**Supplemtary appendix 1: Focus group discussion (FGD) guide**

**Age and gender influence healthy eating and physical activity behaviours in South African adolescents and their caregivers: Transforming Adolescent Lives through Nutrition Initiative (TALENT)**

**DIRECTIONS (for the interviewer):** The qualitative focus group begins with open-ended questions that point to starting a dialogue. The interviewer should encourage the study participants to do most of the talking but should use the questions listed here as a guide. After you ask each question, wait for the study participants to respond and go on to the next question when you are satisfied with the answer. If it seems as though the study participants did not understand a question, then repeat it or ask it in another way.If the study participants go on talking without much prompting, then let them guide the conversation. Bold indicates major questions and probes are in parentheses. Mentally check off these questions as they are asked so you do not repeat a question if it has been discussed previously.

**Preamble (10 minutes)**

1. Record the focus group number, location, time of start and finish, participating audience, and your names as focus group facilitators
2. Thank the participants for showing up and welcome them to the meeting
3. Give the name of the FGD e.g adolescent girls/boys etc.
4. Discuss and set rules for the discussion, and ethical considerations
	1. One person speaks at a time
	2. Respect others opinion – you can add your own opinion even if it not the same as someone’s, just do not say that someone is wrong – talk with the “I”
	3. There is no correct or wrong answers: be as transparent as possible in sharing your experience as it is, both the positive and the difficulties
	4. Request that participants put their phones on silent
	5. Discuss confidentiality in FGD and request that all the participants keep all the information discussed during the FGD confidential – explain limit of confidentiality (from other participants) and use of information without identifier in the reporting of the results
	6. Ask if there is other things people would like as guidelines for the discussion
5. Indicate the availability for refreshment/snacks – if applicable
6. Indicate the need of writing and recording
7. Introduce any other interviewing team member (e.g observer, note taker) to the participants
8. Ask the participants to be honest in giving answers
9. Address any outstanding questions about the FGD process
10. Ask participants to sign the consent to participate in the focus group (if not already obtained).
11. Once obtained, test and start the recording (use a back-up recorder to prevent technological problems)

**Participant introduction (5 Minutes)**

1. Allow everyone to introduce him or herself starting at one point in the circle and continuing to the left.

**Icebreaker**

**Specific questions**

**Context**

* Please tell me about your community/neighbourhood in Soweto? (probe: surrounding, major activities, etc)
* What do you like most in your community?
* What don’t you like?

**Healthy living**

* What does health mean to you?
* Whom do you consider to be a healthy person? (what do they look like, what do they eat)?
* What do you think makes it easier to be healthy in Soweto and why? (compare school and home environment)
* What makes it difficult to be healthy in Soweto and why? (compare school and home environment)
* What do you think about your health? (probe: good/bad? Why?)
* What do your parents or caregivers think about your health?
* Are there people who help you feel better or to make healthier choices? (Probe: which types of healthy choices)
* Are there programs that help you feel better or to make healthier choices? (If yes, which ones are they?)
* What does nutrition mean to you?

**Diet**

* Please take me through your eating patterns/ what you eat from morning to evening before you go to bed
* Types of foods (cooked versus readily bought)
* Frequency of eating
* Patterns (in groups or alone)
* Where (home/school)
* Snacks and drinks or main meals

**Food choice**

* Would you explain to me where you get your foods most of the time (shops, cooking at home, carrying packed lunch to school, vendors selling at school)
* Do you make decisions of your own on what you eat on a daily basis? (if not, who makes choices on what you eat/don’t eat?)
* What are the factors that determine the types of foods you eat ( Wait for them to discuss before you probe the following:
* Availability
* Affordability
* Acceptability
* Taste
* Laws and policies etc
* Is it healthy
* How important is it for you to eat certain foods and not others? (explain why this is important)
* How do you think the food you eat affects your health?
* What foods do you consider: (a) healthy (b) not healthy?
* What prevents you from eating healthy foods?

**Physical Activity**

* What do you understand about physical activity?
* Do you have physical activities during school? Are there facilities for these activities and, if any, are they enough for the students in your school?
* Do you have facilities in your community/home environment for physical activities?
* Who influences the type of activities you do? (teachers, parents, peers, self)
* How important do you think it is for you to be physically active?
* Does being physically active affect your health? (yes or no- please explain)
* What is it that prevents you from being physically active?

**Intervention**

* Are there programs in your school that teach you about eating healthy diets? What about at home/ community?
* Are there programs in your school/community that promote physical activities?
* What do you think can be done to help you eat more healthy foods or be physically active? (school, parents, church, government)
* Have you heard about the Sugar Sweetened Beverage Tax? What is it?
* Why do you think the South African Government started this tax?
* How will it impact you?

End. Thank the discussants for participating in the FGD.