**Focus Group Guide**

**Purpose of research:** *We’re here because, like most college students, we drink sugar-sweetened beverages. We’re interested to get your thoughts on these drinks and about health-related messaging.*

**Ground rules:**

* *Although the topic we’re discussing today is benign, please guard the confidentiality of the others in the group.*
* *Respectful listening*
	+ *No side discussions or interrupting others.*
* *Please check your cell phones: off or on silent.*
* *Are there additional ground rules you would suggest?*
* *Once the focus group discussion begins, if you have any logistical questions, please whisper your question to \_\_\_\_\_\_\_\_ so we can keep the flow of the discussion going.”*
* *If some people are a little quieter than others, I may call on them to make sure everyone participates.*

**Honest opinions** – *Your views and experience are important.* ***There are no right or wrong answers****, and it is important that you provide us with your* ***honest opinions.******We’re not making any judgements****. Also, it is not necessary for everyone to agree with each other. In fact, it is helpful for us to find out the different opinions that people have, as well as where people have the same opinions.*

**Ice breaker**

**Drawing Activity:** *“Next, we’re going to do a creative “Think, Draw, Write, Share” activity. First, think:* ***What if you were tasked to design an icon or graphic that would be posted on or near sugary beverages in college cafeterias****? The purpose of this icon or graphic would be to get people to drink fewer sugary beverages. Think of a maximum of two ideas. Then draw and/or describe in writing what this icon or idea would look like. Use one index card per idea.”*

**Individual Warning Ratings:** Hand out booklets with copies of each warning and Individual Rating Questionnaires. “*We will start by looking at some warning messages and getting your individual responses before we discuss them. These are messages that have been proposed as a public health strategy to be placed in locations such as in front of beverage dispensers, on advertising to sugary beverages, and on bottles/cans of sugary beverages. Please go through the labels in your booklet in the order they are in the booklet.*”

**Focus Group Questions**

[Probes for all questions included “Why? What about…did you like/dislike?” Show slides with mock-ups corresponding to the questions below.]

1. Does anyone have any initial or general thoughts about the warnings? [Probe about effectiveness.]
2. Did the messages tell you anything new?
3. What did you think about these color options for the warnings? [Probe about attention and readability.]
	1. Which would be most appropriate for college dining commons?
4. What did you think about the warning that mentioned... [attribution, e.g., Student Wellness Center; Probe about credibility and need for attribution].
	1. Is there some other authority or source you would prefer on the warning?
	2. Which would be most appropriate for college dining commons?
5. What did you think about the warning that mentioned “fewer” (direct them to look at label G).
	1. How does it compare to [other text options]?
6. [Marker word]: What do you think about the following marker words? [Show slides with labels that begin with “warning,” “attention,” and “caution.”] Should the font of the marker word differ from the rest of the text?
7. What did you think about the labels indicating juice drinks with added sugars in the juice machine?
8. What did you think about the following pictures/icons [show slides]? Please focus on concept—not execution
	1. Were there any you thought would enhance the effectiveness if placed next to a warning?
	2. Which would be appropriate for a college dining commons setting?
	3. Were there any you really didn’t like?
	4. How would you improve the icons?
	5. Overall, do you think a warning would be more or less effective with an icon?
9. How professional do the labels look?
10. Is this message relevant to you personally?