - d. What other things do you think about, when you're choosing a meal?
 - e. What about when you're deciding on a snack, do you consider whether or not it's healthy?
- F. How important is it to you, to make healthy food choices? For what reasons?
 - a. What motivates you to want to eat healthy food?
 - b. Where do you learn about eating healthy?
 - i. Where's the best place to learn about healthy eating?
 - ii. Do you learn about healthy eating in school? Where?
 - iii. In what class(es)? What was that experience like? How was the topic taught? What would have made the class more fun or interesting?
 - c. Do you ever look for information to determine if certain food is healthy or not? IF YES: Where do you look?
 - i. How often do you try to figure out if a food is healthy or not?
 - d. Who do you trust when it comes to information about healthy eating?

- i. Do you ever ask people about healthy eating? IF YES: Who do you ask?
 - e. Who is a good influence on you when it comes to healthy eating? Anyone? Your parents? Other family members? Any friends who are a good influence?
 - f. Do you influence anyone else to eat more healthfully? Who? How so?
- G. HANDCOUNT: Do you ever do any food shopping or cooking?
 - a. IF YES:
 - i. How often do you cook?
 - ii. How often do you shop for food?
 - iii. Do you enjoy shopping for food? What do you like about it?
 - iv. What are the reasons you cook?
 - v. Do you enjoy cooking? What do you like about it? What could make it better?
 - vi. What are your favorite foods to cook?
 - vii. Where do you look for recipes? Do you ask other people? Who?
 - viii. Do you cook with anyone else or usually by yourself? Family? Friends? What about shopping?
 - b. IF NO:
 - i. Any reasons you don't do any cooking or food shopping?
 - ii. Have you ever been interested in learning to cook? IF YES:
 - What about it interested you? Any reason you haven't done it?
 - What foods would you most like to try cooking? For what reasons?
- H. Have you heard of any standards or guidelines that describe what people should eat each day, or how much to eat? IF YES:
 - a. Where did you hear about that?
 - b. Who puts them out?
What do those guidelines say?

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| III. MINDSET, ATTITUDES, INFLUENCES ON PHYSICAL ACTIVITY |
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| 15 minutes |
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FOR OMB - Goal: Gain insight into the mindset, attitudes, and influences related to exercise and physical activity.

Now let's switch gears a bit.

- A. What comes to mind when you hear the word “exercise?” (MODERATOR WRITE ON EASEL.) What activities are included?
- a. What about “physical activity?” Is that different from exercise? IF YES, how?
 - b. Are there any physical activities that you do every day? What ones? PROBE: Walking? Taking the stairs? Any other activities where you get exercise daily, even if you’re not specifically working out?
 - c. What about competitive sports or games that involve physical activity--do you think of that as exercise?
- B. Do you like getting exercise?
- a. What about it do you like?
 - b. What about it don’t you like?
 - c. Does anyone work out? IF SO: Do you usually work out alone, or with someone else? IF WITH OTHERS: Your friends? Your teammates? Your family?
 - d. What is a healthy amount of exercise? How much exercise are you supposed to get if you have a healthy lifestyle?
 - e. Would you say you exercise a “healthy” amount, or would you say you don’t get enough exercise?
- C. What are the reasons you exercise?
- a. What motivates you to get regular exercise?
 - b. Does playing games or competing against another team or individual make exercising more appealing? How so?
 - c. What about friends and family members? Are you exercising with them?
 - i. What type of activities are you participating in together? How often?
 - d. What are the biggest barriers to being active regularly? Are there any ways to overcome these barriers?

IV. NUTRITION AND PHYSICAL ACTIVITY TOOLS & GUIDELINES**15 minutes**

FOR OMB - Goal: Understand the strengths of current tools and ways to improve motivating power.

- A. **HANDOUT B [MyPlate]:** Earlier, we talked about food and nutrition. Take a minute to look at this handout, and then we’ll talk about it.
- a. What is your reaction to MyPlate? What does it say and show? IF NEEDED: This is information about how much of a meal diet should come from each food group.
 - i. Have you seen this before today? What do you know about it??

- ii. Is this helpful? In what ways? Why not?
 - iii. How easy is this to understand?
 - iv. What questions do you have?
 - b. How would you compare this to your usual meals? How is your eating different than what is shown here?
 - i. Are you interested in eating more like this, or not really? IF YES: For what reasons? IF NOT: What about this doesn't interest you?
 - c. Is there anything that would make it easier to follow this guide in your daily life? What would make it easier?
- B. REFER TO HANDOUT A.** Before we started this discussion, you looked at a web site called SuperTracker for a few minutes, right?
 - a. What was your first impression?
 - i. Was it easy to use, or not really? What's not easy about it?
 - ii. Was it helpful, or not really? For what reasons?
 - b. Did you learn anything new or interesting when you looked up foods and physical activities? IF YES: What was new or interesting?
 - c. As a reminder, here is the first screen you looked at on the SuperTracker website and the purpose is to track what people eat and how much physical activity they're getting. Is SuperTracker something you'd consider using again? For what reasons?
 - i. What would you use it for?
 - ii. Is there anything that would make it better for you?

VI. CURRICULUM CONCEPT AND GAME CONCEPTS**25 minutes**

FOR OMB - Goal: Gain insight into appeal of FoodGPS concept, game ideas, and audience requirements for an appealing game that motivates positive behavior.

HANDOUT C: Now I'm going to show you a description of a school lesson or class on healthy eating and physical activity. This could describe a class on nutrition. Read over this page, and then we'll talk about it.

- A. **HANDCOUNT:** First, let's get a hand count: How many of you think this would be an interesting way to learn about and practice healthy eating and physical activity?
 - a. What might be interesting about this?
 - b. What might not be interesting about this?
 - c. Is there anything that would make it more interesting and engaging? What?
- B. Do you have any questions? IF YES: What questions come to mind? What else would you want to know?
- C. Would you want to participate in a class, or part of a class, like this?
 - a. IF YES: What especially interests you? What about that interests you?
 - b. IF NO: What are the reasons you wouldn't want to participate? What would the class need to include for you to want to participate?

HANDOUT C: FoodGPS

Food. Fitness. Fun? You may not think healthy eating and exercise are interesting, but with "FoodGPS" you'll learn through fun and interactive games and activities.

You'll compete with friends in the classroom as you learn about how to make your life healthier every day. And you'll get the tools, tips and tricks you need to keep living a healthy lifestyle, so you can look, feel and be your best.

HANDOUT D: Now we're going to talk about some ideas for games or activities that could be included as part of FoodGPS in a class on nutrition or in coursework about healthy eating and physical activity.

For each idea, rate how appealing that is to you personally. If the idea is very appealing, circle a 5. If the idea is not at all appealing, circle a 1. For each activity, you can circle any number between 1 and 5.

WHEN STUDENTS FINISH: Next, pick the ONE that seems like it could be the most fun and write a 1 in the box on the right side.

- A. **TALLY 1/2s AND 4/5s AND TOP RANKED STATEMENT ON EASEL; DISCUSS TWO IDEAS WITH HIGHEST RATINGS AND ONE IDEA WITH LOWEST RATINGS:**
 - a. What is your reaction to this idea?
 - i. What do you like about it?

- Does it seem like it would be fun? What about it would be fun?
 - ii. Does it make you want to participate in FoodGPS? How so?
 - iii. Is there anything you don't like about it?
 - iv. Is there anything that could make it more appealing or more fun?
- B. Can you think of other games or activities beyond those just discussed that would be a fun way to learn about healthy eating and exercise?
- C. Have you ever participated in other activities like this in school to make learning more fun? What was the best? What made it good?

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| VI. CURRICULUM NAMES AND TAGLINES |
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| 12 minutes |
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FOR OMB - Goal: Identify what is appealing or not appealing about each name and tagline. Identify suggestions.

HANDOUT E: Here is a page with some alternative names for what we've been calling FoodGPS. Look over the names and for each one, rate how much you like each name. If you think the name is great, circle a 5. If you think the name is boring or just don't like it, circle a 1. For each name, you can circle any number between 1 and 5.

When you finish rating each name, rank the names from your most to least favorite. Put a 1 in the box next to your favorite, and a 4 in the box next to your least favorite.

- A. TALLY 1/2s AND 4/5s AND EACH TOP RANKED NAME ON EASEL; DISCUSS EACH ONE BRIEFLY:
- a. For those who rated it a 4 or 5, what do you like about that name?
 - b. For those who rated it a 1 or 2, what don't you like about that name?
- B. Other than the ideas on this page, what else might be this program be called?

HANDOUT F: Here is a page with some phrases that could go with the name you like. Look over the phrases and for each one, rate how much you like each phrase. If you think the phrase is great, circle a 5. If you think the phrase is boring or don't like it, circle a 1. For each phrase, you can circle any number between 1 and 5.

When you finish, pick the two phrases you like best. Put a 1 in the box next to your favorite, and a 2 in the box next to your second favorite.

- A. TALLY 1/2s AND 4/5s AND EACH TOP RANKED STATEMENT ON EASEL; DISCUSS EACH ONE BRIEFLY:
- c. For those who rated it a 4 or 5, what do you like about that phrase?
 - d. For those who rated it a 1 or 2, what don't you like about that phrase?
- B. Which phrase goes best with your favorite name? What about that phrase do you like?

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| VII. MESSAGES | 15 minutes |
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FOR OMB - Goal: Gain insight into motivating messages.

HANDOUT G. Here is a page with some reasons for participating in FoodGPS.

For each statement, rate how much that reason makes you interested in having a class like this. If the reason makes you very interested, circle a 5. If the reason does not make you at all interested, circle a 1. For each message, you can circle any number between 1 and 5.

WHEN STUDENTS FINISH: Next, pick the ONE that motivates you the most. write a 1 in the box on the right side.

- D. TALLY 1/2s AND 4/5s AND EACH TOP RANKED STATEMENT ON EASEL; DISCUSS AS MANY AS TIME ALLOWS, STARTING WITH THE HIGHEST IN 4/5s, THEN GOING TO THE reason with the most 1/2s, THEN SWITCHING BACK AND FORTH:
- b. For those who rated it a 4 or 5, what do you like about the reason?
 - i. What about it makes you want to participate in FoodGPS? (PROBE FOR BOTH IDEAS AND LANGUAGE THAT ARE APPEALING.)

- ii. Is there anything that could make it more appealing or more motivating for you? What about other teens? How can this be more appealing to them?
- c. For those who rated it a 1 or 2, what is not appealing or motivating about the reason?
- d. IF STATEMENT PICKED AS MOST MOTIVATING BY ANY: For those who picked this statement as the most motivating reason, what about it appealed to you?
- E. Other than what's on the page, how would you complete this sentence: "The thing that would motivate me to want to participate in FoodGPS is... ____"? DISCUSS AS MUCH AS POSSIBLE.

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| VIII. WRAP UP |
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| 3 minutes |
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- A. To wrap things up, I'd like you to complete the following sentence. "The thing that would get me really interested in healthy eating and physical activity is _____."

HANDOUT A - PRE-GROUP Exercise with SUPERTRACKER

Open your phone or tablet's Internet browser and navigate to:

<http://supertracker.usda.gov>.

Spend a few minutes exploring the site.

1. What is your first impression of SuperTracker? If you have seen SuperTracker before, what was your first impression of SuperTracker the first time you arrived at the site?
2. What do you think it could be used for?
3. Did you learn anything new or interesting when you looked up foods and physical activities?

Now, click on "Food-A-Pedia." Type in your favorite food and answer the following questions in the space below:

4. How many calories does it have?
5. Which food groups is it a part of?
6. How much protein is in your food?
7. How much carbohydrate is in your food?
8. How much Vitamin A does your food contain?

Now, click on "Physical Activity Tracker."

Type in your favorite exercise or physical activity. (If you don't have a favorite, type "walking.") Press "go" and answer the following questions:

9. What is the intensity level of your activity?
10. Is it muscle strengthening?

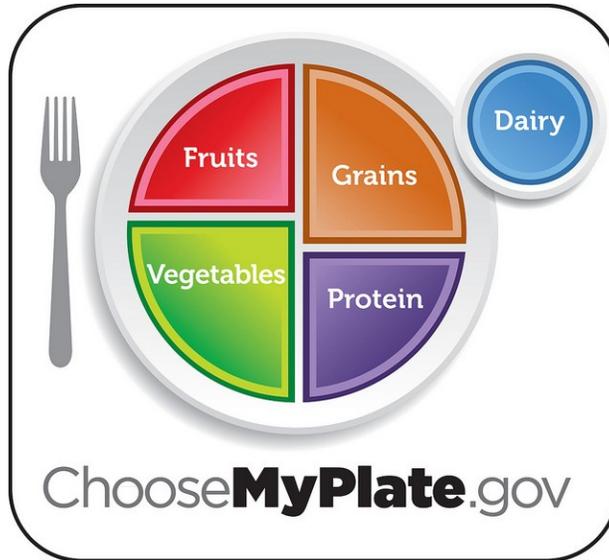
"Food-A-Pedia" and "Physical Activity Tracker" are two features of SuperTracker. Other features of SuperTracker include:

- "Food Tracker"
 - o Track the foods you eat and compare to your nutrition targets.
- "My Weight Manager"
 - o Get weight management guidance; enter your weight and track progress over time.
- "My Top 5 Goals"
 - o Choose up to 5 personal goals; sign up for tips and support from your virtual coach.
- "My Recipes"
 - o Build and save your favorite recipes for tracking, and analyze the nutrition info.

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HANDOUT B - MYPLATE



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HANDOUT C - FoodGPS DESCRIPTION

FoodGPS

Food. Fitness. Fun? You may not think healthy eating and exercise are interesting, but with “FoodGPS” you’ll learn through fun and interactive games and activities.

You’ll compete with friends in the classroom as you learn about how to make your life healthier every day. And you’ll get the tools, tips and tricks you need to keep living a healthy lifestyle, so you can look, feel and be your best.

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HANDOUT D - GAME OR ACTIVITY CONCEPTS

Now we're going to talk about some ideas for games or activities that could be included as part of FoodGPS in a class on nutrition or in coursework about healthy eating and physical activity.

For each idea, rate how appealing that is to you personally. If you like the idea very much, circle a 5. If you don't like the idea at all, circle a 1. You can circle any number between 1 and 5.

After you've rated each idea, pick the ONE that seems like it could be the most fun and write a "1" in the box in the right side.

Like It

Students are challenged to try a pre-determined new food every month. To compete, students must take a photo and post a photo online of themselves eating the food. The student with the most "likes" gets to offer tastes of the food during lunch, at bus/car pick up, etc. or some other relevant prize.

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| Don't like at all | ← | 1 | 2 | 3 | 4 | 5 | → | Like very much | <input type="checkbox"/> |
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Investigative Reporter

Students will serve as reporters within their schools observing the food environment in their school as well as exploring new and unfamiliar food. Students will then create a report or profile to be included in school announcements, in the school paper, on the school website or social media, etc.

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| Don't like at all | ← | 1 | 2 | 3 | 4 | 5 | → | Like very much | <input type="checkbox"/> |
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Teen Cooking Show

Students host their own cooking show and create humorous videos which encourage other students to try new healthy foods.

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Food Spies

The “CSI” of food, creating background profiles and reports on different foods.

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| Don't like at all | ← | 1 | 2 | 3 | 4 | 5 | → | Like very much | <input type="text"/> |
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On Trial

A mock trial scenario where teens can put certain aspects of the school or community food environment “on trial.” Students must then research and serve as the judge, prosecutor, defense and jury for the trial, integrating learning into the trial and research process, while also creating a competitive aspect to incentivize teens to participate.

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| Don't like at all | ← | 1 | 2 | 3 | 4 | 5 | → | Like very much | <input type="text"/> |
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HANDOUT E - NAMES

Here are some possible names for what we've been calling FoodGPS.

1. First, for each one, rate how much you like each name. If you think the name is great, circle a 5. If you think the name is boring or just don't find it appealing, circle a 1. You can circle any number between 1 and 5.
2. Next, rank the names from your most to least favorite. Put a 1 in the box next to your favorite, and a 4 in the box next to your least favorite.

FitGPS

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| This is a boring name | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great name | <input type="text"/> |
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FoodGPS

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| This is a boring name | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great name | <input type="text"/> |
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MyGPS

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| This is a boring name | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great name | <input type="text"/> |
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| HANDOUT F - TAGLINES |
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Here are some phrases that could be added with the name you like.

1. First, for each one, rate how much you like each phrase. If you think the tagline is great, circle a 5. If you think the tagline is boring or don't find it appealing, circle a 1. You can circle any number between 1 and 5.
2. Next, pick the two phrases you like best. Put a 1 in the box next to your favorite, and a 2 in the box next to your second favorite.

Fuel Your Fitness

| | | | | | | | | | |
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| This is a boring phrase | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great phrase | |
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Choose Your Route

| | | | | | | | | | |
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| This is a boring phrase | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great phrase | |
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Power Your Path

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|-------------------------|---|---|---|---|---|---|---|------------------------|--|
| This is a boring phrase | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great phrase | |
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Power Your Route

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| This is a boring phrase | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great phrase | |
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Fuel My Fitness

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| This is a boring phrase | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great phrase | |
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Fuel My Route

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|-------------------------|---|---|---|---|---|---|---|------------------------|--|
| This is a boring phrase | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great phrase | |
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Power My Route

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|-------------------------|---|---|---|---|---|---|---|------------------------|--|
| This is a boring phrase | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great phrase | |
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Power My Path

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| This is a boring phrase | ← | 1 | 2 | 3 | 4 | 5 | → | This is a great phrase | |
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HANDOUT G - REASONS TO PARTICIPATE IN FoodGPS

1. **Here are some reasons to participate in FoodGPS.** First, for each one, rate how much that reason makes you interested in having a class like this. If the reason makes you very interested, circle a 5. If the reason does not make you at all interested, circle a 1. You can circle any number between 1 and 5.
2. Next, pick the ONE reason that motivates you the most, and write a 1 in the box on the right side.

A. **[Competition/game component]** Being the best means eating healthy and being physically fit. Team up and beat the competition by making the healthiest choices.

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| Does not make me at all interested | ← | 1 | 2 | 3 | 4 | 5 | → | Makes me very interested | |
|--|---|---|---|---|---|---|---|--------------------------------|--|

B. **[Practical application/skills building/autonomy]** Being in charge of your health puts you in the driver's seat. Learn how to eat well and exercise to be in charge of your health.

| | | | | | | | | | |
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| Does not make me at all interested | ← | 1 | 2 | 3 | 4 | 5 | → | Makes me very interested | |
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C. **[Body image/appearance/athleticism]** Eating healthier means looking and feeling good. Learn how to eat well and exercise to improve your appearance, feel good, and boost your confidence.

| | | | | | | | | | |
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| Does not make me at all interested | ← | 1 | 2 | 3 | 4 | 5 | → | Makes me very interested | |
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D. **[Flavor]** Good food is all about taste. Learn how you can choose food that both tastes good and is good for you, too.

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| Does not make me at all interested | ← | 1 | 2 | 3 | 4 | 5 | → | Makes me very interested | |
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E. **[Social/peer-to-peer aspect]** Food and exercise can be fun. Spend time with your friends having fun while learning creative ways to eat well, exercise, and be healthy.

| | | | | | | | | | |
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| Does not make me at all interested | ← | 1 | 2 | 3 | 4 | 5 | → | Makes me very interested | |
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