

Appendix 4. Teacher's interview guide

School	
Date	
Interviewer code	
Observer name	
Audio	

BEFORE THE INTERVIEW: INTRODUCTION AND CONSENT

Introduce yourself and your role in the project, briefly

Refer to the information that the participant should have received via telephone and/or information meeting beforehand.

Inform the participant about their rights and our responsibilities.

- Data will be handled anonymously.
- Sensitive personal information will not be saved
- They are free to end the interview at any time, without giving a reason

Describe and explain the project, briefly, using plain language.

- There are many claims about what is good for our health.
- Many of those claims are unreliable (we cannot be sure that they are correct)
- Tropical Institute of Community Health and Development together with partners in other countries, are developing resources for secondary schools, to help students think critically (carefully) about health choices.

Explain the purpose of the interview, briefly:

- We want to learn from your experience, so the resources we develop are appropriate.
- You are not being tested, and there no wrong answers.

Request written consent to participation and to being recorded

Begin recording if given written consent to do so

Inteview session details

Date:	
Lesson(s): #	
School:	
School type:	1. <input type="checkbox"/> Public/Rural <input type="checkbox"/> Public/urban <input type="checkbox"/> Private/rural <input type="checkbox"/> Private/ Urban
Facilitator/oderator	
Observer/note taker(s)	

Teacher details (Refer to the teacher details for received)

Teachers study ID	
Teaches which subjects	

Number of other teachers in class	
Type of technology teacher used	<input type="checkbox"/> laptop <input type="checkbox"/> smart phone <input type="checkbox"/> pad <input type="checkbox"/> projector

Section A. Objective 1: To what extent to which the Be Smart about Your health were delivered as planned?

Question	Observer notes	Barriers and facilitators framework
<p>1. To what extent did you deliver the Be smart about your health lessons as planned</p> <p>Prompt</p> <ul style="list-style-type: none"> - In what time? 40/80 minutes - Did you achieve lessons objectives - What might have helped teachers deliver these lessons well? (teaching strategies, consultation, training, time) - Were there specific parts of the lessons that you could not implement in the classroom, or that were difficult to implement? Then probe as to why - What school activities did you swap with Be Smart about your health? 		
<p>2. To what extent did you cover the lessons?</p> <p>Prompt</p> <ul style="list-style-type: none"> - Were there alterations/changes/deviations if any that you made to any part of the lesson when delivering and why? 		Deviations/alteration

<p>3. Do you think the students were engaged in the lessons?</p> <p>If yes</p> <p>Prompt for examples of this; why / why not; and</p> <ul style="list-style-type: none"> - how student's engagement in the lessons could be improved - Are there parts of the lessons that you think the students particularly enjoyed? Prompt for examples, including of particular lessons, teaching methods etc. - Did you experience that the lessons seemed to challenge the students and make them think? Prompt for examples; why / why not - If you were to teach these lessons again, would you do anything differently? If yes, what and why? <p>If No</p> <p>Prompt: why was this difficult (class too large, students not used to discuss in class, children tired)</p>		<p>Student</p> <p>Class attendance</p> <p>Delivery</p>
---	--	--

<p>3. What <u>skills do you feel helped you</u> teach this content in an effective way?</p> <p>Prompt: What skills or competencies did you feel you lacked?</p>		<p>TEACHER</p> <p>Skills</p>
---	--	------------------------------

<p>4. Having taught the IHC lessons, what are your thoughts on the <u>training you received</u> in helping you deliver the IHC lessons?</p> <p>Prompt!</p> <p>-How adequate was the training in helping to navigate, teach, and understand the concepts for delivery?</p> <p>-What can be improved? Suggestions</p>		<p>TEACHER</p> <p>Sufficient training</p>
---	--	---

<p>6. How <u>confident</u> or uncertain were you to deliver /teach these lessons?</p> <p>Were there parts/lesson that you were confident/uncertain to deliver? if so why?</p> <p>Were there any part/lessons that contradicted your beliefs give examples and how you handled it</p> <p>Example: Can you give me an example of a situation when you felt confident/uncertain?</p>		<p>TEACHER</p> <p>Self-efficacy</p>
---	--	-------------------------------------

<p>7. How <u>motivated</u> did you feel to teach these lessons to your class - very motivated or not so motivated?</p> <p>Explanation: Can you tell me a bit about what made you motivated or least motivated and why?</p> <p>Prompt: Did you look forward to teaching these lessons? Or did you feel they were a burden somehow? (Please be honest with us!)</p>		<p>TEACHER Motivation</p>
<p>8. Did you experience any conflicts in the lesson content with your <u>own beliefs</u> about treatments, or about what student or others should be encouraged to do?</p> <p>Example: Can you give an example of a kind of conflict you experienced with these resources? Or with students</p>		<p>TEACHER Beliefs, attitudes</p>

Section B. FEEDBACK ON THE BE SMART ABOUT YOUR HEALTH SECONDARY SCHOOL RESOURCES

Question(s)	Observer notes	Barriers and facilitators framework
<p>B1. How likely is it to scale up IHC intervention in Kenyan secondary schools? Why and why not?</p> <ul style="list-style-type: none"> - What would need to be changed to make it possible for the lessons to be scaled up? - Are there parts of the IHC intervention that need improvement to make it possible for scale up? If so which ones and why? • What can be done to the current version to ease the use of these resources? • What needs to be done by the policy makers at the ministry to incorporate the be smart about your health lessons for use in all schools in 		<p>TEACHER</p> <p>Fit to teacher's teaching style and context</p>

Kenya?		
<p>B3. How easy or difficult was it to prepare for the IHC class</p> <p>Could you give an example of how you <u>typically</u> prepared for and delivered lessons? (Recall a specific lesson and explain how you went about it in detail.)</p>		<p>This could be a supplement to Fidelityevaluation but also give us input for future development of lesson structure/teacher's guide</p>
<p>B4. To what extent would you rate “Be smart about your health secondary school resources” as <u>appropriate</u> for students i n your class?</p> <p>Prompt: Were the lessons relevant, easy enough/challenging enough and engaging enough for the children?</p> <p>If to a greater extent: Can you explainwh at about the lessons made them appropriate?</p> <p>If to a lesser extent: Can you explainwhat you think should be changed tomake</p>		<p>TEACHING MATERIALS</p> <p>Appropriateness of material</p>

them more appropriate?		
------------------------	--	--

<p>B6. How valuable were the resources overall for you as a teacher for use in your class and your school?</p> <p>Prompt: valuable for teaching the lessons in the classroom, valuable for engaging students in new ways? Or less valuable/suitable for use in your class or your context.</p> <p>If yes/no: Can you explain how or why?</p>		<p>TEACHING MATERIALS</p> <p>Value of material</p>
---	--	---

<p>B7. Do you think these resources should be a part of the <u>curriculum</u> for this age group in your school?</p> <p>If yes: Do you have any thoughts about where they might fit or how they would need to be adapted to fit?</p> <p>If no: Why?</p>		
--	--	--

Section C. FEEDBACK REGARDING STUDENTS

Question(s)	Observer notes	Barriers and facilitators framework
<p>C1. Can you tell us briefly how the students in your class responded to being taught these lessons? And why</p> <p>Prompt: it can be positive or negative responses.</p> <p>Can you give us examples of anything you remember in particular?</p>		Open question
<p>C2. Did the “Be smart about your health secondary school resources” benefit all categories (high, average, and low performers) of students in equal measure?</p> <p>If not: who seemed to benefit the most and why?</p>		STUDENTS Differentiated instruction
<p>C3. How motivated were the student in your class to learn the lessons?</p> <p>If yes: what seemed to engage them most?</p> <p>If not: do you have any ideas as to why they were unmotivated?</p>		STUDENTS Motivation to learn

Section D. School system and environment

Question(s)	Observer notes	Barriers and facilitators framework
<p>D1. How <u>easy or difficult</u> was it for you <u>to take on and to teach</u> the “Be smart about your health secondary school resources” lessons in addition to all your other responsibilities at the school?</p> <p>Prompt:</p> <p>-Did you have the resources you needed to carry out the teaching effectively? - Did the school schedule/ time for teaching the IHC? - Was it a burden to prepare for lessons or to correct exercise books?</p>		<p>SCHOOL ENVIRONMENT</p> <p>Time constraints</p> <p>Competing priorities</p> <p>School resources</p> <p>Competing</p>
<p>D2. Besides time constraints, were there <u>other factors that made it difficult</u> to teach these lessons in your school, such as:</p> <ul style="list-style-type: none"> • lack of support/interest from your leaders • lack of support/interest from your peers • lack of support/interest from parents or community • School resources (human, equipment, etc) • Political environment 		<p>SCHOOL ENVIRONMENT</p>

<ul style="list-style-type: none">• Bureaucracy• Incentives and disincentives		
--	--	--

Section E. Potential Adverse effects and transfer

Question(s)	Observer notes	Adverse effect and transfer
<p>E1. Besides our project, are you aware of any initiatives to teach critical thinking about health in schools, current or past?</p> <ul style="list-style-type: none"> • Example (if necessary): <i>Debate lessons or clubs</i> <p>(if relevant): <i>Please briefly describe the initiative(s).</i></p>		
<p>E2. Having taught the IHC lessons, what positive effects have you experienced or observed yourself and or among your students?</p> <p>Please tell us about it with examples.</p> <p>intended effects</p> <ul style="list-style-type: none"> • Assertiveness (students asking more questions and not taking things for granted) • Improved decision-making (students making more thoughtful and informed decisions) • Creativity (Thinking outside the box) 		

<p>Do you have possible other suggestions of good effects that these resources might have on people ?</p>		
<p>E3. Conflict is a possible negative effect of teaching IHC lesson. In the recent past, have you had any conflict between you and your students regarding your beliefs around health and treatment? If so share an example and how did you handle it</p>		
<p>Apart from conflict have you also observed the listed negative effects among yourself or among your students? Prompts:</p> <ul style="list-style-type: none"> • Misunderstanding (use of interventions as used in the • Distraction • Stress, or other uncomfortable thoughts or feeling • Wasted time or resources 		

<p>Have you <u>used anything learnt</u> in the lessons or observed other students using something learned in the lessons? If so, please tell us about it.</p>		
<p>4.1 Have <u>you taken something that you learnt</u> in the lessons <u>and used it in a different subject or field</u>, or have you observed students else doing this? If so, please tell us about it. (for example questioning the basis of a claims)</p>		<p>Potential transfer of learning</p>
<p>4.2 Have you <u>taken something that you learned</u> in the lessons and <u>used it in daily life</u>, or observed someone else doing this? If so, please tell us about it.</p>		

Section F. Other

<p>F1. Do you have <u>any other feedback</u> you'd like to share with us, either positive or negative about these resources or your involvement in this project?</p>		<p>Open question</p>
---	--	----------------------

Section G. Feedback on our session.

<p>Question(s)</p>	<p>Observer notes</p>	<p>Barriers and facilitators framework</p>
<p>G1. How has this <u>interview</u> been conducted? Prompt! What can we make better?</p>		

Section H. Immediate discussion after the session

Question(s)	Observer notes	Barriers and facilitators framework
<p>Points of discussion.</p> <p>Prompt! (What stood out: - main findings?)</p> <p>Learning points</p>		