



# SNAP-Ed SOCIAL MARKETING CAMPAIGN EVALUATION REPORT: Key Findings and Recommendations from Four Focus Groups

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This report was overseen by Michigan Fitness Foundation under contact with Altarum.

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# Background

## INTRODUCTION

Altarum is pleased to present to the Michigan Fitness Foundation (MFF) the following report highlighting key findings and recommendations from four focus groups conducted in July 2018 on the topic of MFF’s SNAP-Ed social marketing campaign. Since Federal Fiscal Year (FFY) 2012, MFF has implemented a social marketing campaign as part of its Supplemental Nutrition Assistance Program – Education (SNAP-Ed). MFF based its SNAP-Ed social marketing campaign on the core nutrition messages developed by the U.S. Department of Food and Agriculture (USDA), Food and Nutrition Service (FNS). Through billboards, interior/exterior transit signs and other channels of delivery, the campaign promotes these core nutrition messages, and has expanded to farmers markets, grocery stores and food pantries. In addition, MFF offers a website (<http://www.theylearnfromwatchingyou.org>) that promotes healthy recipes and videos.

The campaign’s intended target audience is SNAP-Ed–eligible individuals, with a particular focus on mothers with children. Each year the campaign has typically targeted 12-13 Michigan counties<sup>1</sup> containing three-quarters of the state’s SNAP population. The social marketing messages reinforce the direct nutrition education messages delivered to SNAP-Ed audiences throughout the state. As shown in Figure 1, the campaign messages have focused consistently on increased fruit and vegetable consumption and physical activity, with additional messages incorporated as needed (e.g., promoting family mealtime, drinking milk).

**Figure 1. MFF Social Marketing Campaign Messages, 2012-2017**

Year	Campaign Messages
2012	<ul style="list-style-type: none"> <li>▲ They learn from watching you...Eat more fruits and veggies and they will too!</li> <li>▲ They learn from watching you....Be more active and your kids will too!</li> <li>▲ Make meals and memories together. It’s a lesson they’ll use for life!</li> </ul>
2013	<ul style="list-style-type: none"> <li>▲ They learn from watching you... Eat more fruits and veggies and they will too!</li> <li>▲ They learn from watching you... Be active and your kids will too!</li> </ul>
2014	<ul style="list-style-type: none"> <li>▲ They learn from watching you... Eat more fruits and veggies and they will too!</li> <li>▲ They learn from watching you... Be active and your kids will too!</li> </ul>
2015	<ul style="list-style-type: none"> <li>▲ They Learn from Watching You... Eat more fruits and veggies and they will too!</li> <li>▲ When They Come Home Hungry... Have fruits and vegetables ready-to-eat!</li> <li>▲ They Learn from Watching You... Be active and your kids will too!</li> <li>▲ Cook, Eat Meals, and Spend Time Together as a Family at Mealtimes!</li> </ul>
2016	<ul style="list-style-type: none"> <li>▲ They learn from watching you... Eat more fruits and veggies and they will too!"</li> <li>▲ "They learn from watching you... Be active and they will too!"</li> <li>▲ "They’re still growing... Help your kids grow strong. Serve milk at meals!"</li> </ul>
2017	<ul style="list-style-type: none"> <li>▲ "They learn from watching you... Eat more fruits and veggies and they will too!"</li> <li>▲ "They learn from watching you... Be active and they will too!"</li> </ul>

<sup>1</sup> The counties include Allegan, Berrien, Calhoun, Genesee, Ingham, Kalamazoo, Kent, Macomb, Oakland, Wayne, Muskegon, Saginaw, and Washtenaw Counties. Allegan County was added in the 2016 campaign.



As part of a multi-year social marketing evaluation, MFF contracted with Altarum to evaluate the 2017 social marketing campaign. Altarum assessed awareness of campaign messages among the target audience and compared the awareness to previous years' evaluation findings. Additionally, Altarum assessed the target audiences' dietary intake, level of physical activity, and intention to change behavior, and the motivators and barriers to behavior change. MFF used the findings from the 2017 evaluation to guide the development of new social marketing messages for the 2018 campaign. Altarum was contracted by MFF to conduct formative testing of these new campaign messages by measuring participants' attitudes, opinions and reactions to the messages and examining their perceptions on the clarity and meaning of the messages and potential to elicit behavior change.

The following section provides a detailed description of the methodology used to conduct the focus groups, followed by a summary of key findings. The key findings describe focus group participants' impression of fruit and vegetable and physical activity images and messages; their consumption of fruits and vegetables and engagement in physical activity; their preference for obtaining information and suggestions for channels of delivery; and overall conclusions and recommendations.

## Methods

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### DESIGN

Altarum employed a qualitative research design by conducting focus groups with individuals who are part of the campaign's target audience. As mentioned previously, the target audience was defined as SNAP-Ed eligible adults, with a focus on women with children in the household. Altarum used convenience sampling at SNAP-Ed classes to recruit individuals who are part of the target audience.

### RECRUITMENT

Members of the target audience, particularly women with children, were recruited to participate in the focus groups. Two priority Michigan communities were selected by MFF for this assessment: Detroit and Flint. MFF worked directly with its partners in the Detroit and Flint areas to recruit potential focus group participants from their ongoing SNAP-Ed classes, with the goal of 8-10 participants in each group. Local partners were provided with a sign-up form to recruit participants age 18 or older. MFF also worked with its partners to identify and schedule conveniently located venues at which to hold focus groups.

MFF provided Altarum with the names and contact information of potential focus group participants. Altarum followed up with interested individuals to confirm scheduling and provide further details. If the individual agreed to participate, Altarum collected the individual's mailing address, prepared a confirmation letter and entered the data into a tracking spreadsheet. Altarum made individual reminder calls to confirm focus group attendance one day prior to each focus group.

### DATA COLLECTION

Facilitated by two members of the Altarum evaluation team, each focus group lasted approximately 90 minutes, and comprised open-ended questions to gain insight on participants' attitudes, opinions and reactions to nutrition and physical activity messages. Participants were asked about the clarity and



meaning of the messages and their potential to motivate behavior change. The focus groups were audio recorded to ensure accuracy of the data and were professionally transcribed. Participants were asked to sign an informed consent form at the start of the group and received a monetary payment of \$25 to assist with transportation and childcare costs. In addition, participants were asked to complete a voluntary demographic survey at the completion of the focus group.

Figure 2 depicts the messages that were developed by MFF and focus group tested by Altarum. The images that were tested are located in Attachment A.

**Figure 2. Campaign Messages for Focus Group Testing**

Fruit and Vegetable Messages
Some for you, some for me.
Healthy Choices Catch On
Small bite, big benefit.
Add some fruits and veggies to the mix
Sprinkle some love on top
They learn from watching you...Eat more fruits and veggies and your kids will too!
Physical Activity Messages
Make the first move.
Healthy Choices Catch On
Follow the leader.
Take the next step together
They learn from watching you...Be active and your kids will too!

## INSTRUMENT

Altarum developed a facilitator’s guide for a 90-minute focus group with open-ended questions on campaign messages and channels of delivery for the target audience. The probes were designed to examine the effectiveness of proposed new campaign messages and channels of delivery. The questions measured the following:

- ▲ Impressions of various images and the new campaign messages;
- ▲ Preference for receiving information;
- ▲ Use of digital media; and
- ▲ Recommendations for improvement.

The guide was reviewed and approved by MFF and the Western Michigan University Institutional Review Board. The final approved facilitator’s guide and demographic survey are located in Appendix B.

## DATA ANALYSIS

Transcriptions and notes of focus group discussions were analyzed to identify common participant themes relative to the target audiences’ receptivity to campaign messaging, channel of delivery and the campaign’s potential to elicit behavior change. Qualitative data analysis software (QSR Int. NVivo 11) was utilized to assist in the analysis. Using NVivo software, analysts applied a hierarchical coding structure, which enabled the examination of broad themes and specific topics within those themes. The initial coding structure was based on the broad themes of the interview and focus group guides.



# Findings

## PARTICIPANT CHARACTERISTICS

### Geographic Location

As previously mentioned, focus group participants represented two communities in Michigan—Detroit and Flint—receiving the campaign messages. A total of 37 attendees participated in the four focus groups. Figure 3 illustrates the number of focus group participants by location.

**Figure 3. Number of Focus Group Participants by Location**

City	Location	Number of Participants
Detroit	Brilliant Detroit, Southwest	9
Detroit	Brilliant Detroit, Cody Rouge	12
Flint	Flint Cummings Great Expectations Early Childhood Center	7
Flint	Job Corps	9
<b>TOTAL</b>		<b>37</b>

### Participant Demographics

Upon completion of the focus groups, all participants were asked to complete a brief demographic survey to better understand representation. The demographic survey was voluntary and participants could decline to answer the questions. Participants were asked about their racial and ethnic background, age, household composition, household participation in assistance programs (e.g., Medicaid, SNAP, the Special Supplemental Nutrition Program for Women, Infants, and Children [WIC], free or reduced-price school lunch or breakfast programs), access to the Internet, and social media usage.

Nearly one-quarter (24%) of focus group participants identified as Hispanic. Participants were predominantly Black/African American (70%) and white (22%). Nearly all (97%) focus group participants were female. Figure 4 provides a breakdown of the demographic characteristics of the focus group participants.

**Figure 4. Demographic Characteristics of Focus Group Participants**

Characteristic	Focus Group Participants, <i>n</i> (%)
<b>Ethnicity</b>	
Hispanic	7 (24%)
Non-Hispanic	22 (76%)
<b>Race</b>	
Black/African American	19 (70%)
White	6 (22%)
Asian	1 (4%)
Other	1 (4%)
<b>Gender</b>	
Female	28 (97%)
Male	1 (3%)



## Household Composition

Focus group participants were asked how many adults and children under age 18 were living in the household. Fewer than half of all participants (43%) were the only adult in their household. The remaining participants (56%) reported two or more adults in the household. The majority (86%) of participants reported one or more child in the household. Figure 5 outlines household composition.

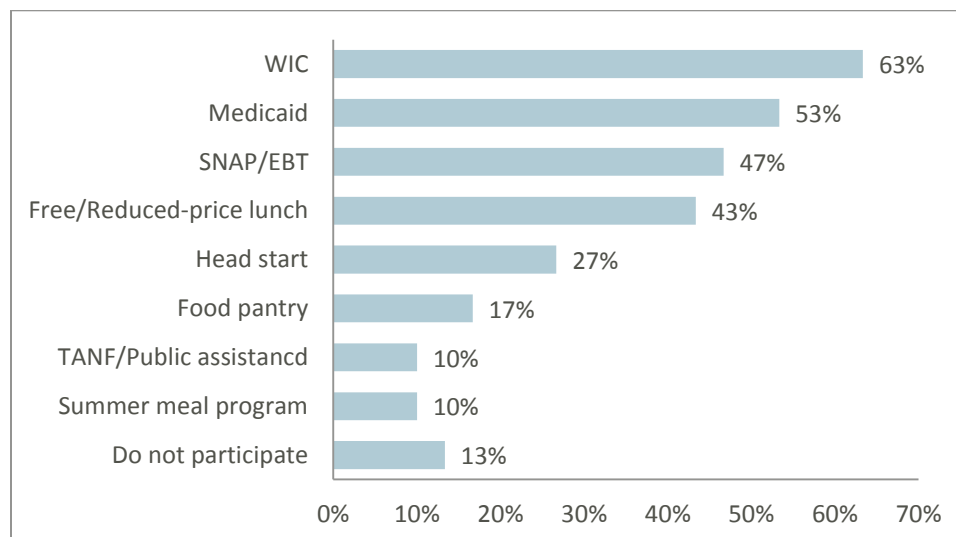
**Figure 5. Household Composition**

Household Composition	Focus Group Participants, n (%)
<b>Number of Adults</b>	
1	13 (43%)
2	7 (23%)
3	4 (13%)
4+	6 (20%)
<b>Number of Children</b>	
0	4 (14%)
1	11 (39%)
2	7 (25%)
3+	6 (22%)

## Participation in Assistance Programs

Participants were asked about their participation in a variety of assistance programs. As shown in Figure 6, participants most frequently reported participating in WIC (63%), followed by Medicaid (53%), SNAP/EBT (47%) and free or reduced-price lunch (43%). Fewer participants had a child in Head Start (27%), visited a food pantry (17%), received TANF or public assistance (10%) or utilized the summer meal program (10%). A smaller percentage (13%) of individuals reported that they participated in none of these assistance programs.

**Figure 6. Participation in Assistance Programs (n=30)**

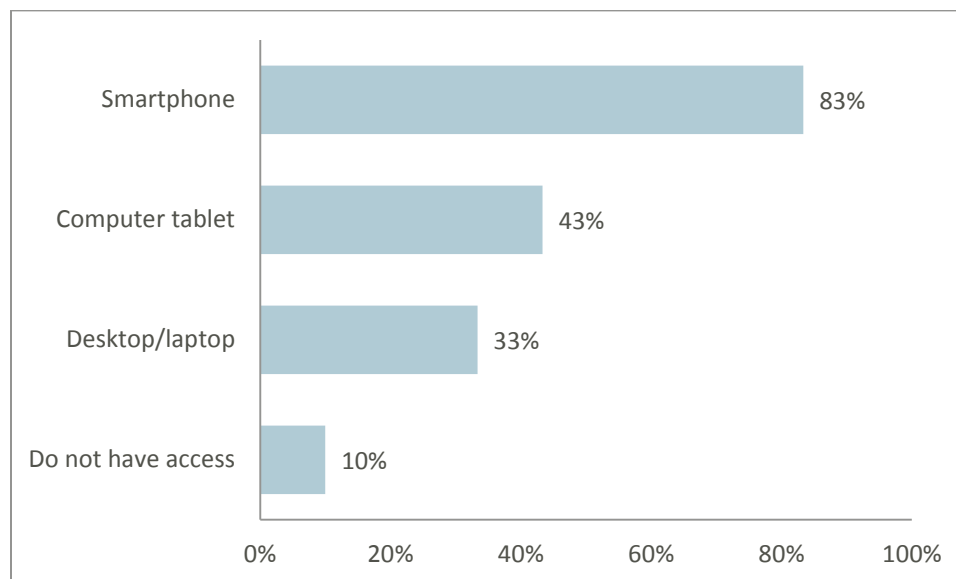




## Devices used to Access Internet and Social Media Usage

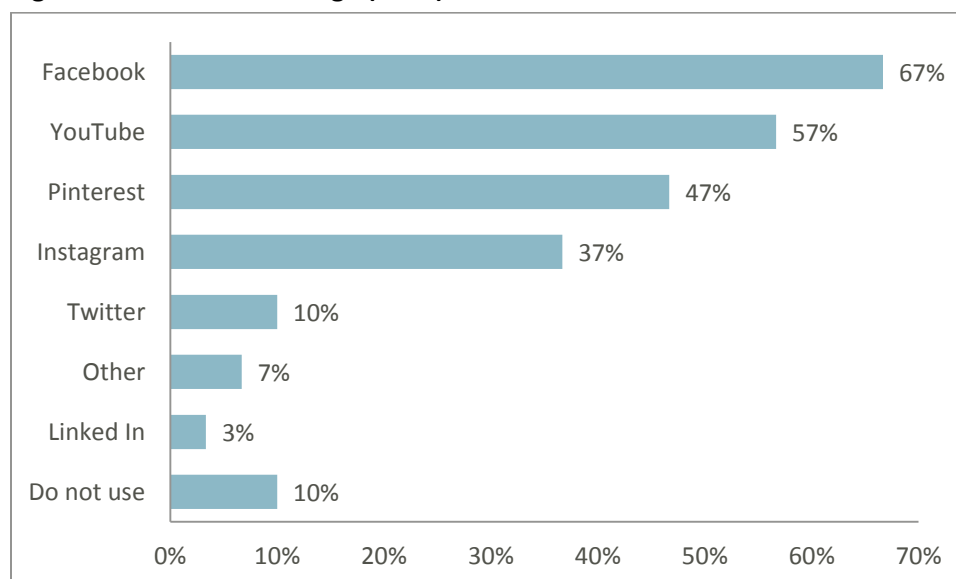
Participants were asked about the types of devices they use most often to access information on the Internet. As shown in Figure 7, participants most frequently use Smartphones (83%), followed by computer tablets (43%) and desktop and laptop computers (33%). One-tenth of participants did not have access to the Internet.

**Figure 7. Devices Used to Access Internet (n=30)**



Focus group participants were asked to select which social media sites they use at least once a week. They most frequently reported using Facebook (67%), followed by YouTube (57%), Pinterest (47%) and Instagram (37%). Fewer participants reported using Twitter (10%) and Linked In (3%). Other types of social media platforms mentioned included Snapchat. One-tenth of participants were not using any social media sites.

**Figure 8. Social Media Usage (n=30)**





## IMPRESSION OF FRUIT AND VEGETABLE IMAGES

Focus group participants were shown four images depicting fruits and vegetables and asked for their general feedback about the images, followed by specific probing questions exploring whether the images supported the concept of eating more fruits and vegetables and if they captured their attention. Participants were asked if the images encouraged them to model healthy eating behaviors for their children, and everyone was asked for suggestions for changing the photos to better encourage fruit and vegetable consumption. The following is an overview of focus group participants' reaction to each fruit and vegetable image. Refer to Attachment A for the images that were tested.

### Images #1 and #2: Forks with Vegetables and Fruits

Two images were displayed concurrently showing a child-sized hand and an adult-sized hand, each holding a fork. In one image, the forks were holding vegetables, and in the other image they were holding fruits. When the participants were shown these photos, the majority described them as appetizing and responded positively; however, among one group of participants, the images did not resonate. These participants were not fond of the fruits and vegetables displayed on the forks.

Participants were mostly aware that the hands depicted a child and an adult each holding a fork. Nonetheless, the same group of participants that did not like the fruits and vegetables displayed on the forks said the hands were too similar in size and needed more differentiation.

Participants were asked if the photo would encourage them to give their child more fruits and vegetables or if it would encourage them to eat more fruits and vegetables themselves. Many agreed that it was a good reminder to feed their children more fruits and vegetables.

*"If you look at this and don't think about the fact that there's a little person that you have to nurture and take care of as well as yourself, it's kinda like—dang it, we probably do need to eat more fruits and vegetables!" – Focus Group Participant*

As for possible changes to the images, several participants suggested depicting alternate fruits and vegetables on the forks based on their individual preferences (there was no consensus on what these alternate fruits and vegetables should be). While there was very little feedback about the skin tone and the length of the finger nails displayed in the photos, some participants commented that they appreciated seeing a man's hand displayed in the photo. They thought it was valuable to have the father represented in the image rather than just the mother.

*"I do really like the big hand, little hand. Like dad and son or—you know? It's like, I really like that concept. That was really cute." – Focus Group Participant*

*"We don't see a lot of fathers involved in most of the commercials that are doing, like, a healthy aspect. We always see the mother doing the job." – Focus Group Participant*



### Image #3: Baby Being Fed

Participants were shown a picture of a baby being fed. Many participants responded positively to this image and expressed that the baby looked happy and liked what he was eating. However, several participants noted that it was difficult to discern what the baby was being fed; therefore, they believed the image did not necessarily promote fruit and vegetable consumption. When asked if they liked the age of the child in the photo, some suggested showing a slightly older child feeding him/herself fruits and vegetables. Others suggested showing a range of ages, from two to five years old. Several parents in the groups had older children and indicated they were beyond the “baby stage.”



One participant suggested depicting babies of different races and ethnicities to appeal to a variety of cultures. There were also several suggestions to make the fruit and vegetable more recognizable.

### Image #4: FFY 2017 “They Learn from Watching You” Fruit and Vegetable Campaign Image

The final fruit and vegetable image shown to participants was the image from the FFY 2017 campaign. When shown this image, participants often described the girl depicted in the photo as contemplating or thinking about eating fruits and vegetables. Some participants said that she appeared to be admiring the displayed produce.

*She's looking up, saying, "Hmm, should I try – should I have a – should I taste?" I would encourage her and say, "You might like it. Let's try it." – Focus Group Participant*

There was some confusion among participants about the type of produce being displayed in the image. One individual noted that the produce was not prepared and washed; therefore, it wouldn't necessarily appeal to children. Some participants indicated that this image doesn't necessarily support the concept of eating more fruits and vegetables. One participant suggested including more fruits and vegetables in the image. They also suggested making the image brighter since it is dark and hard to decipher what is being depicted. There were also several suggestions to make the image more interactive with the child helping a parent prepare a healthy meal.

*“The little girl or the boy, he might not be so interested in eating the fruit or vegetables because they're not prepared. They're not a form that they can be eaten.” – Focus Group Participant*

## IMPRESSION OF FRUIT AND VEGETABLE MESSAGES

Focus group participants were shown a series of messages and accompanying images, promoting fruit and vegetable consumption. They were asked for their general feedback about the messages, followed



by specific probing questions exploring whether the messages supported the concept of eating more fruits and vegetables and if they captured their attention. Parents were asked if the images encouraged them to model healthy eating behaviors for their children, and everyone was asked for suggestions for changing the messages to better encourage fruit and vegetable consumption. The following is an overview of focus group participants' reaction to each fruit and vegetable message. See Attachment A for the messages and accompanying images.

### Message #1: Some for You, Some for Me

Participants were shown the first message, *"Some for you, Some for me."* Overall, the response was very positive. Participants enjoyed the pairing of the message with the fork images. They said this message promotes healthy eating habits among the child and adult. Several participants noted that the message promotes sharing. Participants agreed that this message would encourage them to eat more fruits and vegetables or to think about eating more fruits and vegetables for themselves and their children.

*"I think it's a good message because it's basically saying, "Okay, you eat some. I eat some. We're getting what we need as a whole." – Focus Group Participant*

*"I definitely think it'll put a thought in your mind, like, "Hmm, maybe we should, he should see me eating more." – Focus Group Participant*



### Message #2: Healthy Choices Catch On

The tagline, "Healthy Choices Catch On" appeared to resonate with the focus group participants, especially the parents who believed their eating habits influence the eating habits of their children.

*"What they see us do, they imitate, so they see us making good choices, eating good food, they'll be more interested in it." – Focus Group Participant*

*"If my kids are seeing me eating healthy, they're going to want to try it. If they see me try to eat something, they'll try it too." – Focus Group Participant*



Some participants in Flint mentioned that they were learning about making healthier food choices ever since the water crisis affected their community. They believed this knowledge was being passed along to their children.

Some participants suggested making the “Healthy Choices Catch On” tagline more prominent. They said it was easy to overlook in its current position at the bottom of the poster. A group of Spanish-speaking participants would like to see the message translated into Spanish.

### Message #3: Small Bite, Big Benefit

Participants responded positively to the message, “Small Bite, Big Benefit.” There were several interpretations of this message, including the idea of parents encouraging children to take a small bite in hopes that it will lead to the child accepting the fruit or vegetable, the nutritional benefits of fruits and vegetables packed into a small portion, and portion control (not overconsuming fruits, in particular).

Participants from one group responded less positively to this message. They described the message as being “too casual” and questioned the meaning of the message. Suggestions for improvement included clarifying what was meant by “benefit.” For example, is the fruit or vegetable considered heart-healthy or does it contain specific nutrients that can lead to improved health?

### Message #4 and 5: Add Some Fruits and Veggies to the Mix and Sprinkle Some Love on Top

Participants were asked to provide feedback on two messages not accompanied by an image: “Add Some Fruits and Veggies to the Mix” and “Sprinkle Some Love on Top.” While the photos were under consideration, they were asked to envision a hand sprinkling fruit on a bowl of cereal or a salad.

These messages were described as being “upbeat,” “fun,” “cute,” “playful,” “bright,” “fresh,” and “heartfelt.” Participants liked both messages, with some preferring one over the other; however, there wasn’t a clear favorite across the four groups.

*“I like the sprinkles of love on the top. It seems more heartfelt.” – Focus Group Participant*

Without seeing a photo to go along with these messages, some participants thought “sprinkle some love on top” could refer to less healthy options, such as salt, sugar or cheese. One recommendation for improvement was to be more specific (provide suggestions of what to sprinkle on top of the foods). Participants believed selecting the right photo to accompany the message may reduce confusion. Participants envisioned various images that could accompany these messages, such as heart-shaped strawberries being placed on top of pancakes, adding vegetables to tacos, and adding fruit to desserts or yogurt.

### Message #6: They Learn from Watching You...Eat More Fruits and Veggies and your Kids Will Too!

When participants were shown the FFY 2017 campaign message, they tended to like the message more than the image. Several said the message and photo do not relate to one another since there is no adult



modeling healthy eating behaviors. They suggested making the photo more interactive with a child helping a parent prepare a meal. One group of participants responded very favorably to this message and image and had no suggestions for improvement—they said it was perfect and needed no adjustments.

*“I do like the slogan, though, because my whole thing is, if you're gonna put a slogan like that, you need a child and a parent. They can't just have the child there...How is she learning if she doesn't have anyone else to look up to or no one to look at to learn anything from?” – Focus Group Participant*

This message particularly resonated with parents and grandparents. They said it was a good reminder that they need to make healthier choices in front of their children and grandchildren. They indicated that it captured their attention.

*“For me, it would make me think about being more intentional...because they are watching you. Sometimes we get busy in the hustle and bustle, and we forget they're watching everything. Even those fruits and vegetables like rutabaga that you don't particularly like, you can't make faces, because they're watching you.” – Focus Group Participant*

## FRUIT AND VEGETABLE MESSAGE PREFERENCE

There was no particular message identified as the clear favorite across the four focus groups. Each group selected different messages, sometimes multiple messages, as their favorites, with recommendations for improvement. “*They Learn from Watching You*,” “*Some for You, Some for Me*,” and “*Sprinkle Some Love on Top*” were most frequently selected as participants’ favorite messages. Moreover, there were no messages that were disliked predominantly across the groups, beyond many people feeling strongly about changing the image paired with the FFY 2017 campaign message, “*They Learn from Watching You*.”

## IMPRESSION OF PHYSICAL ACTIVITY IMAGES

Focus group participants were shown three images depicting physical activities and asked for their feedback about the images, followed by specific probing questions exploring whether the images support the concept of being physically active and if they capture their attention. Parents were asked if the images encourage them to model being physically active for their children, and everyone was asked for suggestions for changing the photos to better encourage physical activity. The following is an overview of focus group participants’ reaction to each image. The images are located in Attachment A.

### Image #1 and #2: Riding Bikes and Tying Shoes

Two images were displayed concurrently showing the hands of two people, an adult and a child, riding bikes and tying shoes. The reactions were somewhat mixed, i.e., some participants liked the photos while others were less receptive. There were varying opinions among the focus group participants as to



whether the second image depicted a father teaching his son how to tie his shoes or if the father and son were getting ready to play and be active together. They liked the activities depicted, especially bike riding, because it is an activity many of them enjoy. Some participants liked the fact that no actual people were shown as they thought it could be anyone depicted in the photo.

*“I actually like the fact that you only see the hand on the bike, because then it stimulates more thought, like, ‘Okay, is she teaching them how to ride the bike or is she just teaching them how to balance the bike? Are they going somewhere?’ It’s like, it stimulates more thought.” – Focus Group Participant*

Three out of the four groups understood that the hands depicted an adult and child; however, one of the groups said the hands were too similar in size and the relationship was unclear. Those who disliked the photos preferred to see the actual people, not just the hands. Some disliked the image of the shoes because the adult and child were engaged in no particular activity, i.e., they were just tying their shoes. Several focus group participants described this as a “learning activity” rather than a physical activity. One suggestion for improvement was to show the background in the images so it would be clear where the people were biking and being active (e.g., a bike path, track, basketball court).



The images prompted discussion among several focus group participants about the importance of encouraging their children to be more active and reduce their screen time. They also discussed their own enjoyment of biking and other activities.

*“When we were younger, we had more activities and stuff to do. Nowadays, you’ve got the phones. You’ve got the computer. You got the TV. When we were younger, we wasn’t allowed to do that. We had to get out and play games, ride our bikes or do something.” – Focus Group Participant*

*“The activity, just doing something, leads to decreasing screen time. Again, without being intentional, it’s easy to put them on the tablet, put them on the phone, because they’re going to be quiet, and you can get something done, but we have to, as I said, be intentional about...decreasing screen time and increasing the activity.” – Focus Group Participant*

### Image #3: Father and Son Playing Ball

Focus group participants were shown a photo of a father and son playing ball together. Participants liked



the fact that the photo depicted a father and son being active together. They liked the family aspect of the photo and that the child in the photo is smiling and looks to be enjoying the activity. However, some participants couldn't decipher what type of game they were playing and the type of ball that was being used. They said it was "confusing" and "something was off." There were suggestions to change the type of activity or ball to something more recognizable, such as football, baseball, soccer or tennis.

#### Image #4: FFY 2017 "They Learn from Watching You" Physical Activity Campaign Image

Participants were shown the physical activity image from the FFY 2017 social marketing campaign. Overall, responses were not as positive to this image and they tended to prefer the previous image (father and son playing ball). Participants described the child in the photo as thinking about being active and playing basketball. However, they noted that the child wasn't actually being active and they thought he or she looked lonely without a parent in the photo. Some had a hard time deciphering what was being depicted in the image due to the dark background. Suggestions for improvement were to lighten up the background and to show the child actually engaging in an activity (preferably with an adult).



### IMPRESSION OF PHYSICAL ACTIVITY MESSAGES

Focus group participants were shown a series of messages, as well as the accompanying images, promoting physical activity. They were asked for their general feedback about the messages, followed by specific probing questions exploring whether the messages supported the concept of being more physically active and if they captured their attention. Parents were asked if the images encourage them to model being physically active for their children, and everyone was asked for suggestions for changing the photos to better encourage physical activity. The following is an overview of focus group participants' reaction to each message. The messages can be found in Attachment A.

#### Message #1: Make the first move

Participants, especially those who were parents, liked the message, "make the first move." Several parents agreed that this ad encourages them to be more active with their children. They said it is important to set a good example for their children.

*"Your kids are watching what you do. So if they see you out there, going out there to go run or workout, they're going to want to do it too." –Focus Group Participant*



Some participants focused on the image that accompanied this message. One individual said the image looked more like a shoe advertisement. There were several suggestions to pair the message with a different image depicting a child and parent engaging in a physically active together. Both traditional and non-traditional sports were suggested, such as basketball, badminton, t-ball, frisbee and kickball. Among one group of participants, traditional sports did not resonate with them; therefore, they named the alternate activities that they enjoy. One suggestion with which others agreed was to have the parent and child at the start of a race line (rather than facing one another). Several others suggested making the shoes a little “flashier” to grab kids’ attention (e.g., sneakers that light up).

### Message #2: Healthy Choices Catch On

Overall, participants liked the slogan, “healthy choices catch on.” As with the fruit and vegetable message, they said it tied in with the physical activity message. Again, this message prompted some parents to discuss the importance of setting a good example for their children.

*“If they see you sitting on the couch watching TV, they wanna sit on the couch and watch TV... If they see you getting up every day going somewhere, doing something and you're taking them with you, they're gonna get active, too.” – Focus Group Participant*

### Message #3: Follow the leader

Participants liked the message, “follow the leader.” In general, it captured their attention. Any discussion about this message focused more on the image rather than the message itself. Some participants said they would like to see something in the background, such as a park. In two of the focus groups, participants discussed who should be depicted as “the leader.” At first, participants thought it should be the adult, but reconsidered and suggested having the child leading the parent.

*“I like the fact that it doesn't say who the leader is. So I initially was thinking, well the larger bike should close up some of that open space, and it should be ahead of the little one, but then I think about my 4-year old, and a lot of times, she's the leader. I think from the photo, the bikes are equidistance, so either the child or the caregiver or parent can be the leader. You're just following the leader. You're getting out there. You're doing something. I like that in the messaging. That's what spoke to me.” – Focus Group Participant*



#### Message #4: Take the next step together

The first group of participants was shown this message without an accompanying image. The participants felt that there was something missing and were slightly confused by this message. They inquired as to what would be considered the first step. They did not believe the message stands on its own and suggested adding additional verbiage or combining it with the previous message, “follow the leader.” After receiving this initial feedback, it was determined that this message would benefit from a visual image to aid further testing. The subsequent focus groups were shown this message along with the image of a father and son tying their shoes.

Among a group of Spanish-speakers, the concept of taking the next step together was translated more literally by some participants. One suggestion was to show a father teaching a young child to walk.

This message was well received among one of the focus groups. The participants liked the message but suggested pairing it with a different image of a parent and child being active together. Suggestions included a variety of activities such as hiking, rock climbing, gymnastics, roller skating and jump roping.

#### Message #5: They learn from watching you...Be active and your kids will too!

Participants generally liked the message “they learn from watching you.” They related to this message and acknowledged how often their children pick up on their behaviors. Most participants preferred to see this message paired with a different image. Some did not like the fact that the child depicted in the photo was not participating in an activity and suggested including a parent, particularly a father, in the image. Another group reiterated how difficult it was to make out what was being shown in the photo because of the dark background.

### PHYSICAL ACTIVITY MESSAGE PREFERENCE

Participants were asked to select their favorite and least favorite physical activity messages. Overall, “follow the leader” was the most preferred message, followed by “they learn from watching you,” “take the next step together,” and lastly, “make the first move.” These selections were often dependent on suggested changes to the images that accompany each message based on previous feedback.

Participants often said they did not *dislike* any of the messages; however, some said their least favorite messages were “take the next step together” and “make the first move” for reasons described previously.



## PARTICIPANT BEHAVIORS

Focus group participants were asked about their consumption of fruits and vegetables and engagement in physical activity. Participants were asked to describe the fruits and vegetables that they typically eat and the types of activities that they like to do. They were also asked if they get enough fruits and vegetables and physical activity and what they perceive to be “enough.” Finally, they were asked to describe barriers to fruit and vegetable consumption and physical activity and their interest in getting more. Participant responses to these questions helped provide context to their receptivity toward and preference for messages and images promoting healthy eating and physical activity.

### Fruit and Vegetable Consumption

When asked about their fruit and vegetable consumption, participants reported eating a wide variety of fruits and vegetables, including melons, bananas, berries, pineapple, oranges, grapes, peaches, apples, broccoli, celery, cauliflower, spinach, asparagus, carrots, kale, corn and beans. They were asked if they think they eat enough fruits and vegetables, and most indicated they do not. When asked how much they should be eating each day, participants often said 2-3 servings or more. Reasons why they are not getting enough fruits and vegetables each day include lack of time, lack of availability (seasonality), cost and that they spoil too quickly. Despite these barriers, many participants indicated they are interested in eating more fruits and vegetables.

### Physical Activity

Similar to the fruit and vegetable questions, focus group participants were asked about the types of physical activities that they like to do. Many participants said they like walking. Other responses included biking, swimming, Zumba, dancing, yoga and basketball. Some described their job as their source of physical activity as well as doing household chores and running after children. When asked if they get enough physical activity each week, the majority of participants said no; however, some participants indicated they are exhausted keeping up with their children. Participants were asked how much activity is enough, and answers varied from 30 minutes to an hour a day to being active three days a week. Participants cited a variety of factors that inhibit their ability to engage in more physical activity, including laziness or fatigue, lack of time and transportation, weather conditions, having to care for young children, and safety concerns. Participants said they were interested in increasing their level of physical activity, but some needed more guidance and motivation. They also said they would like the opportunity to engage with their children in more activities.

*“I'd like more structure. I've heard there are fitness classes and things like that in the community. Best laid plans go awry. Later never happens.” – Focus Group Participant*

## WHERE PARTICIPANTS OBTAIN INFORMATION

Focus group participants were asked where they like to obtain their information on healthy eating, nutrition and physical activity. The majority of participants access this type of information on the Internet via Internet searches, social media (Facebook, Instagram, Pinterest), videos and various



websites. They also access this type of information from medical providers, family, friends and other parents. Some participants mentioned SNAP-Ed classes or *Cooking Matters*® classes as a source of this information as well as other community resources (e.g., Crim Fitness Foundation, MSU Extension, Edible Flint, Henry Ford, farmers markets). Their kids and schools are also important sources of information. The most trusted sources of information are community resources, the nutrition education classes, schools and websites that were described as “recognizable.”

## PREFERRED CHANNELS OF DELIVERY

Participants were asked for their opinion on various channels of delivery for the campaign messages. When asked about billboards, many agreed that this was a good way to increase visibility of the messages. They mentioned other billboards that they notice frequently while driving. They also pointed out that their kids notice billboards, oftentimes more readily than they do.

*“Oh yeah, because [kids are] quick to see that McDonald's sign. They're going to be quick to see that vegetable sign. They can point it out quicker than you will see it.” – Focus Group Participant*

Several individuals said seeing the fresh fruits and vegetables on a billboard captures their attention and makes them want to eat them. Others said that a logo and/or a web address displayed prominently on the billboard makes it easy to look up additional information.

*“If you put your logo, this Michigan Fitness Foundation, or USDA, as long as they're linked, because sometimes when you're driving, you only catch a glimpse. Sometimes I'm not able to read the whole billboard, but I'll go to the USDA or MDHHS [website].” – Focus Group Participant*

Participants were less certain about placing the campaign messages on the sides of buses. The majority did not ride buses, and didn't think they would notice or pay attention to the messages on the side of buses. However, several individuals suggested placing the signs inside of the buses for the riders to see.

Participants were asked if they would like to see this type of information online, and many responded positively. They were interested primarily in accessing healthy recipes and videos that show how to prepare healthy foods. Participants recommended sharing this information on social media platforms, particularly Pinterest, Facebook, YouTube and Instagram. However, some believed younger moms are interested in other social media platforms, such as Twitter and SnapChat.

The majority of participants would be interested in visiting a website for this type of information. Several participants said the website should be displayed prominently on materials and have a memorable name. They like websites that include a wide variety of healthy recipes. One participant would like MFF to avoid duplicating similar efforts that are already underway in the community. They suggested partnering with Flint Eats (a mobile app that allows residents to share information about local food) to coordinate rather than duplicate efforts.



*“I think it would be great if we could figure out ways to support the work that's already created instead of trying to reinvent the wheel.” – Focus Group Participant*

There were mixed reactions when asked if they would like to receive text messages that provide healthy eating tips, recipes, or ideas for physical activity. Many participants said they would be interested in opting into receiving text messages. They view texts primarily as an avenue to receive healthy recipes, suggestions for meal planning and grocery lists. When asked how often they would like to receive text messages, some indicated daily, weekly or monthly. Some wanted to receive brief tips or a photo with a recipe without having to visit a website due to concerns about data usage, while others would be interested in receiving a link to a website to access additional information. Some viewed receiving too many text messages as a nuisance. It will be important to provide an opt-in mechanism that allows them to indicate how often they prefer to receive text messages as well and the ability to stop receiving text messages at their discretion.

## PARTICIPANT SUGGESTIONS

Participants were asked if they had any suggestions for other locations where these messages can be displayed. Suggestions included grocery stores, schools, libraries, malls, farmers markets, barbershops, beauty salons, bus terminals, other community organizations and cafeterias (specifically the cafeteria at the Job Corps location). One participant wanted to be sure the messages would be displayed in her particular community (the South Side of Flint).

Participants were also asked if there were any other nutrition or physical activity topics that they would like to see displayed in their community. Participants offered the following suggestions:

- ▲ Seasonal produce, i.e., what's available, how to prepare it and where to find it
- ▲ Healthy and fun snack ideas for kids (as well as snack ideas for kids with allergies)
- ▲ Promotion of family mealtime
- ▲ The specific nutrients found in fruits and vegetables and why they are beneficial
- ▲ Fresh produce vouchers/coupons
- ▲ Ideas/tips for accessing fresh produce

Additionally, another participant would like to see more background information about MFF and the work that it does. She noted the volume of researchers and other organizations coming into Flint in the wake of the water crisis and the uncertainty of who they are and what they are doing in the community.



## Conclusions and Recommendations

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The following conclusions highlight focus group participants' receptivity toward and preference for messages and images promoting healthy eating and physical activity. Included are the key findings and recommendations that arose from these discussions.

Participants responded favorably to the campaign messages while the accompanying images received mixed reactions and elicited stronger feedback.

Focus group participants generally liked the campaign messages as written. These messages resonated with the target audience (predominantly mothers with children) and aligned with their personal interests in improving healthy behaviors, although there was some debate over the exact meaning of certain messages (i.e., "Small Bite, Big Benefit" and "Take the Next Step Together").

The proposed images that accompanied each message elicited stronger feedback from participants. The images were important for helping participants decipher each message and attract their attention. Participants generally liked the images that showed happy children actively engaging with family members; however, they were less receptive toward the images that were more abstract and did not include a parent or caregiver engaging with the child. For example, participants were particularly vocal about last year's campaign images that depicted a child without a parent or caregiver. Because there was no clearly defined activity occurring within these images and there was no parent or caregiver portrayed, participants often used words like "lonely" when describing this image.

Participants were less consistent in their reaction toward the images depicting the hands and feet of a child/adult pair eating fruits and vegetables and engaging in physical activity. Some participants liked these images as depicted, while others preferred to see the actual parent/child engaging in the activity (not just their hands and feet) and would have liked the background of these images to provide more situational context.

Parents recognize the importance of modeling healthy eating and physical activity behaviors for their children. They appreciate the images depicting families engaging in activities together and the messages that reinforce setting good examples for children.

As noted above, participants responded favorably to the images that depicted families, particularly father figures, engaging with their children and encouraging healthy behaviors. Furthermore, they were receptive to the messages that encourage them to set good examples for their children (i.e., "They Learn from Watching You," "Healthy Choices Catch On," and "Make the First Move"). Some participants engaged in unprompted discussions on the importance of modeling healthy behaviors for their children. While most participants acknowledged the fact that they do not eat enough fruits and vegetables or engage in enough physical activity, they expressed an interest in getting more in the future. Participants indicated that the messages encourage them to be more physically active and consume more fruits and vegetables; however, in order for them to follow through with these healthy intentions, the barriers to fruit and vegetable consumption and physical activity mentioned during the focus groups may need to be addressed. Future assessments may explore ways to combat barriers to fruit and vegetable



consumption and physical activity through social marketing efforts.

Participants access information on healthy eating and physical activity from a variety of trusted sources and see the value of widely disseminating campaign messages throughout the community.

Focus group participants rely on a variety sources to access information on healthy eating and physical activity. Websites and social media platforms are popular ways to access healthy recipes, while other community resources, such as organizations, schools and farmers markets, were described as providing more in-depth information. The most trusted sources of information mentioned included community organizations, nutrition education classes, schools and certain websites that were deemed “recognizable.”

Participants expressed an interest in accessing more information about the social marketing campaign online. While the majority said they would visit a website to get this information (particularly to access recipes), they would also like to see the information in the community (i.e., grocery stores, schools, libraries, malls, farmers markets, barbershops, beauty salons, bus terminals, other community organizations and cafeterias). They believe billboards are a good way to increase visibility of the messages in the community, but were less certain about the utility of advertising on busses. Social media was used by 90% of the focus group participants, and therefore, viewed as an effective way to disseminate information.

Text messaging may be a good avenue for disseminating information to individuals who choose to opt-in to this mode of delivery; however, there were varying opinions on how frequently text messages should be sent and the specific content of these messages. There is a fine line between what participants perceived to be acceptable relative to text messaging content and frequency and what is viewed as a nuisance. Since there was so much variability in participants’ responses, MFF may consider tailoring text message frequency and content to individual preferences, to the extent possible.

For future iterations of the social marketing campaign, MFF may consider making adjustments to the images based on participant feedback.

Because the campaign messages tested so well among the target audience, there is little need to make adjustments. Instead, MFF may consider fine-tuning the images to align with participant feedback. While much of the feedback comes down to personal preferences, there were some consistent themes across all four focus groups that could be considered. Participants felt strongly about the parent/child relationship and wanted to see them engaging in activities together. They responded positively to the images that included parents and children, and were often critical of the images where the adult was missing (e.g., “They Learn from Watching You”). MFF may consider adjusting the images to highlight this important relationship. Depicting the healthy behavior was also important to participants. For example, rather than showing a father and son tying their shoes presumably getting ready for physical activity, the participants would rather see a father and son engaging in the activity together (e.g., father shooting a basketball into a big hoop while the child shoots a basketball into a child-sized hoop). They tended to like the picture where the adult and child were biking together. Finally, some participants wanted the images to provide more context, especially related to physical activity. For example, they wanted to see where the activities were occurring (i.e., a bike path, track, basketball court), and the types of activities



in which the individuals were engaging.

As stated above, personal preference plays an important role in how an individual responds to a particular image or message. It should also be noted that these focus groups gathered feedback from a limited group of individuals living in Detroit and Flint. Factors affecting these individuals may have influenced their responses in a way that would not necessarily pertain to individuals living in other parts of the state. The focus groups provide useful feedback from the target audience (particularly mothers with children) to guide the development of new campaign messages and images; however, these recommendations should be taken into consideration within the larger context of statewide need, available resources for social marketing, and partner feedback.



# Appendix A

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## FACILITATOR'S FOCUS GROUP GUIDE



## INTRODUCTION [5 MIN]

Welcome! My name is \_\_\_\_\_, and I am here with my co-worker \_\_\_\_\_. Thank you for taking the time for this group discussion. We work for Altarum, a health and nutrition research company, and our work focuses on helping improve the health of children, families, and adults. We were hired by Michigan Fitness Foundation to arrange this discussion.

Michigan Fitness Foundation has carried out a campaign promoting physical activity and consumption of healthy foods since 2012. You may have seen these messages on billboards and buses across Michigan. This year, they will be creating new messages on eating fruits and vegetables, as well as physical activity. We'd like to hear your thoughts on the new messages, and how to improve future messages to better serve families in Michigan. Your input is very important to us.

We will be using first names only today. Everything you say during this session is private and we ask that you please not share information discussed today outside of this group. After we conduct several of these groups, we will write a report of our findings. Your name will not appear anywhere in the report. Nothing said today will be attached to your name at any point, and nothing that you say will affect any public assistance benefits you receive.

Before we begin, I would like to point out a few details about our discussion:

- There is no right or wrong answer. Please feel free to say whatever you think.
- Also, it is okay to have ideas or opinions that are different from each other. We want to hear everyone's point of view.
- It would be helpful to have only one person talk at a time. We are recording this session so that we don't miss anything important. If two people talk at once, we won't be able to hear your valuable input. We may remind you of this during the group discussion.
- We would like everyone to participate but, you each don't have to answer every question. You don't have to raise your hand either. If, however, some of you are shy or we really want to know what you think about a particular question, we may ask you what you think. You can always choose not to respond to a question

Our group discussion will last no more than an hour and a half. We will not be taking a formal break, but if you need to leave to use the restroom, they are located \_\_\_\_\_. And feel free to get more refreshments.

As a thank you for participating, and to help you with any child care or transportation costs for this meeting, you have received \$25 in cash. Receiving this payment will not affect any public benefits you get.

Before we start, I want to make sure everyone has read, signed, and returned a copy of the consent form. If you haven't please raise your hand.

Ok, what questions do you have before we start?



## ICE BREAKER [5 MIN]

Please introduce yourself and tell us about a favorite food that you like to cook.

*[FACILITATOR NOTE: It is helpful to go in order of how the group is sitting.]*

## FRUITS AND VEGETABLES [25 MIN]

*We'd like to get the conversation started by talking about fruits and vegetables.*

1. First we'd like to know about the fruits and vegetables that you like to eat.
  - a. What fruits do you typically eat?
  - b. What vegetables do you typically eat?
  - c. How many of you think you eat enough fruits and vegetables on most days?
  - d. What do you consider to be enough fruits and vegetables in a day? *[Note to facilitator: only if asked, adults should eat about 2 to 3 cups of vegetables per day and 1 ½ to 2 cups of fruit. It depends on age, sex, and level of physical activity].*
  - e. What are some of the reasons why you might **not** eat enough fruits and vegetables?
  - f. Are you interested in trying to eat more fruits and vegetables? Why or why not?

### Fruit and Vegetable Photos

*Now I am going to show you some photos of people eating fruits and vegetables. [Facilitator shows the first two images to participants – forks with vegetables and forks with fruit].*

2. What do you think of these two photos? [probe: is it clear to the participants that one hand is an adult's hand and the other is a child's hand?]
  - a. Do you feel the photos support the idea of eating more fruits and vegetables? Why or why not?
  - b. Do the photos capture your attention? Why or why not?
  - c. For the parents in the group, would this photo encourage you to model healthy eating for your children?
  - d. What suggestions do you have, if any, for changing the photos to better encourage eating fruits and vegetables?
  - e. Additional probes: What do you think about just seeing the hands? How about the skin tone and nails?

*Now I'm going to show you another photo [Facilitator shows photo of baby being fed].*

3. What do you think about this photo?
  - a. When comparing it to the last pictures that we looked at, do you prefer seeing a picture of an actual child rather than just the hands, or do you like the hands better?
  - b. Do you feel the photo supports the idea of eating more fruits and vegetables? Why or why not?
  - c. Does the photo capture your attention? Why or why not?
  - d. What suggestions do you have, if any, for changing the photo to better encourage eating fruits and vegetables?
  - e. For the parents in the group, would this photo encourage you to give your child more fruits and vegetables?
  - f. Additional probes: Would you prefer to see an older child?



*Now I'm going to show you one more photo [Facilitator shows photo of last year's campaign image].*

4. What do you think about this photo compared to the other photos I've showed you?
  - a. Do you feel the photo supports the general idea of eating more fruits and vegetables? Why or why not?
  - b. Does the photo capture your attention? Why or why not?

## Fruit and Vegetable Messages

*Now I am going to show you a message about eating fruits and vegetables. [Facilitator shows first campaign image and message].*

5. What do you think about the message, "*some for you, some for me*"?
  - a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?
  - d. What action, if any, would you take after seeing this message? [Probe: would it make you think about eating more fruits and vegetables? Would it make you think about feeding your child more fruits and vegetables?]
  - e. Is there another way you would phrase this message that would sound better to you or would make you want to act on it?
  
6. What do you think about the message, "*Healthy Choices Catch On*"?
  - a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?
  - d. Is there another way you would phrase this message that would sound better to you or would make you want to act on it?

*Now I am going to show you another message about eating fruits and vegetables. [Facilitator reads second message to participants and provides handout].*

7. What do you think about the message, "*small bite, big benefit*"?
  - a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?
  - d. What action, if any, would you take after seeing this message? [Probe: would it make you think about eating more fruits and vegetables? Would it make you think about feeding your child more fruits and vegetables?]
  - e. Is there another way you would phrase this message that would sound better to you or would make you want to act on it?

*Now I am going to show you another message about eating fruits and vegetables. This message does not have any photos to go along with it. [Facilitator shows third and fourth messages to participants and provides handout].*



8. What do you think about the messages, *“Add some fruits and veggies to the mix”* and, *“Sprinkle some love on top”*?
  - a. Do these messages make sense to you?
  - b. What do you like about these messages?
  - c. What do you dislike about these messages?
  - d. What action, if any, would you take after seeing or hearing these messages? [Probe: would it make you think about eating more fruits and vegetables?]
  - e. What types of photos would you like to see with these messages?

*Now I am going to show you one more message about eating fruits and vegetables.*

9. What do you think about the message, *“They learn from watching you...eat more fruits and veggies and your kids will too!”*?
  - a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?
  - d. What action, if any, would you take after seeing this message? [Probe: would it make you think about eating more fruits and vegetables? Would it make you think about feeding your child more fruits and vegetables?]
10. Out of all the messages that I shared with you today about eating fruits and vegetables, which one did you like the best? [Note: facilitator displays all messages and has each focus group participant vote for their favorite message by raising their hand.]
11. Which message did you like least? [Note: facilitator displays all messages and has each focus group participant vote for their least favorite message by raising their hand]

## THEME 2: PHYSICAL ACTIVITY [25 MIN]

*Now I am going to ask some questions about physical activity. Physical activity can be any kind of movement or exercise that you do such as walking, swimming, aerobics, playing a sport or riding a bike.*

12. What types of physical activities do you like to do?
  - a. How many of you think that you get enough physical activity each week?
  - b. What do you consider to be enough physical activity in typical day or week? [Note to facilitator: only if asked, adults should do about 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity activity per week].
  - c. What are some reasons why you might not be physically active?
  - d. How many of you are interested in increasing your physical activity? Why or why not?

### Physical Activity Photos

*Now I am going to show you some photos of people being active. [Facilitator shows first two images to participants – lacing up shoes and bikes].*

13. What do you think of these two photos? [probe: is it clear to the participants that one is an adult and the other a child lacing up their shoes and riding bikes?]
  - a. Do you feel the photos support the idea of being physically active? Why or why not?



- b. Do the photos capture your attention? Why or why not?
- c. For the parents in the group, would this photo encourage you to model being physically active for your children?
- d. What suggestions do you have, if any, for changing the photos to better encourage physical activity among adults and children?
- e. What types of activities do you suggest showing in a photo that might encourage you or your child to be more physically active?
- f. Additional probes: What do you think about just seeing the hands and feet and not the faces?

*Now I'm going to show you another photo [Facilitator shows photo of father and son playing with ball].*

14. What do you think about this photo?
- a. When comparing it to the last pictures that we looked at, do you prefer seeing a picture of an actual child rather than just the hands and feet, or do you like the hands and feet better?
  - b. Do you feel the photo supports the idea of being physically active? Why or why not?
  - c. Does the photo capture your attention? Why or why not?
  - d. What suggestions do you have, if any, for changing the photo to better encourage physical activity among adults and children?
  - e. For the parents in the group, would this photo encourage you to be more active with your kids?
  - f. Additional probes: Would you prefer to see a child of a different age?

*Now I'm going to show you one more photo [Facilitator shows photo of last year's campaign image].*

15. What do you think about this photo compared to the other photos I've showed you?
- a. Do you feel the photo supports the general idea of being physically active? Why or why not?
  - b. Does the photo capture your attention? Why or why not?

## Physical Activity Messages

*Now I am going to show you a message about being active [Facilitator shows first campaign message and image].*

16. What do you think about the message, *"make the first move"*?
- a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?
  - d. What action, if any, would you take after seeing this message? [Probe: would it make you think about being more physically active? Would it encourage you to be more active with your child?]
  - e. Is there another way you would phrase this message that would sound better to you or would make you want to act on it?
17. We saw the same message, *"Healthy Choices Catch On"* with the fruit and vegetable messages. What do you think about seeing it with the physical activity messages?
- a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?



Now I am going to show you another message about being active [Facilitator shows second campaign message and image].

18. What do you think about the message, “*follow the leader*”?
  - a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?
  - d. What action, if any, would you take after seeing this message? [Probe: would it make you think about being more physically active? Would it encourage you to be more active with your child?]
  - e. Is there another way you would phrase this message that would sound better to you or would make you want to act on it?

Now I am going to show you another message about being active. This message does not have any photos to go along with it. [Facilitator shows third message to participants and provides handout].

19. What do you think about the message, “*Take the next step together*”?
  - a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?
  - d. What action, if any, would you take after seeing or hearing these messages? [Probe: would it make you think about being more active with your child?]
  - e. What types of photos would you like to see with these messages?

Now I am going to show you one more message about being active.

20. What do you think about the message, “*They learn from watching you...be active and your kids will too!*”?
  - a. Does this message make sense to you?
  - b. What do you like about this message?
  - c. What do you dislike about this message?
  - d. What action, if any, would you take after seeing this message? [Probe: would it make you think about being more active? Would it encourage you to be more active with your child?]

21. Out of the messages that I shared with you today about being physically active, which one did you like the best? [Note: facilitator displays all messages and has each focus group participant vote for their favorite message by raising their hand]

22. Which message did you like least? [Note: facilitator displays all messages and has each focus group participant vote for their least favorite message by raising their hand]

## OBTAINING INFORMATION [15 MIN]

23. Where do you like to get your information on healthy eating, nutrition and physical activity?
  - a. Please raise your hand if you use the Internet (either through your phone, tablet or computer) as the primary way to obtain information on food, healthy eating and nutrition?



[Facilitator note: say the number of people who raise their hand so it can be captured in the audio recording]

- i. Are there certain websites or apps that you like to use for this information?
  - b. Are there other ways that you look for this information? [*Probe: doctor/health care professional, TV, radio, magazines, family/friends, school, etc.*] If yes, please describe any other ways that you get information on food, healthy eating and nutrition.
  - c. Which of these sources of information that we talked about do you trust most? Why?
24. The messages that we are talking about today may be shown on billboards and the side of buses across Michigan.
- a. Do you believe that it is helpful to receive information on billboards?
    - i. Would seeing this information on a billboard cause you to think about eating healthier or being more active?
    - ii. Would seeing this information on a billboard cause you to look up additional information on these topics?
  - b. Do you believe that it is helpful to receive this type of information on the side of busses?
    - i. Would seeing this information on the side of a bus cause you to think about eating healthier or being more active?
    - ii. Would seeing this information on the side of a bus cause you to look up additional information on these topics?
  - c. Are there any other locations where you would like to see these messages?
25. The messages that we are talking about today may also be shown online.
- a. Do you believe that it is helpful to receive information like this online?
    - i. Would seeing this information online cause you to think about eating healthier or being more active?
    - ii. Would seeing this information online cause you to look up additional information on these topics?
  - b. Would you be interested in receiving text messages that provide healthy eating tips, recipes, or ideas for physical activity?
    - i. If yes, what type of information would you be most interested in receiving by text message and how often would you like to receive the text messages?
  - c. Would you use social media to get this type of information (e.g., healthy eating tips, recipes, ideas for physical activity)? Which form of social media do you prefer (e.g., Facebook, Twitter, Instagram, YouTube, Pinterest)?
  - d. Would you visit a website that features recipes, healthy tips and resources in your community to help you eat more fruits and vegetables and be more physically active?
  - e. What type of information would be of interest to you on a website like this? [*Probe: shopping tips, cooking videos, recipes, physical activity tips, etc.*]

## RECOMMENDATIONS [5 MIN]

Now we are going to discuss any recommendations you might have for the future.

26. Besides the messages that we discussed today, are there other nutrition or physical activity topics that you would like to see on billboards in your community? If yes, what topics and why?
27. Do you have any other comments to share that we haven't discussed already?



## DEMOGRAPHIC SURVEY

1. Are you Hispanic or Latino/a?
  - Yes
  - No
  - Prefer not to answer
  
2. Which of the following best describes your racial background? (select all that apply)
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Native Hawaiian or Other Pacific Islander
  - White
  - Other: \_\_\_\_\_
  - Prefer not to answer
  
3. What is your gender?
  - Male
  - Female
  - Other: \_\_\_\_\_
  - Prefer not to answer
  
4. How old are you? \_\_\_\_\_
  
5. Number of adults **including yourself** that live in your home \_\_\_\_\_
  
6. Number of children (17 and under) that live in your home \_\_\_\_\_
  
7. Did you or other members of your household participate in any of the following programs in the past year? (select all that apply)
  - 1 SNAP/EBT (formerly Food Stamps)
  - 2 WIC
  - 3 Free or reduced-price school lunch or breakfast
  - 4 Free summer meals
  - 5 Head Start
  - 6 Food Pantry
  - 7 TANF (public assistance)
  - 8 Medicaid
  - 9 I do not participate in any of these programs



8. Which of the following do you use most often to access information on the Internet?  
(select all that apply)

- 1 Smartphone
- 2 Computer tablet (iPad, Galaxy Tab)
- 3 Desktop or laptop computer with Internet access
- 4 I do not have access to the Internet

9. Which social media sites do you use at least once a week? (Check all that apply)

- Facebook
- Twitter
- Instagram
- Linked In
- Pinterest
- YouTube
- Other: \_\_\_\_\_
- I do not use social media