

BE SMART ABOUT YOUR HEALTH

GUIDE FOR STUDENT FOCUS GROUP DISCUSSION

Students in intervention arm

This guide is for discussing with students who participated in the intervention of the secondary school resources ***Be Smart About Your Health***, in the CHOICE Project. The goal of the discussion is:

- to explore the potential intended effect of the intervention “***Be Smart About Your Health***” among students.
- to explore unintended effect of the intervention “***Be Smart About Your Health***” among students

Country	
Date	
FGD facilitator	
Note taker	
Which lessons have been taught?	
Which ‘mode(s)’?	<input type="checkbox"/> blackboard <input type="checkbox"/> projector
Type of data collection (mark all that apply)	<input type="checkbox"/> focus group students <input type="checkbox"/> other (specify)
Mode of data collection (notes, recording)	
Number of students	
School year/s	
Gender/s	
Ages	

SECTION A: Introduction

2 minutes

Briefly introduce yourself.

Purpose of the focus group: to hear about students' experiences of the lessons – students' own thoughts and opinions.

Tell students how long the session will last (40 minutes to an hour).

Tell students that:

- *We want to record the session so we can be sure of what you said.*
- *We will not attach names to the notes or recording.*

Ask if students have any questions.

(Make sure the teacher has understood and signed the consent form).

Start recording if given consent.

SECTION B: Focus group questions

1. First impressions of the lessons

Think back to when you started these lessons, what were your first impressions?

Notes

2. Main likes and dislikes

2.1 Having completed the lessons/in the middle of the lessons, what did you **like or dislike and why?**

Narrative summary, with quotes

3. Advantages and disadvantages of the lessons

3.1 Please tell us about **any advantages of the lessons**, in your experience.

Narrative summary, with quotes

3.2 Please tell us about **any disadvantages of the lessons**, in your experience.

Narrative summary, with quotes

3.3 Have you experienced or observed the lessons **having any of these disadvantages?** If so, please tell us about it.

- Misunderstanding
- Conflict
- Distraction
- Stress, or other uncomfortable thoughts or feeling
- Wasted time or resources

Narrative summary, with quotes

4. Transfer of learning

4.1 Have you **used anything learned** in the lessons, or observed someone else 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 learned** in the lessons **and used it in a different subject or field**, or have you observed someone else doing this? If so, please tell us about it.

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?

4.5 What did you share with your parents or people at home about what you learnt 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.

File 1: Interview guide for School authority person (to be adapted to policy makers)– KII

Appendix 4. School authorities interview guide

This guide is divided in three main parts: first impressions, Achieving lesson objectives, Intended and unintended effects, adaptations to the lesson delivery and factors affecting delivery and scale up of the intervention.

Instructions for interviewer (moderator)

- Review the lesson plan before the interview
- Share the interview objectives. (Remind them that we are exploring the how he has achieved teaching the lessons, effect of the intervention to students and external factors that might have affected the teaching the lesson)

Instructions for Note taker

- Make the recorder ready for discussions
- The teacher may be referring on any lesson in an interview. Note takers should be diligent about noting which lesson the teacher is referring to.

User test materials:

- Interview Guide
- Notebooks
- Pens/pencils
- Identification card (mandatory- if visiting study participant for the first time)
- Covid-19 PPE (masks, sanitizer etc)
- Voice recorder/camera

Interview session details

Date:	
School:	
School type:	1. <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Government-aided 1. <input type="checkbox"/> Low performing <input type="checkbox"/> High performing
Facilitator/moderator	
Observer/note taker(s)	

Head teacher/Director of studies details (Refer to the teacher details for received)

participant study ID	
Role of the participant at school	
Type of technology teacher used	<input type="checkbox"/> laptop <input type="checkbox"/> smart phone <input type="checkbox"/> pad <input type="checkbox"/> projector

Introduction to the school authority (head master/director of studies)

We would like to extend our sincere appreciation for having completed teaching the “Be smart about your health” lessons during this term.

The purpose of this discussion is to explore with you as a leader at your school some of the factors that might have affected teaching and learning from the lessons.

We would like to know about things that might have contributed to good (effective) teaching, and positive learning experiences for the students, but also about things that you felt were problematic.

There is no right or wrong answer.

The information you give us will help us to understand the advantages and disadvantages of the “Be smart about your health” lessons and how they could be integrated in the curriculum and be scaled up country wide and elsewhere.

Please remember that whatever information we get from you will be kept confidential.

Section A. SCHOOL SYSTEM AND ENVIRONMENT

Question	Observer notes	Barriers and facilitators framework
<p>1. What were your first thoughts about the “Be smart about your health” lessons teaching them in your school?</p>		<p>Begin with an open question (also listen especially for new themes that aren’t covered below)</p>
<p>2. Based on both your current position as the school head, and your school’s recent participation in teaching the lessons, what were your main challenges when introducing lessons into your school timetable?</p> <p>Prompts:</p> <p>Is the timetable flexible enough to accommodate the introduction of new material, such as these lessons?</p> <p>Was the ICT equipment (computer and projector) always available when needed?</p>		<ul style="list-style-type: none"> - School organization and management - Competing priorities
<p>3. What policies or regulations if any by the Ministry of Education or REB do you think may have affected the way the “be smart about your health” lessons were delivered at your school?</p> <p>Prompt:</p> <p>Remember the lessons were to be delivered in English, twice a week, for five weeks, using a projector.</p>		<ul style="list-style-type: none"> - Policies/Regulations
<p>4. Taking into consideration your experience as the school head, what should be in place to enable more schools like yours to introduce the “Be smart about your health” lessons into their timetable?</p>		<ul style="list-style-type: none"> - Scaling up

<p>5. Based on the information you have about the “Be smart about your health” resources and your interaction with the resources:</p> <p>Do you think the material is appropriate for Senior two students in your school?</p>		<p>- Appropriateness of thematerial</p>
<p>6. In your opinion, to what extent are the “Be smart about your health” lessons compatible with the current school curriculum?</p> <p>Prompt:</p> <p>What would need to change for the lessons to fit into the current curriculum?</p>		<p>Compatibility with the curriculum</p>
<p>7. In your opinion, do you think you teacher was motivated to teach the lessons?</p> <p>Why? Or why not</p>		<p>motivation</p>
<p>8. Do you think the teacher was able to deliver the lessons as planned?</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 help teachers deliver these lessons well? 		

Section B. FEEDBACK ON CHOICE MATERIALS AND THE TEACHER

Section C. Intended effects, unintended effect and transfer

Question(s)	Observer notes	Adverse effect and transfer
<p>9. Have you experienced or observed the lessons having <u>any advantages</u> to students? If so, please tell us about it.</p> <p>Probe</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) <p>Creativity (Thinking outside the box)</p>		intended effects
<p>10. Have you experienced or observed the lessons having <u>any disadvantages</u> to students? If so, please tell us about it.</p> <p>Prompt:</p> <ul style="list-style-type: none"> • Misunderstanding • Conflict (students and teachers, parents, or other authorities) • Distraction • Stress, or other uncomfortable thoughts or feeling • Wasted time or resources 		unintended effects

<p>11. Have your students <u>used anything they learned</u> in the lessons at home with family/ when they are with friends? If so, please tell us about it.</p> <p>Prompt: -Have they <u>taken something learned</u> in the lessons <u>and used it in a different subject or field</u>?</p>		<p>Transfer of learning</p>
<p>12. Do you have any suggestions of other possible good or bad impacts that “Be smart about your health” resources or learning these concepts might have on people?</p>		<p>Intended and unintended effects</p>

Section D. Immediate discussion after the session

<p>Observer notes</p>
Empty space for observer notes

SECTION A: Introduction

Briefly introduce yourself.

Introduction to the parents

We would like to thank you for having accepted our invitation to discuss with you. You were invited because your child has participated in the “Be smart about your health” lessons. The purpose of those lessons was to help young people learn to think critically about “health actions” things that people do to care for their health or the health of others.

The purpose of this discussion is to explore with you as a parent some of the factors that might have affected what your children got out of these lessons and their ability to use what they learned. These factors could be related to the home environment, interaction with your child regarding what they learnt and anything else you think might be important.

We would like to know about things that might have contributed to good (effective) teaching or learning experiences for the students, but also about things that you felt were problematic.

There is no right or wrong answer.

The information you give us will help us to understand what students learned, whether they have been able to use what they learned, and how “the be smart about your health” lessons could be integrated in the curriculum and be scaled up country wide and elsewhere.

Please remember that whatever information we get from you will be kept confidential.

Tell parents how long the session will last (at least an hour).

Tell parents that:

- *We want to record the session so we can be sure of what you said.*
- *We will not attach names to the notes or recording.*

Ask if parents have any questions.

Start recording if given consent.

SECTION B: Focus group questions

Home Learning Environment

1. Have you heard about the “Be smart about your health” lessons that your children attended this term?

Prompts:

- What have you heard?
- From whom?
- Have you talked about the lessons with your child?
 - If so, what did you discuss?

Notes

2. Did your child ever talk with you about their “homework”?

Prompts:

- If YES, what did you think about the homework?
- Did you help your child how with the homework?
- If so, how did you help your child?

Narrative summary, with quotes

3. Have you recently talked with your child about what people, or the radio or other media say about health – for example, things one can do to improve one’s health?

Narrative summary, with quotes

Intended and unintended effect

6a. Given what you know about the “Be smart about your health” lessons, how do you think your child benefitted from these lessons?

Prompts:

- Have you observed or experienced any of those benefits or advantages?

- **If yes:** Can you tell us about what you observed or experienced?

Narrative summary, with quotes

6b. Do you think there are any disadvantages of your child's participation in the lessons?

Prompts:

- Have you observed or experienced any of those disadvantages?
- **If yes:** Can you tell us about what you observed or experienced?

Do not mention this but check the tendency to mention these below:

- Conflict between children and teachers
- *Distrust of health professionals*
- *Conflict due to undermining of religious beliefs*

Narrative summary, with quotes

7. Do you think what students learn would cause conflict between you and your child

Narrative summary, with quotes

Transfer

8. Did your child use anything they learned in the lessons at home/ with family/ when they are with friends? If so, please tell us about it.

Prompt:

-Has he/she **taken something learned** in the lessons **and used it in a different subject or field?**

Narrative summary, with quotes

9. Wrap-up

Is there anything else you would like to discuss?

Narrative summary, with quotes

Stop recording and thank them.

File 3: Interview guide for Teachers – KII

Process evaluation interviews	
Interview ID (type of school/respondent):	
Interview no:	
Date:	
Interviewer/ Observer:	
Audio recording (Yes/No)?	

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)
- Makerere University 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

INTERVIEW

Ask the participant to introduce themselves (without revealing their identity)

Prompts for teachers/students

- Type of school ownership, class sizes
- Age of student, favorite subject

Objective 1: document the extent to which the be smart about your health intervention is delivered as intended.

T1a. To what extent did you deliver the “Be smart about your health” lessons as planned?

Prompts:

- In what time (40 or 80 mins)
- Teaching style
- Changes in the way you teach other subjects

T1b. What school activities did you have to fore-go/swap/replace in order to teach the “Be smart about your health” lessons?

Prompts:

- Do you think it was worthwhile for you and the students?

T1c. Did you feel that you managed to engage the students during the lessons and get them thinking and

discussing, or was this difficult to do with these lessons?

Prompt:

- class size too large, children not used to discuss in class, children were tired/too early in the day, etc.
- **If yes:** Can you say something how or why you were able to get students engaged in these lessons? **If no:** Why was this difficult?

Objective 3: identify factors that affect effective delivery and scale up of the be smart about your health intervention in secondary schools.

T3a. What are your general thoughts about the “Be smart about your health” lessons?

T3b. What sort of skills do you think helped you teach the “Be smart about your health” lessons in an effective way?

Prompt: What skills or competencies did you feel you lacked?

T3c. What are your thoughts on the training you received in the delivery of the IHC lessons?

Prompts:

- Suggestions on what can be improved?
- Specific example(s) how you think the training helped you prepare to deliver the lessons.

T3d. Tell me a bit about how you felt teaching this material to your class.

Prompts:

- Did you feel confident/certain?
- experience any conflicts (You & your beliefs - Can you give an example of a kind of conflict you experienced with these resources)
- Did it change the way you approached lessons?

T3d. How motivated did you feel to teach these lessons to your class – very motivated or not so motivated?

Prompts:

- Why?
- Did you look forward to teaching these lessons? Or did you feel they were a burden somehow?

T3e. What needs to be done/improved in the current version of “Be smart about your health” lessons to ease use of these resources in all schools in Uganda.

Prompts:

- Do you think teachers can teach them with out any support?

T3d. 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 Uganda.

T3e. How easy or difficult was the preparation to deliver the IHC lessons?

T3f. Can you tell us briefly how the students in your class responded to being taught these lessons?

Prompt:

- it can be positive or negative responses.

T3g. How 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?

Prompt:

- Did you lack resources to carry out the teaching effectively?

- Did you lack time in your schedule? 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?

T3h. Besides time constraints, were there other factors that made it difficult to teach these lessons in your school.

Prompt:

- 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

Objective 2: explore intended and unintended potential effects of the be smart about your health intervention among students, and teachers in lower secondary schools of Uganda.

T2a. Have you experienced or observed the lessons having any disadvantages? If so, please tell us about it.

Prompts:

- Misunderstanding
- Conflict
- Distraction
- Stress, or other uncomfortable thoughts or feeling
- Wasted time or resources
- Other

T2b. Do you have any suggestions of other possible good effects that these resources or learning these concepts might have on people?

Prompts:

- Examples from students or your self

T2c. Do you have any suggestions of other possible bad effects that these resources or learning these concepts might have on people?

Prompts:

- Examples from students or your self