

## Attachment H – Teacher Focus Group Guideline: Grade 8

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### Section I. Introduction to Focus Group (3 minutes)

Thank you so much for taking the time to talk to 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're going to talk about some ideas for teaching nutrition in the classroom.

Before we get started, I want to mention a few things:

- There are no wrong answers. Our whole purpose for being here today is 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 may represent what a lot of other educators think.
- 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.
- Everything we talk about here will be kept private. That means your individual responses will not be reported and your name will not be associated with anything you say in 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 him or herself. You all might know each other already, but I want to get to know you, too. Just say your first name, subject/area(s) of expertise and your favorite activity to do with your students. I'll go first. [Note to Moderator: *allow each participant to introduce himself or herself.*]

### Section 2: Sodium (4 Minutes)

Before we start, I want to ask a few questions about general health and nutrition.

- Where do you personally go for information about health and nutrition?

- o What sort of sources do you trust for health and nutrition information?
- o What are some of the difficulties with finding accurate nutritional information?
- What information have you heard about sodium as it relates to health and nutrition?
  - o Where have you heard that information?
- What have you heard about sodium as it relates to children’s health?
  - o Have you seen any information about sodium in your school?
- What do you think about the snacks that are available for students in this school?
  - o Why is it important for students to have snacks with whole grains?

[NOTE: The following rotation chart will be used to assure each lesson element is viewed and the order in which they are viewed does not bias the findings.]

FGI 1	FGI 2	FGI 3	FGI 4
<b>TEXT 1 - Whole Grains and Health</b>	<b>TEXT 1 - Sodium and Your Health</b>	<b>TEXT 1 - Whole Grains and Health</b>	<b>TEXT 1 - Sodium and Your Health</b>
<b>TEXT 2 - Sodium and Your Health</b>	<b>TEXT 2 - Whole Grains and Health</b>	<b>TEXT 2 - Sodium and Your Health</b>	<b>TEXT 2 - Whole Grains and Health</b>
Videos	Videos	Videos	Videos
Lesson	Interactive	Challenge	Lesson
Challenge	Lesson	Interactive	Challenge

**Section III: Informational Text 1 (7 Minutes)**

Alright, so I want you to read through this document [distribute the informational text concept statement]. This is just a description, but will eventually be a complete informational text article that will be integrated into a lesson about school breakfast. Please take a moment to read this concept statement.

- So what are your initial thoughts about this idea for an article?
- Do you think this would be age/grade appropriate for 8<sup>th</sup> graders? Why/why not?
  - o Do you think your students have enough background knowledge to understand the content?
  - o If not, what additional information would students need to know before they could understand this content?
  - o Is there a chance that this content would be too easy or difficult for students?
- What type of specific information would you want to be included in this article?
  - o Is there enough specific information/facts?
  - o What information should be included to be more engaging for students?

- o What should be included in order for this article comply with Common Core or other standards?
- What would you change about to make this article better?
- For those of you that don't teach health, how do you think you could use this in your classroom?
  - o What other kinds of materials and activities might you need to teach this?
- Do you think the types of assessment questions are appropriate? Why or why not?

#### **Section IV: Informational Text 2 (7 Minutes)**

Now I want you to read through another concept statement that describes a different informational text article that will be composed [*moderator distributes the informational text statement*].

- So what are your initial thoughts about this idea for an article?
- Do you think this would be age/grade appropriate? Why/why not?
  - o Do you think your students have enough background knowledge to understand the content?
  - o If not, what additional information would students need to know before they could understand this content?
  - o Is there a chance that this content would be too easy for students?
- What type of specific information would you want to be included in this article?
  - o Is there enough specific information/facts?
  - o What information should be included to be more engaging for students?
  - o What should be included in order for this article to be inline with Common Core or other standards?
- What would you change about this concept to make it better?
- For those of you that don't teach health, how do you think you could use this in your classroom?
  - o What other kinds of materials and activities might you need to teach this?
- If these two texts were part of a larger lesson, what other types of activities and materials would you want to support this text?
  - o What would you want to do with this information?
  - o Can you imagine any projects or activities that would help extend these articles?
- How do you imagine yourself using this article?

#### **Section V: Video (12 Minutes)**

Now I want you to take a look at two ideas for videos that will be included with these activities. Only one will be included, and we need your help to decide. It's still just a storyboard right now, but when completed will be fully produced.

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 are your first impressions?
  - o What do you like about it?
  - o What challenges do you foresee using this video?
  - o How do you imagine showing it to your students? (*Probe for technology and presentation*)
  - o What would you change about it?
- What about the look and feel of the characters in the video?
  - o Do these look like characters that would appeal to 8th grade students?
  - o Do these seem like trustworthy sources of information?
  - o Who or what else would you want to see in this video?
- How would you want to use this video to support the activities and information in this lesson?
  - o How else would you engage your students in the content?
- Is there any other information you would want included in this video to set up the lesson?

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

[Moderator presents the first video storyboard and concept.]

- What are your first impressions?
    - o What do you like about it?
    - o What challenges do you foresee using this video?
    - o How do you imagine showing it to your students? (*Probe for technology and presentation*)
    - o What would you change about it?
  - What about the look and feel of the characters in the video?
    - o Do these look like characters that would appeal to 8th grade students?
    - o Do these seem like trustworthy sources of information?
    - o Who or what else would you want to see in this video?
  - How would you want to use this video to support the activities and information in this lesson?
    - o How else would you engage your students in the content?
  - Is there any other information you would want included in this video to set up the lesson?
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- Now I want you to think about both the video ideas we looked at today. Which would you rather use in your classroom? Why?
    - o What made it better?
    - o Which one is clearer? Why?

- Which of the two videos were better at presenting information about healthy snacking and sodium?
- What video do you think would be more likely to change student's healthy behavior? Why?
  - Are there any other things that one video did better than the other? Why?

*[Note: Only two of the following sections will be included in each FGI]*

### **Section VI.1: Lesson Activities (6 Minutes)**

Now I want you to take a look at this idea for a lesson to support the articles we've already read [distribute the outline of the activity]. Please take a minute to look it over.

- What are your first impressions of this lesson plan?
  - What do you like about it?
  - What challenges do you foresee?
  - What would you change about it?
- How would you imagine conducting this lesson with your students?
  - How much time would you need to do it?
  - What materials would you want to conduct this lesson?
  - Do you imagine the preparation would be manageable?
  - Is this lesson appropriate given the subject you teach?
- Do you think this lesson would comply with the appropriate standards?

### **Section VI.2: Interactive Application (6 Minutes)**

Now I want you to take a look at this idea for an interactive computer-based activity where students learn more about their snacks' sodium content. Please take a look at this [wireframe, storyboard]...*[Note: will adjust language to reflect the format that is developed]*.

- What are your first impressions of this activity?
  - What do you like about it?
  - What challenges do you foresee when using this as part of a lesson?
  - Are there particular types of technology you'd prefer to use for this? (*Probe for touchscreens, projector, Chrome books*).
  - What would you change about it?
- How would you imagine conducting this activity with your students?
  - How much time would you need to do it?
  - What else would you want to conduct this activity?
  - Do you imagine the preparation would be manageable?
- Do you think this activity would comply with the appropriate standards?

### **Section VI.3: Challenge/Investigation (6 Minutes)**

Now I want you to take a look at this outline for an activity/challenge in which students will collect and compare snack foods. Please take a minute to look it over and then we will discuss.

- What are your first impressions of this activity?

- o What do you like about it?
  - o What challenges do you think students might have with this activity?
  - o What would you change about it?
- How would you imagine conducting this activity with your students?
  - o How much time would you need to do it?
  - o What materials would you want to conduct this activity?
  - o Do you imagine the preparation would be manageable?
- Do you think this activity would comply with the appropriate standards?
- What other kinds of information would you need to explain this activity?

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