

## **ATTACHMENT E - STUDENT FOCUS GROUP PACKAGE FOR GRADE 7: Student Focus Group Guideline, Student Focus Group Questionnaire**

**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 43 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

### **Student Focus Group Guideline**

**Research Objectives:** The overall objectives of the student focus groups are to identify and understand students' comprehension and enjoyment of the curriculum materials as well as perceived barriers and supports for integrating curricular learning into their beverage choices.

**Note:** *Optional probing questions appear in italics. These probes are intended to provide options for the researcher to obtain feedback that supports the study objectives.*

#### **INTRODUCTION (5 Minutes)**

Hello my name is \_\_\_\_\_ and I'll be leading this focus group. The purpose of this focus group is to gather your opinions about the health activities you've been doing the last few weeks in [*insert teacher name*] class. The United States Department of Agriculture/Food and Nutrition Service is sponsoring this research and may make changes to the materials based on your feedback.

Before we get started, I just want to go over a few ground rules:

- First, 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 from 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.
- Also, so you know, I didn't create any of the materials and I don't work for the USDA/FNS. So, please be honest if there are things you liked or didn't like. Your responses won't affect me either way.
- Lastly, everything we talk about here will be kept private. That means we will not use your name in any of our reports, and we ask that you do not share the details of what was said here today.
- 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? All information will be stored on

a secured server. (Note to moderator: If someone is uncomfortable, thank them and allow them to leave - do not stop the recording).

Does anyone have any questions?

<b>Objective:</b> Introduction, establish rapport	<b>Question:</b> I'd like everyone to go around and introduce him or herself. Just say your first name, and tell us your favorite beverage and something you learned about beverages recently [ <i>moderator starts</i> ].
--	---

**EXPERIENCE WITH DIGITAL NUTRITION MATERIALS (14 MINUTES)**

I want to start by talking about your experience with the nutrition activities and materials from the last few weeks. To jog your memory, here are a few of the assignments and materials you may have done [*moderator display articles (see Attachment S-1), video storyboard (see Attachment S-4), and interactive wireframe (see Attachment S-5)*].

<b>Objective</b>       Understand student appeal and engagement of curriculum materials.	<b>Questions</b> Tell me about your experience with the different activities and materials. <ul style="list-style-type: none"> <li>• <i>What do you remember doing over the last few weeks?</i></li> <li>• <i>Why are those things memorable for you?</i></li> </ul> <p>[Moderator holds up “Simple Switches...” article (see Attachment S-2)] What did you think about this article “Simple Switches for a Healthier Eating Pattern”?</p> <ul style="list-style-type: none"> <li>• <i>What did you like about it?</i></li> <li>• <i>What did you not like about it?</i></li> <li>• <i>What would you change to make it better?</i></li> </ul> <p>[Moderator holds up “Living in the Land...” article (see Attachment S-2)] What did you think about this article “Living in the Land of Added Sugars”?</p> <ul style="list-style-type: none"> <li>• <i>What did you like about it?</i></li> <li>• <i>What did you not like about it?</i></li> <li>• <i>What would you change to make it better?</i></li> </ul> <p>[Moderator holds up storyboard from the “Red Carpet video (see Attachment S-4)] What did you think about the “The Red Carpet” video?</p> <ul style="list-style-type: none"> <li>• <i>What did you like about it?</i></li> <li>• <i>What did you not like about it?</i></li> <li>• <i>What would you change to make it better?</i></li> </ul> <p>[Moderator holds up interactive wireframe (see</p>
---	--

	<p>Attachment S-5)] What did you think about the “Thirsty For Facts” interactive application?</p> <ul style="list-style-type: none"> <li>• <i>What did you like about it?</i></li> <li>• <i>What did you not like about it?</i></li> <li>• <i>What would you change to make it better?</i></li> </ul> <p>[Moderator holds up classroom handouts (see Attachment T-1)] Think about the other activities you did in the class including the Super Tracker activity and the Beverage Choice Matters handout. What did you think about these activities?</p> <ul style="list-style-type: none"> <li>• <i>What did you like about them?</i></li> <li>• <i>What did you not like about them?</i></li> <li>• <i>What would you change to make them better?</i></li> </ul> <p>Now, let’s think about all of these activities, the informational texts, interactive application, and the video.</p> <p>How would you describe all of these activities to a friend or classmate? Why?</p> <ul style="list-style-type: none"> <li>• <i>What’s one word you would use to describe the materials and activities you completed? Why?</i></li> </ul> <p>Which of the activities or lessons did you like the most? Why?</p> <p>Has anybody ever learned about these topics in school before?</p> <ul style="list-style-type: none"> <li>• <i>What kind of activities did you do?</i></li> </ul> <p>How did these activities and materials compare to what you’ve done before?</p> <p>How did the activities you completed compare to your other school assignments?</p>
--	---

**CONTENT OF THE MATERIALS (12 MINUTES)**

<p><b>Objective</b></p> <p>Did students understand the content?</p>	<p><b>Questions</b></p> <p>I’m going to go through the materials again. This time think about what you learned from each of them.</p> <p>[Moderator holds up “Simple Switches...” article (see Attachment S-2)] What did you <b>learn</b> from this article?</p> <ul style="list-style-type: none"> <li>• <i>What do you think that this article was trying to say?</i></li> </ul>
---	--

	<ul style="list-style-type: none"> <li>• <i>Was the information believable? Tell me more.</i></li> <li>• <i>Was anything that you read confusing? Why?</i></li> </ul> <p>[Moderator holds up “Living in the Land...” article (see Attachment S-2)] What did you <b>learn</b> from this article?</p> <ul style="list-style-type: none"> <li>• <i>What do you think this article was trying to say?</i></li> <li>• <i>Was the information believable? Tell me more.</i></li> <li>• <i>Was anything that you read confusing? Why?</i></li> </ul> <p>[Moderator holds up “Red Carpet” storyboard (see Attachment S-4)]. What did you <b>learn</b> from this video?</p> <ul style="list-style-type: none"> <li>• <i>What do you think this video is trying to convince you to do?</i></li> <li>• <i>Was the information believable? Tell me more.</i></li> <li>• <i>Was anything in the video that was confusing? Why?</i></li> </ul> <p>[Moderator holds up interactive wireframe (see Attachment S-5)] What did you <b>learn</b> about the “Thirsty For Facts” interactive application?</p> <ul style="list-style-type: none"> <li>• <i>What do you think was the purpose of the interactive application?</i></li> <li>• <i>Was the information believable? Tell me more.</i></li> <li>• <i>Was anything in the application that was confusing? Why?</i></li> </ul>
<p><b>Objective</b></p> <p>Is the curricular content relevant for students?</p>	<p><b>Questions</b></p> <p>Was the information you learned about important for middle school students like you? Why/why not?</p> <ul style="list-style-type: none"> <li>• <i>Is there other kinds of nutrition information you would like to know?</i></li> </ul> <p>How important is it for students like you to choose healthy beverages? Why?</p> <ul style="list-style-type: none"> <li>• <i>Do you think that these resources are appropriate for kids your age or are they for someone older or younger? Tell me why.</i></li> <li>• <i>Do you think that these materials are directed at boys or girls or both?</i></li> <li>• <i>How do you feel about the pictures and graphics used in the article? Did you like them? Did they help you understand the content or catch your attention?</i></li> <li>• <i>How would you describe the interactive application? Was it fun? Interesting? Boring?</i></li> </ul>



**INDICATORS OF IMPACT (10 MINUTES)**

<p><b>Objective</b></p> <p>Identify any indicators of impact from the materials.</p>	<p><b>Questions</b></p> <p>What have you done with the information you've learned?</p> <p>Did learning all of this information make you want to do anything differently?</p> <ul style="list-style-type: none"><li>• <i>What did you want to change?</i></li><li>• <i>Did you make those changes? Why/Why not?</i></li><li>• <i>How did these materials make you feel about drinking water?</i></li></ul> <p>Have you talked about this information with any friends or family members? What have you talked about?</p>
<p><b>Objective</b></p> <p>Identify barriers and supports for students integrating curricular learnings.</p>	<p><b>Questions</b></p> <p>Have you made any changes to how you eat since completing these materials? Why/Why not?</p> <p>What are some of the challenges you face when making food and beverage choices?</p> <ul style="list-style-type: none"><li>• <i>How easy is it for students like you to choose healthy foods and beverages at school? Tell me more.</i></li></ul>

**CLOSING (2 MINUTES)**

<p><b>Objective</b></p> <p>Gather any final thoughts, opinions, and suggestions.</p>	<p><b>Questions</b></p> <p>Is there anything else you'd like to add or that you think we should know about these materials? Keep in mind, we're only speaking to a handful of students in this school and the materials will be used in schools across the country!</p>
--	---

*[Moderator distributes Student Focus Group Questionnaire]*

Before we finish, can everybody please complete this brief questionnaire?  
Please do not include your name on the questionnaire.

**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 2 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

### **Student Focus Group Questionnaire**

Please choose the option that best answers each question for you.

**1) What grade are you in?**

- 6<sup>th</sup> Grade
- 7<sup>th</sup> Grade
- 8<sup>th</sup> Grade

**2) What is your ethnicity?**

- Hispanic or Latino
- Not Hispanic or Latino

**3) What is your race (select one or more)?**

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

**4) What is your gender?**

- Female
- Male
- Other (please specify): \_\_\_\_\_