

Focus Group Information Sheet. Script for Last Program Session

Project Title: Study on Sexual and Reproductive Health of Young People

MIRB#:

Principal Investigator:

Secondary Investigator:

Study Sponsor: U.S. Department of Health and Human Services, Office of the Assistant Secretary of Health

Health Educator or Data Collection Coordinator: Please read the following aloud during the final session of your program implementation.

Now that we are finished with <<insert Program/Curriculum Name>>, you are invited to join a study. The study is about the sexual and reproductive health of people your age. You are invited to join this study because you participated in this program, <<insert Program/Curriculum Name>>.

Some of you have already participated in part of this study. That part includes surveys. The other part of the study includes a focus group. The focus group will be conducted on <<insert date>> at <<insert time>> and at <<insert location>>. The focus group will give you a chance to tell others about your experience in this <<insert Program/Curriculum Name>>. The focus group is not for testing or judging you.

If your parent/guardian said it was okay with them for you to join the focus group, then you will get a call or text in the next three days from one of the people leading the focus group, <<insert name of designated study team contact person>>. <<insert name of designated study team contact person>> and their teammates are separate from us, <<insert names of health educators and other program personnel familiar to the youth>>. They are members of a study team.

When <<insert name of designated study team contact person>> calls or texts you, you can ask any question you want about the focus group. They will also describe in detail how the focus group will go. After you feel you have all the information you want about the focus group, <<insert name of designated study team contact person>> will ask you if you want to sign-up for the focus group. You get to decide yes or no. You will not get in trouble if you decide you do not want to participate.

Does anybody have any questions about anything I just read?

Health Educator or Data Collection Coordinator: Please reiterate any portion of the script as needed to answer youth questions. If a question is asked that falls outside the scope of this script, please instruct the participant to ask <<insert name of designated study team contact person>> that question.

Focus Group Information Sheet. Script for Phone Call/Text Follow-up Message

Project Title: Study on Sexual and Reproductive Health of Young People

MIRB#:

Principal Investigator:

Secondary Investigator:

Study Sponsor: U.S. Department of Health and Human Services, Office of the Assistant Secretary of Health

Phrases broken into text-friendly lengths. If making a phone call, pause where indicated by embedded instructions.

Section 1

Hi! This is <<insert name of designated study team contact person>>.

I am contacting you about the focus group we are having about <<insert Program/Curriculum Name>>.

If you attended the last session of that program on <<insert last session date>>, you also heard a little bit about our focus group then.

Would now be a good time for me to tell you a little bit more about the focus group?

[PAUSE] If yes, proceed with the script below. If no, ask the youth when a good time would be for you to call/text about more details. Record that follow-up time here: _____ (or leave blank if not relevant).

Section 2

Great! As a reminder, the focus group will be conducted on <<insert date>> at <<insert time>> and at <<insert location>>.

The focus group will give you and the other program participants a chance to tell me and the other study team members about how the <<insert Program/Curriculum Name>> affected you.

We will talk about what you thought about the program activities, people, and space.

We will be discussing the focus group topics as a group, so everyone will hear everyone's answers.

We will use an audio recorder to help us remember what each person says.

Overall, the focus group will take about 90 minutes, but you can choose to stop participating at any time.

Do you have any questions so far about anything that I have said?

[PAUSE] If yes, answer the youth's questions as clearly and succinctly as possible before moving on to the next section of the script. If no, move on to the next section of the script.

Section 3

You will receive a <<insert specific \$ amount>> gift card for coming to the focus group.

You may also enjoy sharing your ideas in the focus group.

There is no other direct benefit to you.

Do you have any questions so far about the benefits of the focus group?

[PAUSE] If yes, answer the youth's questions as clearly and succinctly as possible before moving on to the next section of the script. If no, move on to the next section of the script.

Section 4

You may experience feelings you do not like if you take part in this focus group.

You might feel embarrassed or upset.

We will do what we can to reduce the chance that you will experience these feelings.

We can also help you think about an adult you could talk to about how you feel.

Do you have any questions so far about the risks of the focus group?

[PAUSE] If yes, answer the youth's questions as clearly and succinctly as possible before moving on to the next section of the script. If no, move on to the next section of the script.

Section 5

We will keep all information we learn about and from you private.

Only study team members will see this information.

We will not share this information with your parents or with people in the <<insert Program/Curriculum Name>>.

The only time this rule will change is if you tell us that you or someone else is in danger.

Then we have to tell someone whose job it is to keep you or others safe.

Do you have any questions so far about the privacy of this focus group?

[PAUSE] If yes, answer the youth's questions as clearly and succinctly as possible before moving on to the next section of the script. If no, move on to the next section of the script.

Section 6

We will use special numbers to identify you in all of the focus group data.

All the information we gather will be stored in safe place that only the study team can access.

If the study team needs to share your information with each other, we will take extra steps to protect it.

When the focus group is over, the study team will delete your name, birthdate, and address from our records.

The rest of your information is considered "de-identified." This means it cannot be linked to you.

We may use this de-identified information for our future studies.

We will also share the de-identified data with the U.S. Department of Health and Human Services.

Do you have any questions so far about what we do with the data from this focus group?

[PAUSE] If yes, answer the youth's questions as clearly and succinctly as possible before moving on to the next section of the script. If no, move on to the next section of the script.

Okay, so that is the end of the focus group details I wanted to share. What (other) questions do you have for me?

[PAUSE] Answer the youth's questions as clearly and succinctly as possible before moving on to the next section of the script. If the youth has no questions, move on to the next section of the script.

Would you like to participate in the focus group on <<insert date>> at <<insert time>>? Please circle: Y / N

If yes: Will you be able to get to <<insert location>> on time that day? Please circle: Y / N

If yes, move on to the "Last Piece" of the script below.

If no, please help the youth brainstorm transportation options.

If no: Okay, no problem. Thank you for chatting with me. If you change your mind and want to join the focus group, please call/text me at <<insert phone number>>.

Last Piece:

If there are any (other) questions you think of between now and the focus group, please call/text me at <<insert phone number>>.

Or, if you would like to talk with another member of my team, you can email them at <<site specific main email address>>.

Focus Group Information Sheet. Script for Final Text Reminder Message

Project Title: Study on Sexual and Reproductive Health of Young People

MIRB#:

Principal Investigator:

Secondary Investigator:

Study Sponsor: U.S. Department of Health and Human Services, Office of the Assistant Secretary of Health

Hi! This is <<insert name of designated study team contact person>>.

Reminder, you are signed up to join us for a focus group tomorrow, <<insert date>> at <<insert time>> and at <<insert location>>.

Can we still plan on seeing you tomorrow? Please text Y or N.

If yes: Great! If you need help with transportation, please Y and we will call you to help.

If no: Okay, no problem. Thank you for letting me know. If you change your mind and want to join the focus group, please text me back at this number or contact the study team at <<site specific main email address>>.

Focus Group Script

Date of Focus Group	
Time of Day	
Place/Location	
Set-Up/Materials	Four interactive stations (see set-up/materials guide for each station): <ol style="list-style-type: none"> 1. Station 1 – Program Activities 2. Station 2 – Program People 3. Station 3 – Program Space 4. Station 4 – Life Outside the Program
Focus Group Facilitator(s)	Primary: Secondary:
Youth Participants	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.

[Introduction] – 10 minutes

[Have everybody sit in chairs, in a circle, facing each other at Station 1.]

Hello everybody. My name is <<insert primary Focus Group Facilitator's name>> and I am joined by my teammate, <<insert secondary Focus Group Facilitator's name>>. Thank you for choosing to spend time with us today. Before we get started, I need to remind you of a few details about today.

Over the next 90 minutes, you will have opportunities to tell me and <<insert secondary Focus Group Facilitator's name>> about how the <<insert Program/Curriculum Name>> affected you. Specifically, we will talk about what you thought about the program activities, people, and space. You will also have some time to tell us about other things in your life that affected your experience in <<insert Program/Curriculum Name>>.

As another reminder, we will be audio recording today's discussion. We will do this to help us correctly remember and record what each of us says. This means that this recording will be turned into a transcript. We will be sure that only your special number and not your name is associated with your comments in the final transcript as well as any other data we collect. We will also destroy the audio file after we finish the transcript. This means that nobody outside of the study team should hear your voice. We will share the data we learn about and from you with others, but only after we remove your personal information, including your voice. The only time this rule will change is if you tell us that you or someone else is in danger. Then we will have to tell someone whose job it is to keep you or others safe.

One more reminder: you may experience good and bad feelings during today's conversation. We will do what we can to reduce any bad feelings you experience. We can also help you think about an adult you can talk with about how you feel, if you would like.

What questions do you have about these reminders about today's focus group?

[Wait at least 15 seconds before moving to next part of script. If there are questions, answer succinctly and truthfully.]

Does you understand what we are doing here today?

[Get a verbal 'yes' from each youth participant.]

Have all of your questions so far been answered?

[Get a verbal 'yes' from each youth participant.]

Would you like to participate in the rest of today's discussion?

[Get a verbal 'yes' from each youth participant.]

[If any "no's", please thank them for coming and have the secondary facilitator escort them to the waiting area where they'll receive their gift card and wait until the conclusion of the focus group when they can leave].

Okay, now as a group, we also need to agree to a few ground rules for today. *[Point to pre-populated Ground Rules sheet and reference it as you walk through the rest of the introduction]*

Rule #1: Talk only with trusted adults about today's conversation. Don't use other young people's names. First, we need to protect our discussion today. This means that if you need to talk with someone outside of this group about our discussion, you should only talk with a trusted adult. This trusted adult could be a family member, a teacher, a coach, or another adult you normally go to for advice. This person should not be another person your age or near your age. Doing this helps protect the privacy of the other young people in this group. Also, if you do talk with a trusted adult about our discussion today, we ask that you only use your name and our names, <<*insert primary and secondary Focus Group Facilitators' names*>> (point to self and to teammate to reiterate each person's name), but not the names of the other young people here. Please do your best to keep each other's identities private.

Rule #2: Participate by following instructions. Pass when you wish. Leave if you need to. Second, we need to agree about how this discussion will go. My teammate and I have a series of questions to ask you. I will ask most of these questions. My teammate may ask a few of these questions. In either case, we will only ask one question at a time. Then, we ask you to respond to each question. Questions are set up in a few different ways, so it is important to follow the instructions and respond using the tools/materials we give you. That said, while each of you is invited to respond to every question, nobody has to respond. You can respond to any question you want. You can also skip any question you want. You can do that by saying, "Pass" or just by staying silent. You can also leave this room at any time for any reason. If you decide to leave the group, we will have you hang out quietly in the <<*insert designated waiting area with trusted adult access.*>>

Rule #3: Pay attention to and respect each other. Lastly, we need to agree to pay attention to and respect each other. This means that we would like you to put your phones away until the end of our time together. This also means that when a person is talking, it is important for us all to listen and respect that person. Likewise, you may have a lot of different thoughts and answers to the questions today. We should respect everybody's perspectives, even if we don't agree with them or think something very differently. We can do this by using "I Statements" like, "I think", "I feel", and/or "I heard". This will help us take ownership

of our own perspectives. We can also ask questions if we want to better understand or clarify what someone has said.

What questions do you have about these three ground rules?

[Wait at least 15 seconds before moving to next part of script. If there are questions, answer succinctly and truthfully.]

Can we all agree to these ground rules?

[Get a verbal 'yes' from each youth participant.]

Are there any other Ground Rules you would like to propose/add to the list?

[Wait at least 15 seconds before moving to next part of script. If there are suggestions, facilitate dialogue to ensure you understand the proposed agreement and record it correctly.]

To begin our discussion today, I would like to tell you a little more about our study. First, here at Station 1, we can talk about some of the program activities that you did in the <<insert Curriculum Name>> program. Then, we will move to Station 2 *[point to Station 2]* where we can explore your interactions with the other people in the <<insert Curriculum Name>> program. After that, we will move to Station 3 *[point to Station 3]* where we can talk about the space or the environment of the <<insert Curriculum Name>> program. Lastly, we'll finish up in Station 4 *[point to Station 4]* where we will get to share a little bit about stuff that is going on in your lives outside of the <<insert Curriculum Name>> program.

We are talking about all of these things today so that we can all better understand what it is like to be a young person in programs like the <<insert Curriculum Name>> program. We all agree that you know best about your experiences. Your thoughts and feelings about your experiences are critical in creating youth-centered programs and policies, especially programs and policies about building healthy relationships and achieving healthy sexual and reproductive health outcomes.

Does anybody have any questions before we get started with our Station 1 questions?

[Wait at least 15 seconds before moving to next part of the script. If there are any questions, answer succinctly and truthfully.]

[Station 1] – Key Program Activities – 20 minutes

Question Set 1

1. In the basket below your chair, there is a special clicker for each of you. Go ahead and grab your special clicker.
2. For the next few minutes, we are going to think about each of the five key activities listed on the wall screen. These are key activities from the <<insert Curriculum Name>> program.
 - a. *[Point to slide listing 5 key program activities.]*
3. On the special clicker in front of you, you should see the first activity from the list – *[read it out loud]*. Think back to when that activity was occurring during your program. Then, on your special clicker, fill in the blank about how that activity made you feel. You may choose up to 5 different words to describe how the activity made you feel.
 - a. *[See **Critical Notes, Question Set 1 for Stations 1 and 2** in your Focus Group Protocol, Part I for additional instructions]*
 - b. *[Note – the secondary facilitator can monitor youth progress by looking at the instructor view of the interactive version of the PowerPoint]*
4. *Once all participants have answered the first question:* Let's keep thinking about the first activity on the list – *[re-read out loud]*. Now you are going to have the chance to vote about this activity. On your special clicker, you will need to vote two times. The first time, you will get to pick whether the <<insert first activity from the list>> was "easy" or "hard". You can also pick "something else". The second time, you pick whether the *[insert first activity from the list]* was "fun" or "boring". Again, you also have a "something else" option.
 - a. *[Again, see **Critical Notes, Question Set 1 for Stations 1 and 2** in your Focus Group Protocol, Part I for additional instructions]*
 - b. *[Note – the secondary facilitator can monitor youth progress on voting by looking at the instructor view of the interactive version of the PowerPoint]*
5. *Once all participants have answered the voting questions:* Now we can move onto the questions about the 2nd activity on the list – *[read it out loud]*.
 - a. *[Repeat the process for the 2nd, 3rd, 4th, and 5th activities in the list]*
 - b. *[Note – participants will not see the next question until the secondary facilitator moves the interactive PowerPoint forward]*

Question Set 2

6. *After everyone has had a chance to go through all five key activities, show the results, one activity at a time by switching the wall screen to the interactive PowerPoint results slides. Go through each key program activity and ask the following questions. Listen for opportunities to suss out what youth participants heard, thought, saw, said, and did while participating in each program activity.*
 - a. What made you feel the way you did about the <<insert first activity from the list>>? What made it easy/hard? Fun/boring? What did you mean if you chose "something else"? Or, why do you think others responded the way they did?
 - i. *Repeat for each of the five key program activities*
 - b. Which of these activities did you talk about with your family or friends outside of the program?
 - c. Sometimes, we use things we learn in one part of our lives to help us with another part of our lives. Did you use any of these program activities to help you solve a problem or make something in your life better? If so, which program activity? What did that activity help you do?
 - d. *[See **Critical Notes, Question Set 2** in your Focus Group Protocol, Part I for additional instructions]*
7. *Finish Station 1 with:* Which topics did you want to talk about or activities did you want to do during the <<insert Curriculum Name>> program, but didn't?

[Transition everyone to the next station; have everyone take their special clickers with them] – 5 minutes
[Station 2] – Program People – 20 minutes

Question Set 1

1. In this station, we are going to think and talk about two groups of people involved in the <<insert Curriculum Name>> program. First we will talk about the health educators/teachers/adults and then we'll talk about the young people/participants.
 - a. *[Point to the slide listing each group of people.]*
2. We are going to start with the Health Educator(s)/Teacher(s). On your special clicker, you should now see a space to describe how the health educator(s)/teacher(s) made you feel throughout the <<insert Curriculum Name>> program. They might have made you feel lots of ways. You can choose up to 5 different words to describe how the health educator(s)/teacher(s) made you feel.
 - a. *[See **Critical Notes, Question Set 1 for Stations 1 and 2** in your Focus Group Protocol, Part I for additional instructions]*
 - b. *[Note – the secondary facilitator can monitor youth progress by looking at the instructor view of the interactive version of the PowerPoint]*
3. Now, on the next screen, you will see a scale.
 - a. This scale is about knowledge. At one end of the scale is “doesn't seem to know much about sexual health” and at the other end of the scale is “seems to know a huge amount about sexual health”. Your next step is to select the answer on the scale wherever you think best matches your health educator(s)'s amount of knowledge about sexual health.
4. Now we're going to move to the next screen. On this screen you get to vote.
 - a. You will see three choices: “Easy,” “Hard,” and “Something else.” When you vote, pick whether your health educator(s)/teacher(s) made it “easy” or “hard” for you to learn in the <<insert Curriculum Name>> program. You can also mark “something else”.
 - b. *[See **Critical Notes, Question Set 1 for Stations 1 and 2** in your Focus Group Protocol, Part I for additional instructions]*
 - c. *[Note – the secondary facilitator can monitor youth progress on voting by looking at the instructor view of the interactive version of the PowerPoint]*

Question Set 2

5. *After everyone has had a chance to answer the three health educator(s)/teacher(s) questions, show the results by switching the wall screen to the interactive PowerPoint results slides. Listen for opportunities to suss out what youth participants heard, thought, saw, said, and did while interacting with their health educator(s)/teacher(s).*
 - a. What made you choose what you did for level of knowledge?
 - b. For those of you who chose “easy”, how did your health educator(s)/teacher(s) make it easy for you to learn?
 - c. For those of you who chose “hard”, how did your health educator(s)/teacher(s) make it hard for you to learn?
 - d. For those of you who chose “something else”, could you help us understand what made you choose that?
 - e. Why do you think others responded the way they did?
 - f. Would you go to your health educator(s)/teacher(s) if you needed help?
 - g. What is the most important thing you learned from your health educator(s)/teacher(s)?
 - h. *[See **Critical Notes, Question Set 2** in your Focus Group Protocol, Part I for additional instructions]*

Question Set 3

6. Now we are going to move to Young People/Participants. On your special clicker, you should now see a space to describe how the other young people in the program, or your peers, made you feel

throughout the <<insert Curriculum Name>> program. They might have made you feel lots of ways. You can choose up to 5 different words to describe how the other young people made you feel.

- a. *[See **Critical Notes, Question Set 1 for Stations 1 and 2** in your Focus Group Protocol, Part I for additional instructions]*
 - b. *[Note – the secondary facilitator can monitor youth progress by looking at the instructor view of the interactive version of the PowerPoint]*
7. Now we're going to move to the next screen. On this screen and the next, you get to vote.
- a. For the first vote, you will see three choices: "Easy," "Hard," and "Something else." When you vote, pick whether your peers made it "easy" or "hard" for you to learn in the <<insert Curriculum Name>> program. You can also mark "something else".
 - b. For the second vote, you will see three choices: "Liked," "Disliked," and "Something else." When you vote, pick whether you think the other young people in the program "liked" or "disliked" the program. You can also mark "something else".
 - c. *[See **Critical Notes, Question Set 1 for Stations 1 and 2** in your Focus Group Protocol, Part I for additional instructions]*
 - d. *[Note – the secondary facilitator can monitor youth progress by looking at the instructor view of the interactive version of the PowerPoint]*

Question Set 4

8. *After everyone has had a chance to answer the three youth participants questions, show the results by switching the wall screen to the interactive PowerPoint results slides. Listen for opportunities to suss out what youth participants heard, thought, saw, said, and did while interacting with their peers in the program.*
- a. For those of you who chose "easy", how did your peers make it easy for you to learn?
 - b. For those of you who chose "hard", how did your peers make it hard for you to learn?
 - c. For those of you who chose "something else", could you help us understand what made you choose that?
 - d. For those of you who chose "liked", how do you know your peers liked the program?
 - e. For those of you who chose "disliked", how do you know your peers disliked the program?
 - f. For those of you who chose "something else", could you help us understand what made you choose that?
 - g. Why do you think others responded the way they did?
 - h. What is the most important thing you learned from your peers in the program?
 - i. *[See **Critical Notes, Question Set 2** in your Focus Group Protocol, Part I for additional instructions]*

[Transition everyone to the next station; have everyone take their special clickers with them] – 5 minutes

[Station 3] – Program Environment – 15 minutes

Question Set 1

1. This station is a little different. This time, we are seated around a table and you should have a piece of paper in front of you. Please place your special clicker on the table at the top of your piece of paper. On the paper are some small pictures or “icons”. Next to each icon is a question. These questions are about the space where your program was held. I am going to read one question at a time. After I finish reading the question, we would like you to answer the question on the paper. You may use any of the pens, pencils, or markers you see in the middle of the table. You can write as many words as you want. You can also doodle or draw pictures if that helps you think. What questions do you have about this activity?
 - a. *[Wait at least 15 seconds before moving to next part of the script. If there are any questions, answer succinctly and truthfully.]*
2. Okay, before I read the first question, I would like you to close your eyes and think about the spaces where your program happened. Maybe you were in a single room or a bunch of rooms. Maybe you were in a small building or a big building. Maybe you were in the same location we are in now or maybe you were in a different location. Wherever you were during the program, picture it in your mind. Can you see it? Do you have a picture of the space in your mind?
 - a. Now, open your eyes. The first question is (*point to the top of the worksheet*), “What did you see in your program space?” Please take a few minutes and write down what you remember seeing.
 - b. The second question is (*point to the second part of the worksheet*), “What did you hear in your program space?” Please take a few minutes and write down what you remember hearing.
 - c. The third question is (*point to the third part of the worksheet*), “What did you smell in your program space?” Please take a few minutes and write down what you remember smelling.
 - d. The fourth and final question is (*point to the fourth part of the worksheet*), “What did you feel in your program space?” Please take a few minutes and write down what you remember feeling.
 - e. *[See **Critical Notes, Question Set 1 for Station 3** in your Focus Group Protocol, Part I for additional instructions]*

Question Set 2

3. Now that we have each taken some personal time to reflect on what you saw, heard, smelled, and felt in the program space, we can talk a little bit about what you wrote down. Remember, you can share as much or as little as you want. *Listen for opportunities to ask probing questions about participants’ reactions to what they saw, heard, smelled, and felt in the program space.*
 - a. Who would like to share what they remember seeing in the program space?
 - i. Who else remembers <<*insert whatever participants report seeing*>>?
 - b. Who would like to share what they remember hearing in the program space?
 - i. Who else remembers <<*insert whatever participants report hearing*>>?
 - c. Who would like to share what they remember smelling in the program space?
 - i. Who else remembers <<*insert whatever participants report smelling*>>?
 - d. Who would like to share what they remember feeling in the program space?
 - i. Who else remembers <<*insert whatever participants report feeling*>>?
 - e. *[See **Critical Notes, Question Set 2** in your Focus Group Protocol, Part I for additional instructions]*

[Transition everyone to the next station; have everyone leave their papers and take their special clickers with them] – 5 minutes

[Station 4 – Life Outside the Program] – 15 minutes

Question Set 1

1. Alright, so we have reached the last station for today. This time, you will see we have several pieces of paper split into half. On the left side of every paper, you'll see the word "Helped" (*point to a few Helped columns*). On the right side of every paper, you'll see the word "Hindered" (*point to a few Hindered columns*).
2. The topics on these papers are about life outside of the <<insert Curriculum Name>> program. The topics are:
 - a. Friends Outside of the Program
 - b. Family Members
 - c. Teachers Outside of the Program
 - d. Other Adults Outside of the Program
 - e. Food
 - f. Housing/Where you stay
 - g. Transportation (Cars, buses, trains, bikes, etc.)
 - h. Sleep
 - i. School
 - j. Work
 - k. Exercise or Physical Activity
 - l. Stress or Anxiety
 - m. Health or medical care
3. On your special clicker, you are going to see a series of choices that match the topics on these papers. For each topic, you will have a chance to choose either "helped" or "hindered". If you think something helped or supported your learning in the <<insert Curriculum Name>> program, choose "helped" on your special clicker for that topic. If you think something hindered (or blocked/prevented) your learning in the <<insert Curriculum Name>> program, choose "hindered" on your special clicker for that topic. If you think something did both, choose "both" on your special clicker for that topic. After we are finished going through these series of choices, we will take some time to talk about what you chose and why. Does anybody have any questions about what to do next?
 - a. *[Wait at least 15 seconds for participants to ask questions before you 'release' them.]*
 - b. *[See **Critical Notes, Question Set 1 for Station 4** in your Focus Group Protocol, Part I for additional instructions]*
4. Okay, let's go through each question one by one.
 - a. *[Read each topic and give students at least a few moments to respond. Record the total votes for "helped", "hindered", and "something else" on the papers on the wall before going to the next topic. This will be easier to visualize during Question Set 2]*
 - b. *[Note – the secondary facilitator can monitor youth progress and share anonymous votes by looking at the instructor view of the interactive version of the PowerPoint]*

Question Set 2

- a. *After going through the aforementioned topics, ask the following questions. Listen for opportunities to suss out what youth participants heard, thought, saw, said, and did in the program as a result of things happening in their lives outside of the program.*
 - a. Let's talk about the people and/or things in your life that you indicated helped you learn in the <<insert Curriculum Name>> program. What made you select "helped"? How did those people or things help you learn?
 - b. Let's talk about the people and/or things in your life that you indicated hindered your learning in the <<insert Curriculum Name>> program. What made you select "hindered"? How did those people or things hinder or block your learning?

- c. *[See **Critical Notes, Question Set 2** in your Focus Group Protocol, Part I for additional instructions]*

[Wrap-Up] – 5 minutes

[Have everybody remain at Station 4 for this section.]

Today, we asked you a lot of questions about what it is like to be in a program like the <<*insert Curriculum Name*>> program. Before we go, we want to give you the opportunity to tell us anything else you would like us to know about being in this program. What else do you think we should know?

- *[Give students the chance to offer up their comments out loud]*
- *[Also, point out the “Ideas Box” and let students know they may submit more ideas about teen sexual and reproductive health programs]*

Many thanks to each of you for your active engagement today. We really appreciate the opportunity to learn about and from you. If you have any questions for us after we leave today, you can reach us at <<*insert contact information*>>.

Before you leave, we want to show you where we are putting the information you gave us today. *[Show large envelopes that will house any paper-based data that youth provided]*. These envelopes will be sealed and only opened by us or the other people on our study team. Also, any information you provided in your special clickers will also only be provided with the study team. We will not share these papers, information from your special clickers, or anything you shared today with anybody other than our teammates. If you have any questions about where your information goes or who it is shared with after today, you can reach us at <<*insert contact information*>>.

Thank you again for participating. Please make sure you hand your special clicker to <<*insert secondary Focus Group Facilitator’s name*>>, gather your belongings, and get your gift card before you leave.