

## Appendix C: Student Focus Group Facilitation Guides

### Activity 1: Community Mapping

**Estimated Duration: 45 minutes**

Students will work together to draw a map of their community. During the activity, children will indicate what they do on a regular day and elements that may influence behaviors related to trachoma control.

Moderator instructs children to draw elements of their community (i.e. school, places to play, etc.). Children will be asked subsequent questions about what they have drawn or instruct them to draw another element of the map. During the community mapping exercise, investigators will establish the activities in which the students participate, hobbies, aspirations and potential facilitators and barriers to specific trachoma preventive behaviors. The exercise will also serve to acknowledge who are those that may influence the behaviors of students and may be targeted for interventions. By establishing existing hobbies, aspirations and influential people, we may attempt to identify drivers that may be addressed in educational materials.

#### **What to draw**

##### **Draw where your house is**

*\*Note to moderator: Each child should have the opportunity to draw his/her house*

##### **Draw where the school is.**

*\*Note to moderator: Try to involve all children in the drawing activity. If one/two children are drawing, have all children discuss where it should go and “directing” the drawers. When you are drawing the school, use the time to ask why they go to school. How going to school will help them in the future.*

##### **Let’s draw all of the places where you like to play/hang out.**

What do you like to do there? Draw (image representing activity) in the places that you like to do that.

*\*Note to moderator: You can tell children to draw all of the places where they like to play, it doesn’t have to be limited to school or home. If they draw something outside of those two “zones”, make sure to ask them what is there (and perhaps draw it for the reference.*

*\*Note to moderator: Keep asking until they have mentioned all of the areas and activities that they do and where.*

##### **Question: Where do you spend most of your time?**

Where are your favorite places to go?

Why are those preferred?

What do you usually do at/near home?

## **Where can you learn/get information?**

**From whom? (Who do you trust? Who gives the best information? Etc.)**

**What kind of information?**

*\*Note to moderator: We want to know who/what are the sources of information for these kids. If they mention a specific person, ask about the reasons why that person is a good source of information for them, what kind of information they provide, etc. We can explore if there are avenues that we have not established that can be sources of information for these kids. If health is not mentioned, it can be explicitly asked as a follow-up.*

**With whom do you share information?**

**What kind of information? From school (about homework, activities, etc.)?**

*\*Note to moderator: Segway into the school; if the children don't mention school as a place that they learn (about health), ask them specifically "but what about school"? Or if they have, reference what they mentioned and continue on in the discussion about school.*

**Question: What do you learn at school?**

Related to health?

What are your favorite activities and why?

*\*Note to moderator: Feel free to ask them to remember a specific activity that was their favorite and why. What was your least favorite activity (and why)? If they can't think of a specific health activity, ask them to talk about a specific activity in general. To describe what a health lesson/trachoma lesson in their school is like.*

*\*Note to Moderator: After completing school questions, segway into drawing about latrines and handwashing facilities. Example: Now that we know where we play and learn, we need to know how we can take care of ourselves—we want to draw on this map where we can go to the bathroom, wash our hands and wash out face. Let's start with go to the bathroom.*

**Draw all of the places that you can go to the bathroom—draw a box for a latrine and a tree/bush where it is an outside location.**

Draw a star by the places that people usually go.

Why do people go there?

**If you wash your hands, draw the places where you usually wash your hands (draw a hand).**

- Draw a star by the places that people usually go.
- When do you wash your hands?
  - Why do you do that?

- How often?
- After (activity) do you wash your face/hands? Before you eat?

**If you wash your face, draw the places where you usually wash your hands (draw a hand).**

- Draw a star by the places that people usually go.
- When do you wash your face?
  - Why do you do that?
  - How often?
  - After (activity) do you wash your face/hands? Before you eat?

**Areas of Interest**

- What is life in the village like?
- What occurs during an average day?
  - Where do students go?
  - With whom do they spend their time?
  - What do they do (hobbies)?
- To what messages could students be exposed?
- What affects their behaviors?
  - Who are influential people in students' lives?
  - Who do they seek out for information?
  - What degree of access do they have to facilities?
  - Barriers/facilitators to preventive behaviors
- What goals and aspirations do students have for their future?

## Activity 2: Message Critique

**Estimated Duration: 25-35 minutes**

Students will view existing materials relating to trachoma preventive behaviors and discuss their opinions and understanding of various images. The critique will use materials that are used by The Carter Center as well as materials created to promote WASH behaviors. This participatory activity will allow for the evaluation of message understanding by children as well as their preferences for visual materials.

**Moderator:** *Now we are going to look at a couple of pictures—you get to be the experts and tell me what it means, create a story about one of them and vote for the best ones. There is something different in each of these boxes, and your storytelling and votes will determine which box we open to see what's inside. Are you ready? Remember that we have to take turns talking because all of your answers are SO important and we want to hear all of them.*

### **IMAGE #1: Child/children washing his/her face:**

**Moderator:** *You get to be the storytellers for this picture. But first, which picture should we use? Which picture do we like better? Why?*

*Let's make a story about this boy.*

- *What is his name?*
- *What does he like to do?*
- *What is he doing in this picture?*
  - *Why is he doing this?*
  - *When does he do this?*
    - *What was he doing before washing his hands/face?*
    - *What will he do after he washing his face?*

### **IMAGE #2 (Sudanese boy—flies in his eyes)**

**Moderator:** *What do you think that this picture is trying to tell us? What is going on with this boy? Why does his face look like that? What may happen to him? Where do the flies come from? What can he do so that he can get better? Which picture do you prefer? Which would you pick to tell about trachoma?*

*\*Note to moderator: Allow the children the option to NOT select an image. If they do not like either, ask them WHY.*

### **IMAGE #3 (trichiasis sufferer/blindness...and other Ethiopian flipchart)**

**Moderator:** *What is happening in this picture? What happened to this person?*

- *How did that happen?*
- *Who may this affect?*

- *How can people make sure that this doesn't happen to them or their family? What would you tell them?*
  - *If you had to show your mom, sister, etc., a picture about blindness, which would you show them? Why?*

**IMAGE #4 (Juma and trachoma and latrine/hand washing pictures)**

**Teacher teaching:** Does this look like your school? What is the same/different? How do you learn in school? What do you think the teacher is talking about here? How do you learn about that at school?

**Latrine:** Does this look like your school? What is the same/different? What does your school's look like? Do you use it? Why/why not? Do you know how it helps you to be healthy?

**IMAGE #5 (trachoma transmission):** This is an interesting one...let's see who can figure out what it is trying to say to us.

- What do you think about this picture? Do we like it? What do we like? Not like? What is important for us to remember from this poster about trachoma? How could you explain it to your mom?

**IMAGE #5 WaterAid**

*What do you think of this poster? Who is this person? Who might like this poster? Where should we see this poster? What is this poster telling you? Why would they want you to do that?*

**Areas of Interest**

- What images/types of images do students prefer?
  - Behaviors vs. outcome
  - Pictures vs. drawings
- What messages do students understand?
- What causal links are understood about trachoma?
  - Latrines/Open defecation
  - Hand washing
    - With soap
  - Face washing
    - With soap
  - Individual/Shared towel
- What is the perceived severity of trachoma?
  - What is the importance of trachoma prevention?
  - What types of activities do students prefer?
    - What engages them in the activity?
- What materials could students prefer to see in the classroom?

### Activity 3: Poster Creation

#### Estimated Duration: 25 minutes (until student has finished)

After discussing trachoma and correcting any misconceptions regarding trachoma and its causal links (that arose during the poster critique), children will have the opportunity to make their own posters. If time permits, the moderator should allow for the students to show their poster to the group.

**Moderator:** *You've seen some posters that may be used to tell people about trachoma? Washing face, good, using a latrine.... What about things that we can't do if someone has trachoma or trichiasis? Well now it's your turn to make your own poster that you will be able to take home, so you want to make it the very best you can and make sure that it's what you like. On your poster you should put what you think would be a good reminder for you, your family and your friends about trachoma, how to prevent it, bad outcomes because of trachoma, things you can do because you don't have trachoma, etc. Like you saw in the other posters, you can draw with different colors, you can draw people, you don't have to draw people, you can have different characters or draw people in your family, whatever you think will make you and your family and friends look at the poster and remember trachoma and how to prevent it.*

Each child will explain his/her poster to the moderator. The moderator should ask specific questions about the picture and the reasons for the inclusion.

**Moderator:** *Who is this poster for? Who do you want to see the poster? Why is it for them? What are you drawing for them? What does this mean to you? Why did you draw this? What do you think you can do to help your family stay safe from trachoma? Where do you want to put your poster when you're done with it?*

#### Areas of Interest

- What causal links are understood about trachoma?
- What elements are of importance in child's perception of trachoma?
  - Latrines
  - Face washing
  - Hand washing
  - Blindness
- What colors do students prefer?
- What type of images do children like?
  - Factual vs. Emotional
  - Prevention vs. Outcome
- Are characters appropriate for inclusion in future materials?
- How is trachoma perceived to affect the life of students/students' families?