



Discussion and Interview Guides

Smoking Focus Group Discussion Guide

Duration of group: up to 3 hours

Key Terms Used in the Discussion Guide

The following is a list of key terms used in the discussion guide. Each is supported with explanations as to how HSC is conceptualising them.

- **Internal factors:** characteristics of family/whānau functioning; includes factors such as family make-up, roles and responsibilities, norms, rules, cultural practices, and communication styles.
- **External factors:** includes factors such as socio-economic status, geography, and community.
- **Practices:** includes behaviours, decision-making, rules, roles and responsibilities, routines and rituals, communication styles, parenting styles etc.
- **Messages:** includes messages from a range of sources – television, radio, print media, health professionals, friends and family, marketing, etc.

Important Messages for Facilitators

- **Expanding on questions as appropriate** – the questions in the discussion guide are indicative and should be expanded on (where appropriate) during discussion groups for greater understanding.
- **If in doubt about the line of questioning you are using** – always bring it back to children. Do not get weighted down with discussion on adults at the expense of understanding what is happening for children (and the family/whānau that shapes what is happening for children).
- **Participant break/s** – please take a break (or breaks) at appropriate time/s in the group to help participants to stay energised.
- **Helpline numbers and relevant website details** – this information has been included in the participant incentive envelopes.

Introduction

15 minutes

Facilitator to introduce him/herself.

Participants to introduce themselves.

- Facilitator to explain nature of the discussion.
- The discussion will take up to three hours.
- Outline topic matter – we are interested in finding out about New Zealand parents and caregivers' attitudes to some topics such as families, health, eating and smoking.
- Explain that there are no right or wrong answers and no need to reach a consensus.
- Importance of expressing own views (and not being swayed by other participants' views).
- Respect for others' views (even if these are at odds with one's own views).
- Emphasise confidentiality of responses (i.e. these will be pooled for reporting purposes).
- Confirm consent to audio record group (all focus groups).
- Confirm consent to video record group (Auckland and Wellington groups only).
- Confirm consent for client viewing (where applicable).

Facilitator to ask if participants have any queries about the discussion group or participating in it (and to address any queries before proceeding).



1.0 Context Setting

25 minutes (total time 40 minutes)

Objectives of this section of the discussion guide:

- To explore who participants identify as being part of their family/whānau (especially who the parents and caregivers are).
- To explore key roles of identified family/whānau.
- To explore key issues and challenges facing families/whānau and where health and well-being issues fit within this context.

1a. Family/Whānau Make-up and Key Roles

10 minutes

We'll start off by finding out something about your family/whānau. We're going to do this by getting you to fill in a short questionnaire about your family/whānau.

1. Please list the names of everyone you think of as being your family/whānau in the spaces below.

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6	14.
7	15.
8	16. (and so on)

2. Beside each person above, please list your relationship to him/her e.g. mother, father, sister, uncle, close friend.

FACILITATOR NOTE

- Give each participant a questionnaire and pen.
- After questionnaire completion, participants to briefly share information on relationships.

Probe nature of what constitutes family/whānau and reasons.

Thinking about roles and responsibilities in your family/whānau ...

- What are the bigger roles that people in your family/whānau have?

Probe nature of key (i.e. bigger) roles and who occupies such roles.

FACILITATOR NOTE:

- By 'bigger roles' we are meaning roles such as income earner, caregiver, other (participants to specify).
- We are not interested in 'smaller type roles', e.g. story-teller to children at night, supermarket shopper.

1b. Key issues and Challenges Facing Family/Whānau

15 minutes

We're going to move on now and talk about what 'big things' if any, you feel your family/whānau has to deal with on a day-by-day basis.

'Big things' will likely mean different things for different people. If something feels like a 'big thing' for your family/whānau, we're interested in hearing about it ...

- What, if anything, are the 'big things' facing your family/whānau on a day-to-day basis?

Seek spontaneous responses and explore as necessary for understanding.

FACILITATOR NOTE:

- Check whether health and well-being features on the list of 'big things' (i.e. challenges and concerns) family/whānau feel they are facing.
- If health and well-being mentioned, probe reasons.
- If health and well-being not mentioned, probe reasons.
- Where non-health and well-being issues are mentioned, explore for understanding but without going into too much depth. For example, if money is mentioned as a challenge, explore 'in what way money is a challenge?' e.g. 'is it a challenge in terms of not having enough money to buy food or is it a challenge in terms of not having enough to save?'

2.0 Health and Well-being

40 minutes (total time 80 minutes)

Objectives of this section of the discussion guide:

- To explore the meaning of *health* and *well-being* (and gauge the extent to which these are perceived as similar or different concepts).
- To explore what value parents/caregivers place on family/whānau health and well-being relative to other key challenges and concerns.
- To explore the importance of specific health considerations: smoking, healthy eating, gambling, alcohol consumption, physical activity.

2a. Meaning of 'Health' and 'Well-being'

5 minutes

We'll move on now and talk about health and well-being ...

Thinking about *health* ...

- What comes to mind when you think of *good health*?
Probe for understanding and basis for this.

- What comes to mind when you think of *poor health*?
Probe for understanding and basis for this.

Thinking about *well-being* ...

- What comes to mind when you think about *well-being*?
Probe for understanding and basis for this.

FACILITATOR NOTE:

- Note extent to which similar or different interpretations are given for the concepts of health and well-being.
- If there is considerable difference in how these concepts are interpreted, this will affect how questioning in the rest of this section of the guide is handled.

2b. Importance of Health Considerations Compared with Other Issues/Concerns for New Zealand Families/Whānau

10 minutes

We're going to talk now about where you see the health and well being of your family/whānau fitting compared with the 'big things' your family/whānau has to deal with on a day-to-day basis. Take a moment and think back to what you said were the 'big things' your family/whānau has to deal with on a day-to-day basis ...

- How important is the health and well-being of your family/whānau compared with the 'big things' you mentioned earlier?

Probe for importance of family/whānau health and well-being compared with 'big things' and reasons why it is more or less important.

2c. Importance of Particular Health Considerations

25 minutes

FACILITATOR NOTE:

- The purpose of the question below (i.e. 'how concerned are you about the following for family/whānau?') is to find out how much of a concern each of the health considerations (i.e. smoking, healthy eating, gambling, alcohol consumption and physical activity) is for parents/caregivers in terms of their family/whānau (including adults and children/young people).

We're going to talk now about five areas of health – smoking, healthy eating, gambling, alcohol consumption and physical activity.

We're interested in hearing what level of concern, if any, you have about each of the five areas of health when it comes to your family/whānau.

We're going to get you to fill in a short questionnaire to give us the information. Once you've filled in the questionnaire, we'll talk about what you've had to say in it.

FACILITATOR NOTE:

- Give a questionnaire to each participant and explain instructions for completion.



Please complete the questionnaire by putting a cross (X) on the line that best describes how concerned you are about a particular area of health for your family/whānau.

Q1. How concerned are you about **SMOKING** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q2. How concerned are you about **HEALTHY EATING** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q3. How concerned are you about **GAMBLING** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q4. How concerned are you about **ALCOHOL CONSUMPTION** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q5. How concerned are you about **PHYSICAL ACTIVITY** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

FACILITATOR NOTE:

- When participants have completed their questionnaire, ask the (top level) questions below.
- If participants reveal why the various health considerations are an issue for them, explore this – otherwise do not probe for this information because it will be covered in the family groups.

We are interested in hearing briefly about some of the answers that you gave in the questionnaire ...

- Which of the five areas of health did you say you were MOST concerned about in relation to your family/whānau?

SEEK SPONTANEOUS RESPONSES.

- Which of the five areas of health did you say you were LEAST concerned about in relation to your family/whānau?

SEEK SPONTANEOUS RESPONSES.**FACILITATOR NOTE:**

- Collect questionnaires from participants (and staple together).

3.0 Eating

50 Minutes (total time 130 minutes)

Objectives of this section of the discussion guide:

- To explore family/whānau eating behaviours and attitudes.
- To explore messages about eating (given by parents and caregivers and received from external sources).
- To identify communication channels through which participants receive messages about eating (and identify the most influential communication channel/s).

3a. Eating Behaviour

20 minutes

FACILITATOR NOTE:

- The purpose of this section of the discussion guide is to provide HSC with an understanding of what types of meals/diets participants' family/whānau have. However, please do not spend too much time on Section 3a of the discussion guide.
- 'Eating behaviour' to include discussion on food and drinks (i.e. water, juice, milk, fizzy drinks and alcohol).
- Do not probe as to WHY participants' family/whānau do certain eating/drinking behaviours.

Individual Exercise

We're going to talk now about what your family/whānau eats and drinks ...

- We want you to think about a typical kind of day and tell us what your family/whānau eats and drinks – we want to hear about this for a typical day in the week and a typical day at the weekend.
- You're going to do this by individually writing the information down on a sheet I'm going to give you. Once you've finished writing things down, we'll hear from each of you about what happens in your family/whānau in terms of eating and drinking.

WEEK DAY	WEEKEND
<p>On a typical day in the week my family/whānau eats and drinks the following things.</p> <p>Participants to list below:</p> <ul style="list-style-type: none"> ■ ■ ■ ■ 	<p>On a typical day in the weekend my family/whānau eats and drinks the following things.</p> <p>Participants to list below:</p> <ul style="list-style-type: none"> ■ ■ ■ ■

Now that you've finished your lists, let's hear about the food and drink your family/whānau has on a typical day in the week and at the weekend.

Participants to share as above.

If not mentioned, probe the extent to which the following feature on a typical day during the week and at the weekend:

- Takeaways
- Fizzy drinks
- Fruit
- Vegetables
- Snacks
- Alcohol

Probe for any differences between participants' own eating and drinking behaviour and that of their family/whānau.

Thinking about what your family/whānau eats and drinks on a typical week day and a typical day at the weekend ...

- Which of these foods and drinks would you say are really favourite foods and drinks for your family/whānau?

Probe what makes particular foods favourites.

- Which of these foods and drinks are not particularly popular among your family/whānau?

Probe what makes particular foods not particularly popular.

- What food and drinks do you make a real effort to get your family/whānau to have?

Probe reasons for making a real effort re consumption of certain foods and drinks.

- What food and drinks do you try and limit the consumption of in your family/whānau?

Probe reasons for limiting consumption of certain foods and drinks.

FACILITATOR NOTE:

- 'Limiting' food can be done for two reasons – 1) because of health-related reasons, e.g. allergy, weight and 2) other, e.g. disliked, not acceptable.

3b. Eating Attitudes

10 minutes

Still thinking about eating ...

- What do you consider to be healthy eating?

Probe participants' definition of healthy eating and basis for this.

- What do you consider to be eating that is not healthy?

Probe participants' definition of eating that is not healthy and basis for this.

3c. Eating Messages and Communication Channels

10 minutes

Messages

- What sorts of things do you say to your children and other family/whānau members about eating?

Probe messages and reasons for giving them.

- What do you and your family/whānau see and hear (from outside the family) about eating?

Probe messages about healthy eating and sources.

Probe messages that encourage eating that is not healthy, and sources.

FACILITATOR NOTE:

- 'Sources' could be tv, radio, parents, good friends, GP, children and so on.

Communication Channels

Thinking about where you get messages about healthy eating from ...

- Which channel(s) work best in terms of getting the message across to you (and your family/whānau)?

Probe most influential source and reasons.

3d. Role of Government and Regulation

10 minutes

Thinking about the role of government in addressing issues of healthy eating and obesity ...

- What, if anything, are you aware of that the government does to encourage healthy eating and address obesity among New Zealand families/whānau?

Seek spontaneous responses.

Probe for views on initiatives mentioned, particularly whether government should have a role in these initiatives.

If not mentioned, probe for views on government regulating to encourage healthy eating (an example of this are the recent rules around food and drinks to be available in school tuck-shops).

4.0 Smoking

50 minutes (total time 180 minutes)

Objectives of this section of the discussion guide:

- To briefly explore family/whānau smoking behaviours.
- To explore attitudes and beliefs about influences on children/young people taking up smoking.
- To explore family/whānau practices that influence the likelihood of children/young people taking up smoking.
- To identify communication channels through which participants receive messages about smoking (and identify most influential communication channel/s).

4a. Family/Whānau Smoking Behaviour

10 minutes

We're now going to talk about smoking ...

- What happens in your family/whānau in relation to smoking?

Probe who smokes, when, why and where.

4b. Attitudes and Beliefs About Influences on Children/Young People Taking up Smoking

15 minutes

We're going to talk about smoking in relation to your child/children ...

- Does your child/children currently smoke?
- To what extent, if any, are you concerned at the moment that your child/children may start smoking?

Participants to rate their concern on a scale of 1 to 100, where 1= extremely unconcerned and 100 = extremely concerned.

Probe reason for rating.

- To what extent, if any, are you concerned that your child/children may start smoking in the future?

Participants to rate their concern on a scale of 1 to 100, where 1= extremely unconcerned and 100 = extremely concerned.

Probe reason for rating.

Thinking about what does/could influence children/young people to start smoking ...

- What things do you believe might increase the likelihood of a child/young person starting smoking?

Probe influential factors and reasons.

If not mentioned probe extent to which participants are aware that seeing smoking take place around them can influence the uptake of it.

Thinking about the different things that can influence children/young people to start smoking ...

- What influence, if any, do you feel parents/caregivers have on the likelihood of children/young people taking up smoking?

Probe nature and extent of parents as influential factors and reasons.

- What influence, if any, do you feel peers have on the likelihood of children/young people taking up smoking?

Probe nature and extent of peers as influential factors and reasons.

- What influence, if any, do you feel showing smoking in the media (e.g. tv programmes, films, magazines) have on the likelihood of children/young people taking up smoking?

Probe nature and extent of media portrayals as influential factors and reasons.

4c. Family/Whānau Practices that Influence Children/Young People taking up Smoking

15 minutes

Thinking about your child/children and the possibility of them taking up smoking ...

- What, if anything, is your family/whānau doing to reduce the likelihood of your child/children taking up smoking (or increase the likelihood of them stopping smoking if they already smoke)?

Seek spontaneous responses and explore for understanding and reasons.

Probe factors such as:

- **having rules about smoking (where, when, who)**
- **allowing access to cigarettes**
- **talking to child/young person about smoking (what is said?)**
- **FACILITATOR: This is a priority probe – please explore thoroughly.**
- **not allowing smoking in front of children/young people.**

4d. Communication Channels

10 minutes

Messages

- What do you and your family/whānau see and hear (from outside the family) about smoking?

Probe messages about not smoking and sources.

Probe messages that encourage smoking and sources.

FACILITATOR NOTE:

- 'Sources' could be TV, radio, parents, good friends, GP, children and so on.

Communication Channels

Thinking about where you get anti-smoking messages from ...

- Which channel(s) works best in terms of getting the message across to you and your family/whānau?

Probe most influential source and reasons.

Before we close the group, what final comments, if any, would you like to make about anything we've been talking about in the group.

THANK AND CLOSE

Gambling Focus Group Discussion Guide

Duration of group: up to 3 hours

Key Terms Used in the Discussion Guide

The following is a list of key terms used in the discussion guide. Each is supported with explanations as to how HSC is conceptualising them.

- **Internal factors:** characteristics of family/whānau functioning; includes factors such as family make-up, roles and responsibilities, norms, rules, cultural practices, and communication styles.
- **External factors:** includes factors such as socio-economic status, geography, and community.
- **Practices:** includes behaviours, decision-making, rules, roles and responsibilities, routines and rituals, communication styles, parenting styles etc.
- **Messages:** includes messages from a range of sources – television, radio, print media, health professionals, friends and family, marketing, etc.

Important Messages for Facilitators

- **Expanding on questions as appropriate** – the questions in the discussion guide are indicative and should be expanded on (where appropriate) during discussion groups for greater understanding.
- **If in doubt about the line of questioning you are using** – always bring it back to children. Do not get weighted down with discussion on adults at the expense of understanding what is happening for children (and the family/whānau that shapes what is happening for children).
- **Participant break/s** – please take a break (or breaks) at appropriate time/s in the group to help participants to stay energised.
- **Helpline numbers and relevant website details** – this information has been included in the participant incentive envelopes.

Introduction

15 minutes

Facilitator to introduce him/herself.

Participants to introduce themselves.

- Facilitator to explain nature of the discussion.
- The discussion will take up to three hours.
- Outline topic matter - we are interested in finding out about New Zealand parents and caregivers' attitudes to some topics such as families, health, eating and smoking.
- Explain that there are no right or wrong answers and no need to reach a consensus.
- Importance of expressing own views (and not being swayed by other participants' views).
- Respect for others' views (even if these are at odds with one's own views).
- Emphasise confidentiality of responses (i.e. these will be pooled for reporting purposes).
- Confirm consent to audio record group (all focus groups).
- Confirm consent to video record group (Auckland and Wellington groups only).
- Confirm consent for client viewing (where applicable).

Facilitator to ask if participants have any queries about the discussion group or participating in it (and to address any queries before proceeding).



1.0 Context Setting

25 minutes (total time 40 minutes)

Objectives of this section of the discussion guide:

- To explore who participants identify as being part of their family/whānau (especially who the parents and caregivers are).
- To explore key roles of identified family/whānau.
- To explore key issues and challenges facing families/whānau and where health and well-being issues fit within this context.

1a. Family/Whānau Make-up and Key Roles

10 minutes

We'll start off by finding out something about your family/whānau. We're going to do this by getting you to fill in a short questionnaire about your family/whānau.

1. Please list the names of everyone you think of as being your family/whānau in the spaces below.

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8	16. (and so on)

2. Beside each person above, please list your relationship to him/her
e.g. mother, father, sister, uncle, close friend.

FACILITATOR NOTE

- Give each participant a questionnaire and pen.
- After questionnaire completion, participants to briefly share information on relationships.

Probe nature of what constitutes family/whānau and reasons.

Thinking about roles and responsibilities in your family/whānau ...

- What are the bigger roles that people in your family/whānau have?

Probe nature of key (i.e. bigger) roles and who occupies such roles.

FACILITATOR NOTE:

- By 'bigger roles' we are meaning roles such as income earner, caregiver, other (participants to specify).
- We are not interested in 'smaller type roles', e.g. story-teller to children at night, supermarket shopper.

1b. Key Issues and Challenges Facing Family/whānau

15 minutes

We're going to move on now and talk about what 'big things' if any, you feel your family/whānau has to deal with on a day-by-day basis.

'Big things' will likely mean different things for different people. If something feels like a 'big thing' for your family/whānau, we're interested in hearing about it ...

- What, if anything, are the 'big things' facing your family/whānau on a day-to-day basis?

Seek spontaneous responses and explore as necessary for understanding.

FACILITATOR NOTE:

- Check whether health and well-being features on the list of 'big things' (i.e. challenges and concerns) family/whānau feel they are facing.
- If health and well-being mentioned, probe reasons.
- If health and well-being not mentioned, probe reasons.
- Where non-health and well-being issues are mentioned, explore for understanding but without going into too much depth. For example, if money is mentioned as a challenge, explore 'in what way money is a challenge?' e.g. 'is it a challenge in terms of not having enough money to buy food or is it a challenge in terms of not having enough to save?'

2.0 Health and Well-being

40 minutes (total time 80 minutes)

Objectives of this section of the discussion guide:

- To explore the meaning of *health* and *well-being* (and gauge the extent to which these are perceived as similar or different concepts).
- To explore what value parents/caregivers place on family/whānau health and well-being relative to other key challenges and concerns.
- To explore the importance of specific health considerations: smoking, healthy eating, gambling, alcohol consumption, physical activity.

2a. Meaning of 'Health' and 'Well-being'

5 minutes

We'll move on now and talk about health and well-being ...

Thinking about *health* ...

- What comes to mind when you think of *good health*?

Probe for understanding and basis for this.

- What comes to mind when you think of *poor health*?

Probe for understanding and basis for this.

Thinking about *well-being* ...

- What comes to mind when you think about *well-being*?

Probe for understanding and basis for this.

FACILITATOR NOTE:

- Note extent to which similar or different interpretations are given for the concepts of health and well-being.
- If there is considerable difference in how these concepts are interpreted, this will affect how questioning in the rest of this section of the guide is handled.

2b. Importance of Health Considerations Compared with Other Issues/Concerns for New Zealand Families/whānau

10 minutes

We're going to talk now about where you see the health and well being of your family/whānau fitting compared with the 'big things' your family/whānau has to deal with on a day-to-day basis. Take a moment and think back to what you said were the 'big things' your family/whānau has to deal with on a day-to-day basis ...

- How important is the health and well-being of your family/whānau compared with the 'big things' you mentioned earlier?

Probe for importance of family/whānau health and well-being compared with 'big things' and reasons why it is more or less important.

2c. Importance of Particular Health Considerations

25 minutes

FACILITATOR NOTE:

- The purpose of the question below (i.e. 'how concerned are you about the following for family/whānau?') is to find out how much of a concern each of the health considerations (i.e. smoking, healthy eating, gambling, alcohol consumption and physical activity) is for parents/caregivers in terms of their family/whānau (including adults and children/young people).

We're going to talk now about five areas of health – smoking, healthy eating, gambling, alcohol consumption and physical activity.

We're interested in hearing what level of concern, if any, you have about each of the five areas of health when it comes to your family/whānau.

We're going to get you to fill in a short questionnaire to give us the information. Once you've filled in the questionnaire, we'll talk about what you've had to say in it.

FACILITATOR NOTE:

- Give a questionnaire to each participant and explain instructions for completion.



Please complete the questionnaire by putting a cross (X) on the line that best describes how concerned you are about a particular area of health for your family/whānau.

Q1. How concerned are you about **SMOKING** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q2. How concerned are you about **HEALTHY EATING** in relation to your family/whānau?

--	--	--	--

**Very
Unconcerned**

**Very
Concerned**

Q3. How concerned are you about **GAMBLING** in relation to your family/whānau?

--	--	--	--

**Very
Unconcerned**

**Very
Concerned**

Q4. How concerned are you about **ALCOHOL CONSUMPTION** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q5. How concerned are you about **PHYSICAL ACTIVITY** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

FACILITATOR NOTE:

- When participants have completed their questionnaire, ask the (top level) questions below.
- If participants reveal why the various health considerations are an issue for them, explore this – otherwise do not probe for this information because it will be covered in the family groups.

We are interested in hearing briefly about some of the answers that you gave in the questionnaire ...

- Which of the five areas of health did you say you were MOST concerned about in relation to your family/whānau?

SEEK SPONTANEOUS RESPONSES.

- Which of the five areas of health did you say you were LEAST concerned about in relation to your family/whānau?

SEEK SPONTANEOUS RESPONSES.**FACILITATOR NOTE:**

- Collect questionnaires from participants (and staple together).

3.0 Eating

50 Minutes (total time 130 minutes)

Objectives of this section of the discussion guide:

- To explore family/whānau eating behaviours and attitudes.
- To explore messages about eating (given by parents and caregivers and received from external sources).
- To identify communication channels through which participants receive messages about eating (and identify the most influential communication channel/s).

3a. Eating Behaviour

20 minutes

FACILITATOR NOTE:

- The purpose of this section of the discussion guide is to provide HSC with an understanding of what types of meals/diets participants' family/whānau have. However, please do not spend too much time on Section 3a of the discussion guide.
- 'Eating behaviour' to include discussion on food and drinks (i.e. water, juice, milk, fizzy drinks and alcohol).
- Do not probe as to WHY participants' family/whānau do certain eating/drinking behaviours.

Individual Exercise

We're going to talk now about what your family/whānau eats and drinks ...

- We want you to think about a typical kind of day and tell us what your family/whānau eats and drinks – we want to hear about this for a typical day in the week and a typical day at the weekend.
- You're going to do this by individually writing the information down on a sheet I'm going to give you. Once you've finished writing things down, we'll hear from each of you about what happens in your family/whānau in terms of eating and drinking.

WEEK DAY	WEEKEND
<p>On a typical day in the week my family/whānau eats and drinks the following things.</p> <p>Participants to list below:</p> <ul style="list-style-type: none"> ■ ■ ■ ■ 	<p>On a typical day in the weekend my family/whānau eats and drinks the following things.</p> <p>Participants to list below:</p> <ul style="list-style-type: none"> ■ ■ ■ ■

Now that you've finished your lists, let's hear about the food and drink your family/whānau has on a typical day in the week and at the weekend.

Participants to share as above.

If not mentioned, probe the extent to which the following feature on a typical day during the week and at the weekend:

- Takeaways
- Fizzy drinks
- Fruit
- Vegetables
- Snacks
- Alcohol

Probe for any differences between participants' own eating and drinking behaviour and that of their family/whānau.

Thinking about what your family/whānau eats and drinks on a typical week day and a typical day at the weekend ...

- Which of these foods and drinks would you say are really favourite foods and drinks for your family/whānau?

Probe what makes particular foods favourites.

- Which of these foods and drinks are not particularly popular among your family/whānau?

Probe what makes particular foods not particularly popular.

- What food and drinks do you make a real effort to get your family/whānau to have?

Probe reasons for making a real effort re consumption of certain foods and drinks.

- What food and drinks do you try and limit the consumption of in your family/whānau?

Probe reasons for limiting consumption of certain foods and drinks.

FACILITATOR NOTE:

- 'Limiting' food can be done for two reasons – 1) because of health-related reasons, e.g. allergy, weight and 2) other, e.g. disliked, not acceptable.

3b. Eating Attitudes

10 minutes

Still thinking about eating ...

- What do you consider to be healthy eating?

Probe participants' definition of healthy eating and basis for this.

- What do you consider to be eating that is not healthy?

Probe participants' definition of eating that is not healthy and basis for this.

3c. Eating Messages and Communication Channels

10 minutes

Messages

- What sorts of things do you say to your children and other family/whānau members about eating?

Probe messages and reasons for giving them.

- What do you and your family/whānau see and hear (from outside the family) about eating?

Probe messages about healthy eating and sources.

Probe messages that encourage eating that is not healthy, and sources.

FACILITATOR NOTE:

- 'Sources' could be tv, radio, parents, good friends, GP, children and so on.

Communication Channels

Thinking about where you get messages about healthy eating from ...

- Which channel(s) work best in terms of getting the message across to you (and your family/whānau)?

Probe most influential source and reasons.

3d. Role of Government and Regulation**10 minutes**

Thinking about the role of government in addressing issues of healthy eating and obesity ...

- What, if anything, are you aware of that the government does to encourage healthy eating and address obesity among New Zealand families/whānau?

Seek spontaneous responses.

Probe for views on initiatives mentioned, particularly whether government should have a role in these initiatives.

If not mentioned, probe for views on government regulating to encourage healthy eating (an example of this are the recent rules around food and drinks to be available in school tuck-shops).

4.0 Gambling

50 minutes (total time 190 minutes)

Objectives of this section of the discussion guide:

- To explore perceptions and experiences of gambling.
- To explore perceptions and experiences of problem gambling.
- To explore views on initiatives to make gambling safer.
- To identify communication channels through which participants receive messages about gambling (and identify the most influential communication channel/s).

4a. Perceptions and Experiences of Gambling

10 minutes

We're going to talk now about gambling ...

- What would you say is gambling?

Probe types of gambling activities and behaviours

- What, if anything, do you associate with being good about gambling?
- What, if anything, do you associate with being bad about gambling?
- What happens in your family in relation to gambling?

Probe who, if anyone, gambles, what type of gambling activity, when and why

Probe whether children/young people take part in any gambling activities

4b. Perceptions and Experiences of Problem Gambling

25 minutes

Thinking about problem gambling ...

- Have you heard of problem gambling before?

Just a YES or NO answer is required here.

- What do you understand problem gambling to be?

SEEK SPONTANEOUS RESPONSES.

FACILITATOR NOTE:

- Provide participants with the definition of problem gambling if necessary i.e.

Problem gambling exists when people experience trouble as a result of gambling, for example, they do not have enough time and/or money to pay their bills, or do not spend (enough) time with their family/whānau or do not spend (enough) time at their job.

- What experience, if any, have you had in relation to problem gambling?

Probe in participants' community, family and friendship networks.

- What impact, if any, has this problem gambling behaviour had?

Seek spontaneous responses.

Probe on participants themselves (i.e. as an individual), and their families and communities.

We're going to talk now about how the situation of problem gambling arose ...

- Looking back, what sorts of things happened that led to someone ending up in a situation where his/her gambling was a problem?

Probe factors perceived to influence problem gambling behaviours – both their initial onset and maintenance e.g. financial issues; stress; habit; enjoyment, other (participants to specify).

- What sort of support, if any, has been used in terms of addressing problem gambling?

Probe type of support sought/used (including at the individual participant level and the family/whānau levels) and reasons.

Probe perceived efficacy of any support received and reasons.

Thinking about stopping people getting into situations where gambling causes problems ...

- What sorts of thing do you feel might (help) stop people ending up in situations where gambling causes problems?

Probe factors internal and external to the family/whānau and reasons.

4c. Views on Initiatives to Make Gambling Safer

15 minutes

Thinking now about making gambling safer ...

- What sorts of things do you feel can be done to make gambling safer?

EXPLORE: at the national, community and family/whānau levels.

PROBE: who (at the three levels above) is perceived as being responsible for making these things happen and reasons.

Thinking now about initiatives currently used for making gambling safer ...

FACILITATOR NOTE:

- Provide each participant with a list of the examples of current initiatives used to make gambling safer (see examples below).
- We're interested in hearing how acceptable you feel the current initiatives being undertaken are in terms of making gambling safer ...
- How acceptable do you feel the current initiatives are?
 - Examples of current initiatives:
 - councils are required to consult with their community about the number and location of TABs and venues with pokie machines
 - communities have the opportunity to make submissions to their local council
 - councils are required to develop policies on where pokie machines can be located and how many machines each bar and club can have
 - casinos and bars and clubs have to follow 'host responsibility' rules relating to gambling (make information available to players; have signage encouraging players to gamble at affordable levels; provide information and assistance to people they have reason to believe may have a gambling problem).
 - the government is funding a social marketing campaign to strengthen society's understanding and awareness of, and response to, gambling-related harms

Probe initiatives that are perceived as acceptable and reasons.

Probe initiatives that are not perceived as acceptable and reasons.

Probe alternative initiatives and reasons.



4d. Communication Channels

10 minutes

Messages

- What do you and your family/whānau see and hear (from outside the family) about gambling?

Probe messages that encourage gambling and sources.

Probe messages that discourage gambling and sources.

FACILITATOR NOTE:

- 'Sources' could be tv, radio, parents, good friends, GP, children and so on.

Communication Channels

Thinking about where you get messages about safe gambling from ...

- Which channel(s) works best in terms of getting the message across to you and your family/whānau?

Probe most influential source and reasons.

Before we close the group, what final comments, if any, would you like to make about anything we've been talking about in the group.

THANK AND CLOSE

Family Focus Group Discussion Guide

Duration of group: up to 3 hours

Key Terms Used in the Discussion Guide

The following is a list of key terms used in the discussion guide. Each is supported with explanations as to how HSC is conceptualising them.

- **Internal factors:** characteristics of family/whānau functioning; includes factors such as family make-up, roles and responsibilities, norms, rules, cultural practices, decision-making processes, communication styles, parenting styles.
- **External factors:** includes factors such as socio-economic status, geography, community.
- **Practices:** includes behaviours, attitudes, rules, decision-making, roles and responsibilities, routines and rituals etc.
- **Messages:** includes messages from range of sources – television, radio, print media, health professionals, friends and family, marketing, etc.

Important Messages for Researchers

- **Expanding on questions as appropriate** - the questions in the discussion guide are indicative and should be expanded on (where appropriate) during family groups for greater understanding.
- **If in doubt about the line of questioning you are using** - always bring it back to children. Do not get weighted down with discussion on adults at the expense of understanding what is happening for children (and the family/whānau that shapes what is happening for children).

Introduction

15 minutes

Researcher to introduce him/herself

Participants to introduce themselves to researcher.

Researcher to explain nature of the discussion.

- The discussion will take up to three hours.
- Outline topic matter - we are interested in finding out about your family/whānau in terms of attitudes and behaviours relating to topics such as families, health, smoking eating and gambling.
- Explain that there are no right or wrong answers and no need to reach a consensus.
- Importance of expressing own views (and not being swayed by other family/whānau members' views).
- Respect for others' views (even if these are at odds with one's own views).
- Emphasise confidentiality of responses (i.e. these will be pooled for reporting purposes).
- Confirm consent to audio record group (all family groups).

Researcher to ask if participants have any queries about the discussion group or participating in it (and to address any queries before proceeding).

1.0 Context Setting

40 minutes (total time 55 minutes)

Objectives of this section of the discussion guide:

- To explore who participants identify as being part of their family/whānau (especially who the parents and caregivers are).
- To explore key roles and responsibilities of identified family/whānau and internal and external factors (as defined earlier in Key Terms) that shape these roles and responsibilities.
- To explore key issues and challenges facing families/whānau and where health and well-being issues fit within this context.

1a. Family/Whānau Make-up

We'll start off by finding out something about your family/whānau. We're going to do this by getting you to fill in a short questionnaire about your family/whānau. You'll each fill in a questionnaire and once you've done that, we'll talk about what you see makes up your family/whānau.

1. Please list the names of everyone you think of as being your family/whānau in the spaces below.

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6	14.
7	15.
8	16. (and so on)

2. Beside each person above, please list your relationship to him/her e.g. mother, father, sister, uncle, close friend.

FACILITATOR NOTE:

- Give each participant a questionnaire and pen.
- After questionnaire completion, participants to briefly share information on relationships.

Probe nature of what constitutes family/whānau for each participant and reasons.

1b. Key Family/Whānau Roles and Responsibilities

Thinking about roles and responsibilities in your family/whānau, we're interested in hearing about the roles and responsibilities of various members ...

- What are the “bigger roles” that people in your family/whānau have?

Probe nature of key (i.e. bigger) roles (and responsibilities that go with them) and who occupies such roles and reasons.

- Who acts as caregivers to children in your family/whānau?

Probe the nature of the relationship of caregivers to children in the family/whānau (e.g. parent, grandparent, aunt, uncle, sibling, other [participants to specify]).

Probe reasons why certain members act as caregivers (and not others).

Stepping back and having a look at your family/whānau ...

- What do you think has influenced why certain family members have certain roles and responsibilities?

Probe internal and external factors (as defined under Key Terms) that have shaped key roles and responsibilities.

If not mentioned, probe historical factors, social norms, logistics, other (participants to specify).

1c. Key Issues and Challenges Facing Family/Whānau

We're going to move on now and talk about what 'big things' if any, you feel your family/whānau has to deal with on a day-to-day basis.

'Big things' may mean different things for each of you. If something feels like a 'big thing' to you for your family/whānau, we're interested in hearing about it ...

- What, if anything, are the 'big things' facing your family/whānau on a day-to-day basis?

Seek spontaneous responses and explore as necessary for understanding.

FACILITATOR NOTE:

- Check whether health and well-being features on the list of 'big things' (i.e. challenges and concerns) family/whānau feel they are facing.
- If health and well-being mentioned, probe reasons.
- If health and well-being not mentioned, probe reasons.
- Where non-health and well-being issues are mentioned, explore for understanding but without going into too much depth. For example, if money is mentioned as a challenge, explore 'in what way money is a challenge?' e.g. 'is it a challenge in terms of not having enough money to buy food or is it a challenge in terms of not having enough to save?'

2.0 Health and Well-being

30 minutes (total time 85 minutes)

Objectives of this section of the discussion guide:

- To explore the meaning of *health* and *well-being* (and gauge the extent to which these are perceived as similar or different concepts).
- To explore the value family members place on family/whānau health and well-being relative to other key challenges and concerns, and specific health and well-being concerns.
- To explore the importance of specific health considerations; smoking, healthy eating, gambling, alcohol consumption, physical activity.

2a. Meaning of 'Health' and 'Well-being'

We'll move on now and talk about health and well-being ...

Thinking about *health* ...

- What comes to mind when you think of *good health*?
Probe for understanding and basis for this.
- What comes to mind when you think of *poor health*?
Probe for understanding and basis for this.

Thinking about *well-being* ...

- What comes to mind when you think about *well-being*?
Probe for understanding and basis for this.

FACILITATOR NOTE:

- Note extent to which similar or different interpretations are given for the concepts of health and well-being.
- If there is considerable difference in how these concepts are interpreted, this will affect how questioning in the rest of this section of the guide is handled.

2b. Importance of Health and Well-being and Specific Health Considerations for Individual Families/Whānau

We're going to talk now about where you see health and well-being of your family/whānau in relation to the 'big things' your family/whānau has to deal with on a day-to-day basis. Take a moment and think back to what you said were the 'big things' your family/whānau has to deal with on a day-to-day basis ...

- How important is the health and well-being of your family/whānau compared with the 'big things' you mentioned earlier?

Probe for importance of family/whānau health and well-being compared with 'big things' and reasons why it is more or less important.

- What specific health and well-being issues/concerns (considerations), if any, exist for your family/whānau?

Facilitator to jot these down and probe reasons why these are issues/concerns.

2c. Importance of Particular Health Considerations

FACILITATOR NOTE:

- The purpose of the question below (i.e. 'how concerned are you about the following for family/whānau?') is to find out how much of a concern each of the health considerations (i.e. smoking, healthy eating, gambling, alcohol consumption and physical activity) is for individual family/whānau.

We're going to talk now about five areas of health – smoking, healthy eating, gambling, alcohol consumption and physical activity.

We're interested in hearing what level of concern, if any, you have about each of the five areas of health when it comes to your family/whānau.

We're going to get you to fill in a short questionnaire to give us the information. Once you've filled in the questionnaire, we'll talk about what you've had to say in it.

FACILITATOR NOTE:

- Give questionnaire to family/whānau group and explain instructions for completion.



Questionnaire

Please complete the questionnaire by putting a cross (X) on the line that best describes how concerned you are about a particular area of health for your family/whānau.

Q1. How concerned are you about **SMOKING** in relation to your family/whānau?

--	--	--	--

**Very
Unconcerned**

**Very
Concerned**

Q2. How concerned are you about **HEALTHY EATING** in relation to your family/whānau?

--	--	--	--

**Very
Unconcerned**

**Very
Concerned**

Q3. How concerned are you about **GAMBLING** in relation to your family/whānau?

--	--	--	--

**Very
Unconcerned**

**Very
Concerned**

Q4. How concerned are you about **ALCOHOL CONSUMPTION** in relation to your family/whānau?

--	--	--	--

**Very
Unconcerned**

**Very
Concerned**

Q5. How concerned are you about **PHYSICAL ACTIVITY** in relation to your family/whānau?

--	--	--	--

**Very
Unconcerned**

**Very
Concerned**

FACILITATOR NOTE:

- When the family/whānau group has completed their questionnaire, ask the (top level) questions below.

We are interested in hearing briefly about some of the answers that you gave in the questionnaire ...

- Which of the five areas of health did you say you were MOST concerned about in relation to your family/whānau?

SEEK SPONTANEOUS RESPONSES.

Probe why.

- Which of the five areas of health did you say you were LEAST concerned about in relation to your family/whānau?

SEEK SPONTANEOUS RESPONSES.

Probe why.

FACILITATOR NOTE:

- Collect questionnaire from group.

Facilitator to explore where previously identified health and well-being concerns sit in relation to the above health considerations talked about: smoking, healthy eating, gambling, alcohol consumption and physical activity.

3.0 Eating

60 minutes (total time 145 minutes)

Objectives of this section of the discussion guide:

- To explore family/whānau eating behaviours.
- To explore family/whānau eating attitudes.
- To explore family/whānau eating practices.
- To identify through what communication channels participants receive messages about eating (and identify most influential communication channel/s).

3a. Family/Whānau Eating Behaviours

We're going to talk about eating now. We're interested in hearing about what your family/whānau eats on a typical day in the week and on a typical day in the weekend.

FACILITATOR NOTE:

- The purpose of this section of the discussion guide is to provide HSC with an understanding of what types of meals/diets family/whānau have.
- 'Eating behaviour' to include discussion on food and drinks (i.e. water, juice, milk, fizzy drinks and alcohol).

We're going to talk now about what your family/whānau eats and drinks ...

We want you to think about a typical kind of day and tell us what your family/whānau eats and drinks – we want to hear about this for a typical day in the week and a typical day at the weekend.

Facilitator to jot down participants' responses on the form below.

WEEK DAY	WEEKEND
<p>On a typical day in the week my family/whānau eats and drinks the following things.</p> <p>Participants to list below:</p> <ul style="list-style-type: none"> ■ ■ ■ ■ 	<p>On a typical day in the weekend my family/whānau eats and drinks the following things.</p> <p>Participants to list below:</p> <ul style="list-style-type: none"> ■ ■ ■ ■

If not mentioned, probe the extent to which the following feature on a typical day during the week and at the weekend:

- Takeaways
- Fizzy drinks
- Fruit
- Vegetables
- Snacks
- Alcohol

Probe for any differences between parents' own eating and drinking behaviours and that of other family/whānau members (especially children).

Thinking about what your family/whānau eats and drinks on a typical week day and a typical day at the weekend ...

- Which of these foods and drinks would you say are really favourite foods and drinks for your family/whānau?

Probe what makes particular foods favourites.

- Which of these foods and drinks are not particularly popular among your family/whānau?

Probe what makes particular foods not particularly popular.

- What food and drinks is there a real effort made to eat/drink in your family/whānau?

Probe who decides to make a real effort re consumption of certain foods and drinks and reasons.

- What food and drinks is there an effort to try and limit consumption of in your family/whānau?

Probe who decides to limit consumption of certain foods and drinks and reasons.

FACILITATOR NOTE:

- 'Limiting' food can be done for two reasons – 1) because of health-related reasons, e.g. allergy, weight and 2) other, e.g. disliked, not acceptable.

3b. Attitudes

Still thinking about eating ...

- What do you consider to be healthy eating?

Probe participants' definition of healthy eating and basis for this.

- What do you consider to be eating that is not healthy?

Probe participants' definition of eating that is not healthy and basis for this.

3c. Practices

Thinking about eating within your family/whānau ...

- What happens in your family/whānau in terms of eating meals?

Probe which meals are shared/not shared.

Probe whether adults eat the same as children

When meals are shared, how does this happen?

Probe whether family/whānau sits down at a table together (or sits around in lounge chairs [watching television? not watching television?]).

- What happens in your family/whānau in terms of having special occasion meals/feasts?

Probe eating practices for special occasion meals/feasts

- What happens in your family/whānau in terms of having snacks?

Probe when and what.

Probe differences for adults and children.

Thinking about rules in relation to eating for your family/whānau ...

- What rules, if any, does your family/whānau have about eating? (you may have already mentioned some)

Probe rules relating to healthy eating and not healthy eating

Probe rules relating to takeaways, fizzy drinks, fruit, vegetables and alcohol.

Thinking about decision-making around eating ...

- How are decisions made in your family/whānau about what and how food and drinks are consumed?

Probe nature of decision-making, e.g. who is involved (including kids).

Thinking about the children in your family/whānau ...

- In what way, if any, are children in your family/whānau involved with food preparation?

Probe when and how children are involved.

- In what way, if any, are children in your family/whānau involved with **shopping for food**?

Probe when and how children are involved.

- What sorts of things do you say to your children and other family/whānau members about eating?

Probe messages.

3d. Communication Channels

Messages

- What do you see and hear (from outside the family) about eating?

Probe messages about healthy eating and sources.

Probe messages that encourage eating that is not healthy and sources.

FACILITATOR NOTE:

- 'Sources' could be TV, radio, parents, good friends, GP, children and so on.

Communication Channels

Thinking about where you get messages about healthy eating from...

- Which one(s) works best in terms of getting the message across to you (and your family/whānau)?

Probe most influential source and reasons.

4.0 Smoking

20 minutes (total time 165 minutes)

Objectives of this section of the discussion guide:

- To briefly explore family/whānau smoking behaviours.
- To explore attitudes and beliefs about smoking and influences on the likelihood of young people taking up smoking.
- To explore family/whānau practices that influence the likelihood of young people taking up smoking.

4a. Family/Whānau Smoking Behaviour

We're now going to talk about smoking ...

- What happens in your family/whānau in relation to smoking?

Probe who smokes, when, why and where.

4b. Attitudes/Beliefs

Thinking about smoking ...

- How acceptable is smoking among your family/whānau?

Thinking about what does/could influence children/young people to start smoking ...

- What things do you believe might increase the likelihood of a child/young person starting smoking?

Probe influential factors, e.g. parents, peers, media (e.g. TV programmes, films, magazines showing smoking), smoking in the home environment.

- How concerned are you by the possibility of your child/children taking up smoking?

4c. Practices

- What, if anything, is your family/whānau doing to reduce the likelihood of your child/children taking up smoking?

Seek spontaneous responses and explore for understanding.

Probe factors such as:

- having rules about smoking (where, when, who)
- allowing access to cigarettes
- talking to child/young person about smoking (what is said?)
- not allowing smoking in front of children.

5.0 Gambling

15 minutes (total time 180 minutes)

Objectives of this section of the discussion guide:

- To briefly explore family/whānau gambling behaviours.
- To explore family/whānau understanding and perceptions of gambling and problem gambling.
- To explore awareness and practices relating to protecting family/whānau, children and young people in particular, from gambling harm.

5a. Family/Whānau Gambling Behaviour

We're going to talk now about gambling ...

- What would you say is gambling?

Probe types of gambling activities and behaviours.

- What happens in your family in relation to gambling?

Probe who, if anyone, gambles, what type of gambling activity, when and why?

Probe whether children/young people take part in any gambling activities.

5b. Understanding and Perceptions

- What, if anything, do you associate with being good about gambling?

Probe: Generally, and specifically for family/whānau (e.g. funding for community events and organisations, social connectedness, additional ways of making money (e.g. to relieve financial pressure, meet cultural obligations).

- What, if anything, do you associate with being bad about gambling?

Probe: Generally, and specifically for family/whānau (e.g. any type of cost to the family/whānau (e.g. financial, emotional) and social costs).

Thinking about problem gambling ...

- Have you heard of problem gambling before?
Just a YES or NO answer is required here.
- What do you understand problem gambling to be?
Seek spontaneous responses.

5c. Protection from Gambling Harm

We're going to talk now about gambling in relation to children and young people ...

- What things do you believe make it more likely children/young people might start gambling?
- What things do you believe make it more likely children/young people might grow up to have a problem with gambling?

Probe influential factors, e.g. exposure to gambling (through observation or participation).

- How concerned are you by the possibility that your child might start gambling, or develop a gambling problem, later in life?
- What, if anything, are you doing to help make your child/children and family/whānau safe from gambling harm?

Seek spontaneous responses and explore for understanding and reasons.

Probe factors such as:

- ***having rules about gambling***
- ***whether children are allowed to take part in gambling activities***
- ***talking to child/young person about gambling and its potential for harm (what is said?).***

Before we close the group, what final comments, if any, would you like to make about anything we've been talking about in the group.

THANK AND CLOSE

Adult In-depth Interview Guide

Duration of Interview: up to 2 hours

Key Terms Used in the Interview Guide

The following is a list of key terms used in the interviewon guide. Each is supported with explanations as to how HSC is conceptualising them.

- **Internal factors:** characteristics of family/whānau functioning; includes factors such as family make-up, roles and responsibilities, norms, rules, cultural practices, decision-making processes, communication styles, parenting styles.
- **External factors:** includes factors such as socio-economic status, geography, community.
- **Practices:** includes behaviours, attitudes, rules, decision-making, roles and responsibilities, routines and rituals etc.
- **Messages:** includes messages from range of sources – television, radio, print media, health professionals, friends and family, marketing, etc.

Important Messages for Researchers

- **Expanding on questions as appropriate** – the questions in the discussion guide are indicative and should be expanded on (where appropriate) during discussion groups/interviews for greater understanding.
- Information gleaned from the adult in-depth interviews will form the basis of the audience segmentation that is a requirement of the research.

Introduction

5 minutes

Researcher to introduce him/herself to participant.

Researcher to explain nature of the interview.

- The interview will take up to 2 hours.
- Outline topic matter - we are interested in finding out about you as an individual in relation to topics such as family, health, eating, smoking and gambling. We will also be asking you some questions about your family/whānau relating to these topics.
- Explain that there are no right or wrong answers.
- Importance of honest responses.
- Emphasise confidentiality of responses (i.e. these will be pooled for reporting purposes).
- Confirm consent to audio record interview.

Researcher to ask if participant has any queries about the in-depth interview or participating in it (and to address any queries before proceeding).

1.0 Context Setting

15 minutes (total time 20 minutes)

Objectives of this section of the interview guide:

- To explore who the participant is as an individual, i.e. what makes him/her tick.
- To explore key roles and responsibilities within families/whānau and internal and external factors (as defined earlier in Key Terms) perceived to shape these roles and responsibilities.
- To explore key issues and challenges facing parents/caregivers.

1a. Warm-up Exercise for Participants who have not Taken Part in a Family Focus Group

FACILITATOR NOTE:

- Start at Section 1b. if participant has taken part in a family focus group.

We'll start off by talking about you as a person ...

- What kind of things are important/not important to you in life generally?
Seek spontaneous responses only.
- What goals, hopes, dreams, aspirations do you have for your future?
Seek spontaneous responses only.
- What things will help/hinder you from achieving your goals, hopes, dreams and aspirations?
Seek spontaneous responses only.

1b. Key Family/Whānau Roles and Responsibilities

Thinking about roles and responsibilities in your family/whānau, we're interested in hearing about the roles and responsibilities of various members ...

- What are the “bigger roles” that people in your family/whānau have?
Probe nature of key (i.e. bigger) roles (and responsibilities that go with them) and who occupies such roles and reasons.

- Who acts as caregivers to children in your family/whānau?

Probe the nature of the relationship of caregivers to children in the family/whānau (e.g. parent, grandparent, aunt, uncle, sibling, other [participants to specify]).

Probe reasons why certain members act as caregivers (and not others).

Stepping back and having a look at your family/whānau ...

- What do you think has influenced why certain family members have certain roles and responsibilities in your family/whānau?

Probe internal and external factors (as defined under Key Terms) that have shaped assignment of key roles and responsibilities to certain family members.

If not mentioned, probe historical factors, social norms, logistics, other (participants to specify).

1c. Key Issues and Challenges Facing Family/Whānau

We're going to talk now about what 'big things' if any, you feel your family/whānau faces on a day-to-day basis. If something feels like a 'big thing' for your family/whānau, I'm interested in hearing about it ...

- What, if anything, are the 'big things' facing your family/whānau on a day-to-day basis?

Seek spontaneous responses and explore as necessary for understanding.

FACILITATOR NOTE:

- Check whether health and well-being features on the list of 'big things' (i.e. challenges and concerns) for the family/whānau on a day-to-day basis.
- If health and well-being mentioned, probe reasons.
- If health and well-being not mentioned, probe reasons.
- Where non-health and well-being issues are mentioned, explore for understanding but without going into too much depth. For example, if money is mentioned as a challenge, explore 'in what way money is a challenge?' e.g. 'is it a challenge in terms of not having enough money to buy food or is it a challenge in terms of not having enough to save?'

2.0 Health and Well-being

30 minutes (total time 50 minutes)

Objectives of this section of the interview guide:

- To explore the meaning of *health* and *well-being* (and gauge the extent to which these are perceived as similar or different concepts).
- To explore the value parents/caregivers place on family/whānau health and well-being relative to other key challenges and concerns, and specific health and well-being concerns for the family/whānau.
- To explore the importance of specific health considerations: smoking, healthy eating, gambling, alcohol consumption, physical activity.

2a. Meaning of 'Health' and 'Well-being'

We'll move on now and talk about health and well-being ...

Thinking about *health* ...

- What comes to mind when you think of *good health*?
Probe for understanding and basis for this.
- What comes to mind when you think of *poor health*?
Probe for understanding and basis for this.

Thinking about *well-being*...

- What comes to mind when you think about *well-being*?
Probe for understanding and basis for this.

FACILITATOR NOTE:

- Note extent to which similar or different interpretations are given for the concepts of health and well-being.
- If there is considerable difference in how these concepts are interpreted, this will affect how questioning in the rest of this section of the guide is handled.

2b. Importance of Health and Well-being and Specific Health Considerations for Individual Families/Whānau

We're going to talk now about where you see health and well-being fits in your family/whānau with the 'big things' it has to deal with on a day-to-day basis. Take a moment and think back to what you said were the 'big things' your family/whānau has to deal with on a day-to-day basis ...

- How important is the health and well-being of your family/whānau compared with the 'big things' you mentioned?

Probe for importance of family/whānau health and well-being compared with 'big things' and reasons why it is more or less important.

- How important is your own health and well-being compared with the 'big things' you mentioned?

Probe for importance of personal health and well-being compared with 'big things' and reasons why it is more or less important.

- What specific health and well-being issues/concerns (considerations), if any, exist for your family/whānau?

Facilitator to jot these down and probe reasons why these are issues/concerns.

2c. Importance of Particular Health Considerations

FACILITATOR NOTE:

- The purpose of the question below (i.e. 'how concerned are you about the following for family/whānau?') is to find out how much of a concern each of the health considerations (i.e. smoking, healthy eating, gambling, alcohol consumption and physical activity) is for parents/caregivers in terms of their family/whānau.

We're going to talk now about five areas of health – smoking, healthy eating, gambling, alcohol consumption and physical activity.

We're interested in hearing what level of concern, if any, you have about each of the five areas of health when it comes to your family/whānau.

We're going to get you to fill in a short questionnaire to give us the information. Once you've filled in the questionnaire, we'll talk about what you've had to say in it.

FACILITATOR NOTE:

- Give a questionnaire to participant and explain instructions for completion.
- If participant has taken part in a family group, he/she will have already completed the questionnaire and does not need to do another one (but have his/her questionnaire with you at the interview to discuss).



Questionnaire

Please complete the questionnaire by putting a cross (X) on the line that best describes how concerned you are about a particular area of health for your family/whānau.

Q1. How concerned are you about **SMOKING** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q2. How concerned are you about **HEALTHY EATING** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q3. How concerned are you about **GAMBLING** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q4. How concerned are you about **ALCOHOL CONSUMPTION** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

Q5. How concerned are you about **PHYSICAL ACTIVITY** in relation to your family/whānau?

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**Very
Unconcerned**

**Very
Concerned**

FACILITATOR NOTE:

- When participants have completed their questionnaire, ask the (top level) questions below.
- If participants reveal why the various health considerations are an issue for them, explore this – otherwise do not probe for this information because it will be covered in the family groups.

We are interested in hearing briefly about some of the answers that you gave in the questionnaire ...

- Which of the five areas of health did you say you were MOST concerned about in relation to your family/whānau?

SEEK SPONTANEOUS RESPONSES.

Probe why.

- Which of the five areas of health did you say you were LEAST concerned about in relation to your family/whānau?

SEEK SPONTANEOUS RESPONSES.

Probe why.

PROBE ALSO THE RANKINGS OF THE OTHER THREE HEALTH CONSIDERATIONS AND REASONS

FACILITATOR NOTE:

- Collect questionnaire from participant.

Facilitator to explore where previously identified health and well-being concerns sit in relation to the above health considerations talked about; smoking, healthy eating, gambling, alcohol consumption and physical activity.

3.0 Eating

40 minutes (total time 90 minutes)

Objectives of this section of the interview guide:

- To briefly explore family/whānau eating behaviours.
- To explore parent/caregiver eating attitudes.
- To explore family/whānau eating practices and influences on these practices.
- To explore parent/caregiver efficacy in ensuring healthy eating for their family/whānau and internal and external factors perceived to influence their ability to ensure healthy eating for their family/whānau.
- To identify through what communication channels participants receive messages about eating (and identify most influential communication channel/s).

3a. Family/Whānau Eating Behaviours

We're going to talk about eating now.

If not mentioned, probe the extent to which the following feature on a typical day during the week and at the weekend:

- Takeaways
- Fizzy drinks
- Fruit
- Vegetables
- Snacks
- Alcohol

Probe for any differences between parents' own eating and drinking behaviours and that of other family/whānau members (especially children).

Thinking about what your family/whānau eats and drinks on a typical week day and a typical day at the weekend ...

- Which of these foods and drinks would you say are really favourite foods and drinks for your family/whānau?

Probe what makes particular foods favourites.

- Which of these foods and drinks are not particularly popular among your family/whānau?

Probe what makes particular foods not particularly popular.

- What food and drinks is there a real effort made to eat/drink in your family/whānau?

Probe who decides to make a real effort re consumption of certain foods and drinks and reasons.

- What food and drinks is there an effort to try and limit consumption of in your family/whānau?

Probe who decides to limit consumption of certain foods and drinks and reasons.

FACILITATOR NOTE:

- 'Limiting' food can be done for two reasons – 1) because of health-related reasons, e.g. allergy, weight and 2) other, e.g. disliked, not acceptable.

3b. Attitudes

Still thinking about eating ...

- What do you consider to be healthy eating?

Probe participants' definition of healthy eating and basis for this.

Probe perceived benefits and costs of healthy eating.

Probe interest in and commitment to healthy eating.

- What do you consider to be eating that is not healthy?

Probe participants' definition of eating that is not healthy and basis for this.

Probe perceived benefits and costs of eating that is not healthy.

3c. Family/Whānau Eating Practices and Influences

Thinking about eating within your family/whānau ...

- How are decisions made in your family/whānau about what and how food and drinks are consumed in your family/whānau?

Probe nature of decision-making, e.g. who is involved (including children).

- What happens in your family/whānau in terms of eating meals?

Probe which meals are shared/not shared and why.

Probe whether adults eat the same as children.
- When meals are shared, how does this happen?

Probe whether family/whānau sits down at a table together (or sits around in lounge chairs [watching television? not watching television?]) and why.
- What happens in your family/whānau in terms of breakfast?

Probe context of breakfast e.g. whether consumed (at home or away from home), not consumed, types of food and drinks consumed and reasons.

Probe who/what factors influence decision-making about how breakfast occurs in/for your family/whānau.

Probe any differences between weekday and weekend breakfasts and reasons.
- What happens in your family/whānau in terms of lunches?

Probe context of lunches, e.g. whether consumed (at home or away from home), not consumed, bought versus home-made food (if home-made is food prepared, e.g. sandwiches, salads, or convenience food, e.g. yoghurt, noodles, tinned soup).

Probe who/what factors influence decision-making about how lunches occur in/for your family.

Probe any differences between weekday and weekend lunches and reasons.
- What happens in your family/whānau in terms of having special occasion meals/feasts?

Probe context of special occasion meals/feast e.g. what types food and drink are consumed (and in what way, if any, do these differ from food/drink consumed at other times), are food/drinks planned versus pot-luck style (e.g. other family/whānau members contribute what they want to).

Probe who/what factors influence decision-making about what is eaten and drunk on these occasions.

- What happens in your family/whānau in terms of having snacks?

Probe context of snacks, e.g. what types of food and drink are consumed (and in what way, if any, do these differ from food/drink consumed at other times), are snacks available to children in a controlled or uncontrolled way.

Probe also who/what factors influence decision-making about what snacks are eaten and when snacking can occur.

Probe any differences between weekday and weekend snacks and reasons.

Thinking about rules in relation to eating (you may have already mentioned some) ...

- What rules, if any, does your family/whānau have about eating food that is healthy?
- What rules, if any, does your family/whānau have about eating food that is not healthy?

Probe nature and reason for any rules (including who determine rules).

Probe rules relating to takeaways, fizzy drinks, fruit, vegetables and alcohol if not already mentioned.

Thinking about the children in your family/whānau ...

- In what way, if any, are children in your family/whānau involved with food preparation?

Probe when, how and why children are involved.

- In what way, if any, are children in your family/whānau involved with shopping for food?

Probe when, how and why children are involved.

- What sorts of things do you say to your children and other family/whānau members about eating?

Probe messages and reasons for giving messages.

3d. Efficacy and Factors Influencing Achievement of Family/whānau Healthy Eating

HSC is interested in participants' perceived efficacy in terms of achieving healthy eating for their family/whānau.

Definition of Efficacy:

Efficacy = confidence and a sense of having the resources to successfully implement change (e.g. a person has got the skills, tools, time, money and power to make change happen, i.e. a person feels that the ability to implement change is within his/her control).

Thinking about achieving healthy eating for your family/whānau ...

- How well do you feel your family/whānau is achieving healthy eating?
- What factors **inside** the family/whānau **help** your family/whānau achieve healthy eating (e.g. family make-up, roles and responsibilities, norms, rules, cultural practices, decision-making processes, communication styles, parenting styles)?

Probe responses for understanding.

- What factors **inside** the family/whānau **hinder** your family from achieving healthy eating (e.g. family make-up, roles and responsibilities, norms, rules, cultural practices, decision-making processes, communication styles, parenting styles). **Probe responses for understanding.**
- What factors **outside** the family/whānau **help** this (e.g. socio-economic status, geography, community)? **Probe responses for understanding.**
- What factors **outside** the family/whānau **hinder** this (e.g. socio-economic status, geography, community)? **Probe responses for understanding.**

3e. Communication Channels

Messages

- What do you see and hear (from outside the family) about eating?

Probe messages about healthy eating and sources.

Probe messages that encourage eating that is not healthy and sources.

FACILITATOR NOTE:

- 'Sources' could be tv, radio, parents, good friends, GP, children and so on.

Communication Channels

Thinking about where you get messages about healthy eating from ...

- Which one(s) works best in terms of getting the message across to you (and your family/whānau)?

Probe most influential source and reasons.

4.0 Smoking

15 minutes (total time 105 minutes)

Objectives of this section of the interview guide:

- To briefly explore family/whānau smoking behaviours.
- To explore beliefs about influences on young people taking up smoking.
- To explore family/whānau practices that influence the likelihood of young people taking up smoking.
- To identify through what communication channels participants receive messages about smoking (and identify most influential communication channel/s for anti-smoking messages).

4a. Family/Whānau Smoking Behaviour

We're now going to talk about smoking ...

- What happens in your family/whānau in relation to smoking?

Probe who smokes, when, why and where.

4b. Influences on Young People Taking Up Smoking

Thinking about what does/could influence children/young people to start smoking ...

- What things do you believe might increase the likelihood of a child/young person starting smoking?

Probe influential factors, e.g. parents, peers, media (e.g. tv programmes, films, magazines showing smoking), smoking in the home environment.

- What, if anything, is your family/whānau doing to reduce the likelihood of your child/children taking up smoking (or increase the likelihood of them stopping smoking if they already smoke)?

Seek spontaneous responses and explore for understanding.

Probe factors such as:

- having rules about smoking (where, when, who)
- allowing access to cigarettes
- talking to child/young person about smoking (what is said?)
- not allowing smoking in front of children

4c. Communication Channels

Messages

- What do you see and hear (from outside the family) about smoking?

Probe anti-smoking messages and sources.

Probe messages that encourage smoking and sources.

FACILITATOR NOTE:

- 'Sources' could be tv, radio, parents, good friends, GP, children and so on.

Communication Channels

Thinking about where you get anti-smoking messages from ...

- Which one(s) works best in terms of getting the message across to you (and your family/whānau)?

Probe most influential source and reasons.

5. Gambling

15 minutes (total time 120 minutes)

Objectives of this section of the interview guide:

- To briefly explore family/whānau gambling behaviours.
- To explore awareness and practices relating to protecting family/whānau, children and young people in particular, from gambling harm.
- To identify through what communication channels participants receive messages about gambling (and identify most influential communication channel/s for gambling messages).

5a. Family/Whānau Gambling Behaviour

We're going to talk now about gambling ...

- What would you say is gambling?

Probe types of gambling activities and behaviours.

- What happens in your family in relation to gambling?

Probe who, if anyone, gambles, what type of gambling activity, when and why?

Probe whether children/young people take part in any gambling activities.

5b. Protection from Gambling Harm

We're going to talk now about gambling in relation to children and young people ...

- What things do you believe make it more likely children/young people might start gambling?
- What things do you believe make it more likely children/young people might grow up to have a problem with gambling?

Probe influential factors, e.g. exposure to gambling (through observation or participation).

- What, if anything, are you doing to help make your child/children and family/whānau safe from gambling harm?

Seek spontaneous responses and explore for understanding and reasons.

Probe factors such as:

- having rules about gambling
- whether children are allowed to take part in gambling activities
- talking to child/young person about gambling and its potential for harm (what is said?)

5c. Communication Channels**Messages**

- What do you see and hear (from outside the family) about gambling?

Probe messages and sources.**FACILITATOR NOTE:**

- 'Sources' could be tv, radio, parents, good friends, GP, children and so on.

Communication Channels

Thinking about where you get messages about gambling from ...

- Which one(s) works best in terms of getting the message across to you (and your family/whānau)?

Probe most influential source and reasons.

Before we close the interview, what final comments, if any, would you like to make about anything we've been talking about in the interview.

PROBE as necessary.

THANK AND CLOSE

Child Interview Guide

Duration of group: up to 30 mins

Important Message for Researchers

- **Expanding on questions as appropriate** – the questions in the interview guide are indicative and should be expanded on (where appropriate) during interview for greater understanding.
- **Adapting questions for children of different ages** – the questions in the interview guide should be adapted to use language appropriate to the age of the child being interviewed.

Introduction

5 mins

Researcher to introduce self

- Explain the nature of the discussion – we are interested in finding out about you/your family in terms of eating.
- The discussion will take up to 30mins.
- Confirm that the interview is going to be recorded
- Emphasise the importance of giving honest answers.
- Emphasise that there are no right or wrong answers.

Researcher to ask if participant has any queries about the in-depth interview or participating in it (and to address any queries before proceeding).

Objectives of the interview guide

- To explore children's attitudes about healthy and not healthy eating and drinking.
- To explore children's eating practices and views on these practices.
- To explore messages about eating given by parents and caregivers.
- To identify through what communication channels participants receive messages about eating.

1.0 Attitudes

5 minutes (total time 10 minutes)

- What food and drinks do you see as being healthy and how come?
- What food and drinks do you see as not being healthy and how come?

2.0 Practices

15 minutes (total time 25 minutes)

- Which meals do you eat together as a family/whānau?

Probe where meals are eaten.

Probe who decides what and where meals are eaten.

Probe if there are any rules around meal times and who makes these rules.

Probe opinions on above.

- What snacks do you have?

Probe when snacks are eaten.

Probe who decides what and when snacks are eaten.

Probe if there are any rules around snacks and who makes these rules.

Probe opinions on above.

- Are you involved in preparing food?

Probe when and how.

Probe opinions on above.

- Are you involved in shopping for food?

Probe when and how.

Probe opinions on above.

3.0 Messages and Communications

5 minutes (total time 30 minutes)

- What sort of things, if any, do your Mum/Dad or other family members tell you about eating?

Probe messages about what is eaten.

Probe messages about how things are eaten.

Probe messages about healthy eating.

Probe messages that encourage eating that is not healthy.

- What sort of things, if any, do you hear about eating, other than what Mum/Dad or family members may tell you about it? I'm thinking of things you may hear from outside your family/whānau, e.g. through tv, radio, friends, school.

Probe source of message.

Thank participant and close interview

Give incentive