

Appendix 4. Teacher's Focus group interview guide

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 <input type="checkbox"/> Private
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 intended?

Question	Observer notes	Barriers and facilitators framework
<p>1. To what extent did you deliver the Be smart about your health lessons as intended</p> <p>Prompt</p> <ul style="list-style-type: none"> - What helped you deliver the lessons as planned? - What made it difficult to deliver the lessons as planned? - 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 might helped teachers deliver these lessons well? (teaching strategies, time,) 		
<p>2. To what extent did you cover the lessons?</p> <p>Prompt</p> <ul style="list-style-type: none"> - Were there specific parts of the lessons that you could not implement in the classroom, or that were difficult to implement? 		

<p>3. What sort of <u>skills or competencies</u> do you feel helped you 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 and competencies.</p>
<p>4. What are your thoughts on the <u>training you received</u> in the delivery of the IHC lessons?</p> <p>Prompt! What can be improved? Suggestions</p> <p>Example: Can you give an example of something that was similar and something that was different?</p>		<p>TEACHER</p> <p>Sufficient training</p>

<p>5. Tell me a bit about how you <u>felt</u> teaching this material to your class.</p> <p>Prompt! Name any feelings you got.</p>		TEACHER Emotions
<p>6. Did you feel <u>confident</u> or <u>uncertain</u> about teaching these lessons?</p> <p>Example: Can you give me an example of a situation when you felt confident/uncertain?</p>		TEACHER Self-efficacy

<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 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?</p> <p>Prompt: In one lesson, students learn that even if people have been using a treatment for a long time, it does not mean it works or will not be harmful. What did you think about that lesson?</p> <p>Or: For instance, in these lessons children are encouraged to question claims even if they come from adults or experts. What did you think about that?</p>		<p>TEACHER Beliefs, attitudes</p>

<p>9. Did you feel that you managed to <u>engage</u> the students during the lessons and get them thinking and discussing, or was it difficult to do this with these lessons?</p> <p>If yes: Can you say something how or why you were able to get students engaged in these lessons?</p> <p>If no: Why was this difficult?</p> <p>Prompt: class size too large, children not used to discuss in class, children were tired/too early in the day, etc.</p>		TEACHER Positive learning environment
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Section B. FEEDBACK ON THE BE SMART ABOUT YOUR HEALTH SECONDARY SCHOOL RESOURCES

Question(s)	Observer notes	Barriers and facilitators framework
<p>B1. How did the way the lessons in the “Be smart about your health secondary school resources” were planned and delivered <u>fit or contradict your current teaching style</u>?</p> <p>If fit: Can you describe how, could you give an example?</p> <p>If contradict: Can you describe how, could you give an example?</p>		<p>TEACHER</p> <p>Fit to teacher’s teaching style and context</p>
<p>B2. How many of the lessons were you able to deliver from start to finish as stipulated in the teacher’s guide? (ie 40 minutes per lesson)</p> <p>Additional question: What helped you to deliver all or some of the lessons from start to finish within the 40 minutes timeframe?</p>		<p>Supplement to Fidelity evaluation</p> <p>TEACHER</p> <p>Attendance</p>

<p>B3. Could you give an example of how you typically 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 appropriate for students in your class?</p> <p>Prompt: Were the lessons relevant, easy enough/challenging enough andengaging enough for the children?</p> <p>If to a greater extent: Can you explainwhat about the lessons made them appropriate?</p> <p>If to a lesser extent: Can you explainwhat you think should be changed tomake them more appropriate?</p>		<p>TEACHING MATERIALS</p> <p>Appropriateness of material</p>

<p>B5. To what extent did you trust the content in the IHC materials:</p> <p>If to a greater extent: Can you explain what about the materials that made them trustworthy?</p> <p>If to a lesser extent: Can you explain what about the materials that made them untrustworthy?</p>		<p>TEACHING MATERIALS</p> <p>Credibility of material</p>
<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>

B7. Do you think these resources should be a part of the curriculum for this age group in your school?

If yes: Do you have any thoughts about where they might fit or how they would need to be adapted to fit?

If no: Why?

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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?</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 was it for you to take on and to teach the “Be smart about your health secondary school resources” lessons in addition to all your other responsibilities at the school?</u></p> <p>Prompt:</p> <p>Comment on the usefulness or lack of resources to carry out the teaching effectively? Comment on schedule/ time for teaching the IHC? Were these lessons competing for time that you feel might have been spent better doing other things? 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 to teach these lessons in your school, such as:</u></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 • Bureaucracy • Incentives and disincentives 		<p>SCHOOL ENVIRONMENT</p>

Section E. Potential Adverse effects and transfer

Question(s)	Observer notes	Adverse effect and transfer
<p>E1. Besides IHC project, are you aware of any initiatives to teach critical thinking 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. From your experience, what are the possible advantages of teaching critical thinking about health to students?</p> <p>If so, please tell us about it.</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 (<i>students making more thoughtful and informed decisions</i>) <p>Creativity (<i>Thinking outside the box</i>)</p>		

<p>E3. What are the possible disadvantages of teaching critical thinking about health to students that you have observed among the students or with yourself?</p> <p>Prompts:</p> <ul style="list-style-type: none"> • Misunderstanding • Conflict • Distraction • Stress, or other uncomfortable thoughts or feeling • Wasted time or resources 		

4. Transfer of learning

4.1 Have you **used anything learnt** in the lessons or observed your students using something learned in the lessons? If so, please tell us about it.

Narrative summary, with quotes

4.2 Have **you taken something that you learnt** in the lessons **and used it in a different subject or field**, or have you observed students else doing this? If so, please tell us about it. (for example questioning the basis of a claims)

Narrative summary, with quotes

4.3 Have you **taken something that you learned** in the lessons and **used it in daily life**, or observed someone else doing this? If so, please tell us about it.

Narrative summary, with quotes

4.4 What was the most difficult lesson in the CHOICE lessons?

5. Wrap-up

Is there anything else you would like to discuss about these lessons?

Narrative summary, with quotes

Stop recording and thank them.

Section F. Other

F1. Do you have <u>any other feedback</u> you'dlike to share with us, either positive or negative about these resources or your involvement in this project?		Open question
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Section G. Feedback on our session.

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

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>		