

Attachment H:
ODPHP Physical Activity Guidelines, 2nd Edition
Moderator's Guide for Child Focus Groups

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Submitted to:

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Moderator's Guide for Child Focus Groups

Session Overview: Total time – 60 minutes

Section A: Welcome and Opening Remarks (5 mins)

- The moderator will explain the purpose of the session, present ground rules, and begin with warm up questions.

Section B: Discussion of Beliefs, Attitudes, and Perceptions Around Physical Activity (10 mins)

- In this section, participants will complete a quick association exercise about physical activity. Then the moderator will explore participants' beliefs, attitudes, and perceptions around physical activity.

Section C: Exercise about Physical Activity Content (10 mins)

- Participants will see an example material about physical activity and discuss what they like and don't like about this material.

Section D: Discussion of Barriers and Facilitators to Physical Activity (10 mins)

- This section will explore factors that influence whether or not participants are physically active.

Section E: Exercise about Physical Activity Content (10 mins)

- Participants will see an example material about physical activity and discuss what they like and don't like about this material.

Section F: Discussion of Physical Activity Information Sources (10 mins)

- In this section, participants will discuss sources of and conversations about health information related to physical activity.

Section G: Closing and Thank you (5 mins)

- The moderator will thank participants for their involvement and provide a final opportunity for questions or comments.

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A. Welcome/Opening Remarks (5 minutes)

Thank you for being here today to be part of our focus group. My name is _____ and we also have _____ watching and taking notes for me. I work for CommunicateHealth, a health communication company. I'm leading our group conversation on behalf of the Office of Disease Prevention and Health Promotion (also called ODPHP), which is part of the U.S. Department of Health and Human Services (also called HHS).

The purpose of today's focus group is to find out what kinds of information and tools would help kids like you be more physically active. That's anything that gets your body moving, like running or riding a bike. With your help, we hope to help ODPHP create pictures and messages that will help kids be more physically active.

A few things I want to mention as we begin:

Being a part of this group is voluntary

- This means it's okay for you to stop at any time. You don't have to answer every question, but I would like to hear from everyone, so I might call on you at some point.

There are no wrong answers

- I'm just interested in hearing about you and what you think, so every answer is the right answer.
- I didn't create anything I'm going to show you today — so love it or hate it, it's all the same to me. I welcome all kinds of reactions.

It's okay if you don't agree with each other

- In fact, I like to hear different reactions. Please share what you think — even if it's different from what other kids in here are saying.

Speak up, speak clearly — and let others share too

- I'm recording this session for note-taking purposes. I'll have to write a report later, and the recording will help me remember what you tell me today.
- Please speak one at a time and as loudly and clearly as possible. You don't have to raise your hand, but try not to talk at the same time as someone else.
- Let's try to give each other "equal time" — that means no one talks too much or too little.

Let's talk about privacy

- I'm interested in what you have to say. But I'm not going to tell anyone who said what. That means your name will not be included in my report, and I'll only share the report with people working with me on this project.
- Out of respect for each other, I ask that you also keep what we talk about private. Don't share it with people who are not in the room today — except, of course, your parents or guardians.

Can we all agree to these rules? *[Seek verbal confirmation from participants]*

A few other details...

- Our focus group will last about 1 hour, and we'll wrap up at [time AM/PM]. We have a lot to cover — so I may occasionally interrupt the group to keep us moving.
- Please turn your cell phone off, if you haven't already.
- If you need to step out to go to the bathroom, please feel free to do so one at a time.

Now, this is the only time we will go around the room one by one.

[Moderator can write bullets on easel for cues to participants. Moderator should introduce herself last.]

We're going to go around the table. I'd like each of you to tell me 3 things:

- Your first name
- Your favorite color
- Something you like to do when you're not at school

Thank you. Now I'm going to begin recording.

[The moderator will begin audio recording.]

B. Discussion of Beliefs, Attitudes, and Perceptions Around Physical Activity (10 minutes)

I'd like to do a quick activity that will help us think about physical activity. When I say "go," you're going to tell me some examples of "physical activity." The more ideas the better! I'll write your answers on the board. Remember, please try to speak one at a time.

- What are some examples of "physical activity"? And go!

[Moderator writes responses on white/flip board.]

Now I'd like you to tell me more about some of the things on our list.

- Tell me more about [response]... What do you like about it?
 - o How does it make you feel when you do [X]?

[Moderator probes on a few specific examples.]

Now I'm going to give you a piece of paper and a pencil. Let's imagine that an alien has come from outer space and wants to know what physical activity is. I'm going to give you 1 minute to write down some words that will help you describe physical activity to the alien. Ready?

[Moderator asks for each child to tell what they wrote. If “exercise” comes up, probe on difference between exercise and physical activity.]

[If additional clarity is needed on the written words] What makes you say [X]?

C. Exercise about Physical Activity Content Preferences (10 minutes)

Next, I'm going to show a [video/handout/tracker] and I'd like you to tell me what you think about it.

[Moderator gives/shows participants about 3-4 minutes to look at the example product — see Attachment P).

Okay, let's talk about this [video/handout/tracker]!

- What did you **like** about it? I'm going to write your answers down on the board under the happy face.
 - o *[Probe on what it looked like]*
 - o What did you like about what it said? Were there any words you liked or you remember?
 - o *[for tracker] PROBE on how easy it was to use*

- What did you **not like** about the [video/handout/tracker]? I'm going to write your answers down on the board under the frowny face.
 - o *[Probe on what it looked like]*
 - o What did you not like about what it said? Were there any words you did not like?
 - o *[for tracker] PROBE on how easy it was to use*

OK, now let's talk about whether this made you feel excited about being physically active. Give me a “thumbs up” if this [video/handout/tracker] made you feel excited about physical activity, and give me a “thumbs down” if this [video/handout/tracker] didn't make you feel excited about physical activity.

- What would you change about this [video/handout/tracker] to make you feel more excited about physical activity?

D. Discussion of Barriers and Facilitators to Physical Activity (10 minutes)

A few of you mentioned [school activities]. Can you tell me about what you do at school to be active?

How about at home?

- What, if anything, do adults in your family do to be active?
- What kinds of physical activity do you do with adults or other people in your family?

A few of you mentioned [something you liked about being active].

- What else do you **like** about being physically active?
 - o *PROBE on "fun" responses: What makes it fun?*
- What, if anything, do you **not like** about being physically active?
 - o *PROBE on "hard" responses: What makes it hard?*
- What are some reasons you might not be physically active after school?
 - o On the weekend?

E. Exercise about Physical Activity Content Preferences (10 minutes)

Next, I'm going to show a [video/handout/tracker] and I'd like you to tell me what you think about it.

[Moderator gives/shows participants about 3-4 minutes to look at the example product — see Attachment P).

Okay, let's talk about this [video/handout/tracker]!

- What did you **like** about it? I'm going to write your answers down on the board under the happy face.
 - o *[Probe on what it looked like]*
 - o What about what it said? Were there any words you liked or you remember?
 - o *[for tracker] PROBE on how easy it was to use*
- What did you **not like** about the [video/handout/tracker]? I'm going to write your answers down on the board under the frowny face.
 - o *[Probe on what it looked like]*
 - o What about what it said? Were there any words you did not like?
 - o *[for tracker] PROBE on how easy it was to use*

OK, now let's talk about whether this made you feel excited about being physically active. Give me a "thumbs up" if this [video/handout/tracker] made you feel excited about physical activity, and give me a "thumbs down" if this [video/handout/tracker] didn't make you feel excited about physical activity.

- What would you change about this [video/handout/tracker] to make you feel more excited about physical activity?

F. Discussion of Physical Activity Information Sources (10 minutes)

Next, I want to know who you talk to about physical activity.

- Do you talk with anyone in your family about physical activity?

- At school, what have you learned about physical activity?
 - *PROBE on school projects related to physical activity*
 - *PROBE on taking info home and talking with family members about it*

- Other than your teachers or parents, where else do you see or hear things about physical activity?
 - *PROBE on TV, internet, doctors, coaches, other kids, other adults*
 - *PROBE: What kinds of info would you like to get about physical activity?*

G. Thank You and Closing (5 minutes)

That's everything. Thank you for taking the time to be here and for participating.

- Is there anything else you want to say before we finish?

It was great to meet all of you. On your way out, we want to give you a thank you gift for being a part of our focus group today. *[Before leaving, participants' parents/guardians will sign the incentive receipt and receive the envelope with their child's \$40 incentive and their \$35 token of appreciation.]*