**Focus Group Discussion Guide for TALENT (Transforming Adolescent Lives through Nutrition) Kiang West, The Gambia**

**Instructions:** Qualitative focus group discussion (FGD) interviews are designed to produce structured questions to generate responses with more conversations. Use open-ended questions starting with examples “What do you…; Where do you…; Why do you…, How…,). Avoid closed questions starting with “Can you…; Do you like…). The interviewer is permitted to probe into main questions but not deviate from the main focus of discussion or topic. Allow the participants to express themselves as much as possible in order to obtain adequate information from them. The interviewer must turn any questions emanating from participants back to them. The FGD, in addition to an interviewer who facilitates the discussion, must have an observer to record the flow of information and discussion dynamics.

There are different methods used in FGDs including photo voice, pictures, vignettes and video records to engage and obtain research information from young people. In the present FGD, a digital voice recorder (Olympus VN-541PC, Vietnam) and transcription device (Olympus AS-2400 Transcription Kit, Tokyo, Japan) will be used to collect and synthesise research information respectively. Four FGDs will be conducted on young (10 – 12 year olds) and older (15 – 17 year olds) adolescents (2 each group) and two FGDs on their parents or caregivers. Each FGD should have 10 participants; and must consist of males or females only. Only address participants that have given prior consent for FGD.

**TALENT FGD overarching research questions focus for discussion:**

1. *What adolescents and parents/caregivers think about diet, nutrition and activity and their influence on health?*
2. *How important these are to them?*
3. *What and who decide and shape their eating and activity habits; and*
4. *What might engage them in changing their diet and activity?*

**Introduction (10 minutes)**

1. Record the FGD number or ID, date and time Start and finish, and total number of participants in the FGD
2. **For adolescents**, record participants’ study IDs, D.O.B or age, sex, education status (grade) and religion practiced (some information are pre-defined by MRCG Keneba Data Office on the FG participant forms, check and fill any gaps)
3. **For parents or caregivers**, record D.O.B or age, marital status, occupation, sex, ethnic group, average monthly income, remittances received and their social roles
4. Record names of interviewer (facilitator) and observer
5. Welcome the participants and thank them for turning up.
6. Introduce yourself and the observer; and
7. Request to put **all mobile phones off** or on silent and seek their attention and contribution to the discussion topic.
8. Set and point out the rules and regulations of the FGD:
9. One person is allowed to speak at a time, need total attention during the FGD.
10. There is **no right or wrong answer**, respect everyone’s opinion
11. Assure them of the FGD **confidentiality**, that all information discussed in the FGD will remain in the FGD and not disclosed elsewhere by the researchers. As part of confidentiality, there are no name identifiers, all participants’ recorded voices will be tagged with serial IDs and those will be used in further analyses. Following successful transcription and synthesis, all voice records will be destroyed. However, there is a limit to confidentiality in that other participants of the same FGD may breach it. Hence, we request that we all treat the information generated here confidential.
12. Request for **honest answers from participants** and to express themselves without any hindrance.
13. Inform the participants about the availability of refreshments (breakfast/lunch) after the discussion.
14. Specify the need for writing and recording using a voice recorder (Check that they have all provided consent to be recorded).
15. Here, specify that you will turn on the recorder.
16. Ask them to introduce themselves (**icebreaker**) (so that this is on tape).

**Interviews**

**A) FGD Guide for Adolescents**

1. I) List all the foods you eat.

* This is group work by all adolescent participants of the FGD

 II) Sort the foods out into groupings of your choice.

* Please explain the food groupings.
1. Categorise the foods based on benefits to your health.
2. Explain how these food groups are healthy or unhealthy to you.

*Activity:* Show them photos of commonly eaten foods in West Kiang including healthy foods such as fruits and vegetables and prepared dishes like durango (domoda) and unhealthy fatty foods like mayonnaise, and traded seasoning foods containing too much salt (jumbo, maggi and adja)

1. What do you feel about these foods?
2. Who usually decides what you eat?
* What does this person normally feed you?
* How do you feel about what this person normally feeds you?
1. When was the last time you changed your diet?
* What happened when you changed your diet?
* How difficult or easy was it?
* What got in the way or made it easier?

2. I)What type ofphysical activity do you do?

* How do you get to school?
* How much walking do you do?
* During break-time at school, what fun games do you play?
* How do you get back home after school?
* When you reach home, what do you do?
* What sort of household chores/jobs does your adolescent do?
* How often do they do these?
* What do they do when they go to the park or football field?
* Does your adolescent dance? If so, how often and when does this happen?
* How they perform their daily prayers and in the fasting month of Ramadan?

 II) What do you think about the connection between these activities and your health?

* + Which activities are healthy?
	+ Why?

Thank the participants at the end of the questions; and ask if any of them has a question for you.

**B) FGD Guide for Parents/Caregivers**

1. I) List all the foods adolescents eat in your community.

* This is group work by all parent/caregiver participants of the FGD
1. Categorise the foods into your interest.
	* Please explain the food groupings.
2. Categorise the foods based on benefits to the adolescents’ health
* Why do adolescents eat these foods?
1. Explain how these food groups are healthy or unhealthy to your child or guardian.

*Activity:* Give photos of commonly eaten foods in West Kiang including health foods such as fruits and vegetables and prepared dishes like durango (domoda) and unhealthy fatty foods like mayonaise, and traded seasoning foods containing too much salt (jumbo, maggi and adja) to the parents and caregivers and allow them to comment on what they feel about the foods

1. Please tell us your feelings about these foods.
	* Do they affect your adolescents’ health?
	* How?
2. Who usually decides on what your adolescents eat?
* What does this person normally feed your adolescents?
* How do you feel about what this person normally feeds them?

Why?

1. Has there been a time when your family changed their eating habits?
* If so, what happened when the family diet changed?
* How difficult or easy was it?
* What got in the way or made it easier?

2. I)What activities do adolescents do daily, including physical exercise?

* How do they get to school?
* How much walking do they do?
* During break-time at school, what fun games do they play?
* How do they get back home after school?
* When they reach home, what do they do?
* What sort of household chores/jobs does your adolescent do?
* How often do they do these?
* What do they do when they go to the park or football field?
* Does your adolescent dance? If so, how often and when does this happen?
* How do they perform their daily prayers and in the fasting month of Ramadan?

 II) What do you think about the connection between these activities and your adolescent’s health?

* + Which activities are healthy?
	+ Why?

Thank the participants at the end of the questions; and ask if any of them has a question for you.

Key: Roman numerals: Main questions

 Circled bullets: Probe questions