

ATTACHMENT 9 – Focus Group Guide and Wall Charts

(All guides will be translated into Spanish)

Collection of this information is authorized by The Public Health Service Act, Section 411 (42 USC 285a). Rights of study participants are protected by The Privacy Act of 1974. Participation is voluntary, and there are no penalties for not participating or withdrawing from the study at any time. Refusal to participate will not affect your benefits in any way. The information collected in this study will be kept private to the extent provided by law. Names and other identifiers will not appear in any report of the study. Information provided will be combined for all study participants and reported as summaries. You are being contacted by face-to-face interview to complete this instrument so that we can better understand the diets and way of life of Native Americans, Hispanos, and non-Hispanic whites in New Mexico around the time of the Trinity nuclear test.

Public reporting burden for this collection of information is estimated to average 120 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. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: NIH, Project

Focus Group Moderator Guide

NCI interviewer name _____

University of New Mexico Interviewer name _____

Date of interview _____

Interview start time _____ Interview end time _____

I. Greeting

Welcome. My name is _____ and this is my colleague, _____ . I work for the University of New Mexico and my colleague works for the National Cancer Institute. The National Cancer Institute is part of the National Institutes of Health, which does research on many diseases such as diabetes and cancer.

II. Card Sorting (10 minutes)

While we are waiting for everyone to arrive, I would like you to complete this individual activity. These cards include the names and pictures of foods that you may have eaten in 1945.

1. Please sort them into two piles: 1) foods your community ate in 1945 and 2) foods your community did not eat in 1945.
2. From the pile of cards of foods you ate, please sort them into piles based on food groups, for example you may want to group all the milk products together.
3. For each pile of cards sorted into food groups please put the cards in increasing order from the foods you ate the most frequently to the foods you ate the least frequently.

Please keep these cards in order. One of the interviewers will now collect the cards from you and staple them in the piles that you have created.

III. Greeting (10 minutes)

Welcome. My name is _____ and this is my colleague, _____. I work for the University of New Mexico and my colleague works for the National Cancer Institute. The National Cancer Institute is part of the National Institutes of Health, which does research on many diseases such as diabetes and cancer.

It is a pleasure to be with you here today. Both my colleague and I have been working in the Native American and Hispano community for the past _____ years. Two people from the National Cancer Institute are also in the room with us today and they are also part of the team that is conducting this project. Their names are _____ and _____.

(Colleague name) _____ will be helping me today so that we can capture your comments and feedback. _____ (Colleague name) will let me know if I have covered everything I need to ask or if there are any questions I need to ask you. To protect your privacy and confidentiality, I will not use your full name.

The goal of today's meeting is to learn about people's diets, activities, and living conditions around the time of the Trinity nuclear test in July of 1945. This will help our team from the National Cancer Institute in their studies of radiation exposure and long-term health effects. Most of you and your siblings were less than 18 years old in the 1940s. Some of you may also remember what your parents, grandparents, and aunts and uncles ate and how they spent their time. You are all knowledgeable about the daily life practices of people living in your communities at that time, in the summers in the 1940s and 1950s, and we appreciate your willingness to share your knowledge with us.

IV. Logistics (5 minutes)

I have a set of items to discuss with you today. This discussion should last no more than 90 minutes. I'll be asking questions, and (colleague name) _____, who works with me, will help with note-taking during our discussion.

Your feedback will be kept private. The results will be reported to the National Cancer Institute in a summary. The names of tribal communities, specific towns or cities will not be included but kept private.

V. Introductions (10 minutes)

Again, I want to thank everyone for coming today. The National Cancer Institute and the University of New Mexico are working together to study radiation exposure and long-term health effects.

Many of you already know each other, but it would be helpful to me if we could introduce ourselves. Please say your first name and the month of birth.

VI. Developing context and stimulating recall (30 minutes)

Let's spend a few minutes thinking about the summer of the 1945.

1. In 1945:
 - a. How old were you?
 - b. Where were you?
 - c. Can you tell the group about the house you grew up in?
 - d. Can you tell the group who lived in the house?
 - e. Did you keep animals?
 - f. Did you have a garden?
 - g. Were acequias or a stream nearby?

2. Can you share a little bit about the events that occur in the summer, especially in July?
 - a. Were there any special feast days or Fiestas that happened in July?
 - b. Is there any other memory about the summer of 1945 that sticks out in your mind?
We will refer to this memory throughout or discussion to help you remember what life was like then.

3. What would you typically eat for breakfast, lunch and dinner?

We just talked about events that took place in the summer of 1945. Now let's talk about the food and activities of children and adults in the late summer and fall months, July through October, following the nuclear test in July of 1945.

VII. Wall Charts

For this next part, let's talk about milk and milk products that were eaten at the time of the test or in the summer of 1945.

1. Was it common to drink fresh or canned milk?

2. Now, I'd like to ask you about the fresh animal milk that you and your family drank. I'm going to ask you what kind and how much of each type of milk you and your family typically drank when you were young. Let's give answers for girls and boys separately for each age group. If people drank milk in their coffee, or cooked with it in foods like atole or white gravy, think about those milks too.
- a. When your siblings were less than a year old, how much of each of these types of milk did your child drink?
 - b. When your siblings were 1 to 4 years old, how much of each of these types of milk did they drink?
 - c. When your siblings were 5 to 10 years old, how much of each of these types of milk did they drink?
 - d. When your siblings were 11 to 15 years old, how much of each of these types of milk did they drink?
 - e. When your siblings were 16 years old or more , how much of each of these types of milk did they drink?
 - f. Were there any differences between the **types** of milk that **boys** and **girls or children and adults** drank?
 - g. Were there any differences between the **amounts** of milk that boys drank compared to girls? If so, who drank more? How much more? Did this depend on age?
 - h. Was drinking milk different on days when children were not in school- Sundays- than days when they were in school?

Notetaker's Note: For each cell in table below, please record the number of cups of milk consumed of the various types by age group. If a participant cannot answer a question, please note this and any reasons given (e.g., can't remember, don't know). For each age and type of milk, please write down the quantity of amount consumed, with an indication of units (cups per week, glasses per day, etc.), using container models to standardize the units. Please note amounts for a boy and a girl and if milk was not consumed at all by a child. Please write down one response per participant unless the participant offers different estimates for each gender.

Wall Chart 1. Amounts of milk and milk products

	Cows' Milk		Goats' Milk		Cheese (cow)		Cheese (sheep or goat)		Atole (blue corn, milk, ash*)		White Gravy		Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Infant to age one year old														
1-4 year old														
5-10 year old														
11-15 year old														
16 year old – adult														
Pregnant and breastfeeding women														

Now, I'd like to ask you about breast feeding of infants. The women in our group can answer these questions.

3. Did your mother breastfeed her children?
 - a. If so, how many months total did she breastfeed each child?
 - b. At about what age were some other foods and milk eaten besides breast milk? What were these foods?
 - c. Did breastfeeding mothers drink fresh milk? How many times per day or week? About how much each time?
 - d. Was the diet of breastfeeding mothers different? If yes, in what ways was it different? Did they more or less eat organ meat, leafy greens, fruit than other adults?

Wall Chart 2. Breastfeeding and age when babies ate solid food

	Breastfeeding (Months)		Cows' Milk		Goats' Milk		Organ meat		Leafy Greens		Fruit		Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Breastfeeding babies														
Breastfeeding mothers														

Notetaker's note: For each cell in the breastfeeding column, please record (1) whether the participant recalls the mothers' breastfeeding, (2) duration of breastfeeding- from birth to what age, (3) at what age other foods besides breast milk were introduced, and (4) what were these foods

4. For this next part, let's talk about the types of meat your relatives typically ate in 1945. Tell me about the eating of large animals (cows and venison), medium animals (sheep, goat, pig) and small animals (rabbits, squirrels)? How much of this did your siblings and relatives eat? *[record on table]*
 7. How often and how much did you and your family eat large animals? *[record on table]*
 8. How often and how much did you or your family eat small animals (rabbits, squirrels, etc)? *[record on table]*
 9. How often and how much did you or your family eat medium animals (sheep, goats, pigs)? *[record on table]*
 10. How much dried meat such as jerky or carne seca did you and your relatives eat?
 11. Probe: Did you or your relatives eat organ meat, either prepared in a stew, moronga, or as sausage? How much would each person eat?

Wall Chart 3.Amount of Meat Eaten

	Large Animals		Small Animals		Medium Animals		Dried Meat		Organ meat (morongo, sausage, stew, etc)		Other	
	M	F	M	F	M	F	M	F	M	F	M	F
Infant to age one year old												
1-4 year old												
5-10 year old												
11-15 year old												
16 year old –adult												
Pregnant and breastfeeding women												

5. For this next part, let’s talk about the vegetables your relatives typically ate in 1945. Tell me about the eating of leafy greens, root vegetables, cacti, grains, chiles, etc.? How much of this did your siblings and relatives eat? [*record on table*]
 - a. Probe: Were there any differences between the **types** of vegetables that **boys and girls** ate?
 - b. Probe: Were there any differences between the **amounts** of vegetables that **children ate compared to adults** ? If so, who ate more? How much more?

Notetaker’s Note: For each cell in table below, please write down the different answers offered by participants in the 1940s. If a participant cannot answer a question, please note this and any reasons given (e.g., can’t remember, don’t know). For each age and vegetable, please write down amount consumed with an indication of units (cups per week, , spoons per day, grams per day, etc.). If a participant reports a vegetable product that is not listed, record the name of the product and the responses provided by the participants to that item. Please write down one response per participant with the number of children consuming that amount unless the participant offers different estimates for some/each of her children.

Wall Chart 4. Amounts of Vegetables and Grains Eaten

	Leafy greens (wild and garden)		Cacti		Root vegetables (potatoes, beets, turnips)		Grains (wheat or corn)		Grasses		Squash		Chile		Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Infant to age one year old																
1-4 year old																
5-10 year old																
11-15 year old																
16 year old – adult																
Pregnant and breastfeeding women																

6. Let's talk about the fruits you ate during the summer. How much fruit did you and your relatives eat?
 - a. Probe: How much dried fruit did you and your relatives eat in the summer and early fall?
 - b. What fruits were canned? When did you eat canned fruit and how much did you eat?

Wall Chart 5. Fruit

	Berries		Apples/peaches/ apricots/ plums/ choke cherries		Dried (muskmelon, etc)		Canned		Other	
	M	F	M	F	M	F	M	F	M	F
Infant to age one year old										
1-4 year old										
5-10 year old										
11-15 year old										
16 year old –adult										
Pregnant and breastfeeding women										

7. Now I am going to ask you about drinking water and the sources of drinking water in 1945.
 - a. From where did your household obtain their drinking and cooking water?
 - b. Did your younger or older siblings drink more water?
 - c. Did pregnant or breastfeeding women drink more water? About how much water would they drink in a day?

Notetaker's Note: For each question, please write down the different answers offered by participant.

Wall Chart 6. Water used for drinking and cooking

	Drinking Water	Cooking water
Well		
Cistern		
Barrel		
Plumbing		
Acequias		
Other		

8. When we were visiting New Mexico last year, some people told us that they remember their siblings or parents licking the adobe on their homes or collecting coffee cans of soil to snack from. Perhaps they craved the flavor and nutrients in the earth.
 - a. Did people in your community eat adobe or soil?
 - b. About how much and how often would they eat adobe or soil?
 - c. Are there other ways people would have eaten soil, such as on their hands or dust on plates?

Wall Chart 7. Adobe

	Adobe				
Infant to age one year old	No	Yes	How much?	How often?	How was it eaten (licked, scraped, collected in a can, other?)
1-4 year old					
5-10 year old					
11-15 year old					
16 year old–adult					
Pregnant and breastfeeding women					

VIII. Daily life in the 1940s and 1950s (30 minutes)

9. Think about where you and your siblings spent your time (home, with neighbors, working in the fields, other) in the summer of 1945, specifically July. What types of activities did children do inside (eating meals, household chores) and how many hours a day did your children spend indoors when they were in these age groups?

- a. Probe: Did boys and girls have different daily schedules?
- b. Probe: Did the amount of time spent indoors differ for boys and girls? If so, who spent more time indoors and how much more?
- c. Probe: How many hours a day did men spend outdoors?
- d. Probe: How many hours a day did women spend outdoors?
- e. Probe: Was time spent indoors different on weekends (Sundays)? Did children spend more or less time indoors on Sundays?

Moderator Note: Go through probe for all age groups. Example: For children aged 1-4 years old, how much time per day did they typically spend indoors in the 1940s and 50s? What types of activities were they doing when inside? If they say “all day”, ask how many hours that would be.

Notetaker’s Note: For each cell in the table hanging on the wall, record average hours spent indoors for boys, girls, men, then women. If a participant cannot answer a question, please note this and any reasons given (e.g., can’t remember, don’t know...).

Wall Chart 8. Time spent indoors July to October

Age of Child	Between breakfast and lunch				Between lunch and supper			
	Time spent indoors (Hours)		Activities		Time spent indoors (Hours)		Activities	
	M	F	M	F	M	F	M	F
Infant to age one year old								
1-4 years								
5-10 years								
11-15 years								
16+ years to adult								

VIII. Conclusion

We've reached the end of our talk today. Thank you all very much for your time and what we have shared. Does anyone have any questions? Is there something about the topics we covered today that we did not address?

Moderator Note: Thank participants and distribute incentives and remind them of reports back to community.