

IHC Process evaluation – Appendices

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IHC Process evaluation Appendix 1_Teacher's evaluation form

LESSON EVALUATION FORM

This form is for you to:

1. Reflect on what you did well in preparing and teaching this lesson, and how you could improve
2. Provide feedback on the materials for this lesson and how we could improve them
3. Help us understand why the children did or did not achieve the lesson objectives

School: _____

Class: _____

Lesson: _____

Date: _____

Self-evaluation

1. What did you do well in preparing and teaching this lesson
2. How could you improve?

INFORMED HEALTHCARE CHOICES PROJECT
TRIAL OBSERVATION FORM
SCHOOL RESOURCES
LESSON. _____

SECTION A: Pre-lesson

Observer (Name):

Date:

School:

Scheduled start time of lesson:

Scheduled end time of lesson:

Number of children in attendance:

Number of benches:

This is so we know about how much space each child had.

Number of teachers in the room:

SECTION B: Start of lesson

Actual start time of lesson:

Do not let teacher or children know you are timing lesson.

What did the teacher do before the class started reading the chapter? For how long?

E.g. Did the teacher review the last lesson before reading the content, make jokes, ask questions or answer questions? Etc.

SECTION C: Reading

Follow along in the guide, so you can note how the teacher uses and understands instructions, e.g. whether the teacher misunderstands or skips any.

Note things like:

- *What the children and teacher misunderstand, e.g. a picture, an example or an exercise*
- *What words the teacher and children struggle with*
- *What examples the children and teacher use, other than those in the book*
- *What that the children and teacher seem to like especially*
- *Anything else that you think is important for the book's effect*

Remember to note things like:

- *How the teacher uses and understands instructions in the teachers' guide*
- *What the children and teacher misunderstand, e.g. a picture, an example or an exercise*
- *What words the teacher and children struggle to pronounce*
- *What examples the children and teacher use, other than those in the book*
- *What the children and teacher seem to like especially*
- *Anything else that you think is important for the book's effect*

Page X--[Part of guide] (Make notes here)

SECTION D: Activity: *Did the children do the activity for the lesson? If yes, (did the teacher follow the instructions?) If no, what was the reason for not doing it?*

SECTION E: Exercises

If they do not spend time on exercises during the lesson, skip this section. If they do, please observe how long it takes the children to complete all the exercises for this lesson.

SECTION F: Post-lesson

Who read aloud?

Was it all the children together, one child at a time, the teacher or some combination?

Actual end time of class:

When did the teacher leave the children to work on their own or do other things?

About how long did the class spend reading the story?

About how long did the class spend doing the activity?

About how long did the class spend doing exercises with the teacher in the room?

About how long did the children break for?

Did the children seem interested or disinterested in the lesson? How so?

How did the teacher engage the children?

How did the teacher use the blackboard?

What did the children do with the books at the end of class?

Did they take them home or hand them in?

IHC Process evaluation Appendix 3_Teachers Interview Guide

Appendix 3

Informed Healthcare Choices – Teachers’ Interview Guide, Process evaluation	
Interviewed person no.:	
School:	
Date:	
Interviewer’s Name:	
Observer’s Name:	
Audio or video recording?	

Introduction, information, consent form, etc. (Introduce yourself, project and go through the informed consent

Turn on audio/video recording (You should let the interviewee know they are being recorded)

Example of what you might say to get the teacher to feel comfortable and to understand the type of feedback we want:
(Empathize with their situation, explain what we want and why/what we will do with that information)

There are a lot of factors that might have affected the teaching and learning of the IHC content in your classroom last term. Some of these factors might be related to the content in the book or the books themselves, to the students reading skills or attitudes or behavior, to the school environment or curriculum, or your own skills, experience, attitudes, time available on the timetable, etc.

We would like to hear from you as the technical person on ground, about your experience carrying out the lessons last term. It is also possible that your experiences may have varied over time from the beginning of the term to the end.

We would like you to give us some examples to help us get a better picture.

We would especially like to know about things that might have contributed to good (effective) teaching or learning experiences for you or the students, but also about things that you felt were a hindrance.

There is no right or wrong answer.

We will use the information you give us to help make improvements in future stages of this work, or to inform the process of rolling out the use of resources here in Uganda and in other countries.

Please remember that whatever information we get from you will be kept confidential

Maybe consider:

Observer and interviewer acting out an example of what an answer might sound like, especially one that is less socially acceptable, like not feeling that the content is relevant for children or not believing a part of the content or not liking the program. Remember to add “an example”.

Example: What are your thoughts about the IHC children’s textbook? Answer, “The text book is very heavy for the 10 year olds in my class to carry, and therefore most came to school for their lessons without it.

Introduction:

Section A. Factors related to TEACHER

Question	Observer notes	Barriers and facilitators framework
1. Having been one of the teachers that participated in teaching the IHC lessons at your school what are your general thoughts about the IHC program?		Begin with an open question (also listen especially for new themes that aren't covered below)
2. The content in the IHC books might have initially felt new and unfamiliar to many of the teachers who participated. How did the content in the IHC books feel to you?		To put teacher at ease (‘Understanding of content’ will be evaluated quantitatively with CLAIM, but it is important to capture how the teacher perceived her/his own understanding.)

<p>3. What sort of <u>skills or competencies</u> do you feel helped you teach this content in an effective way?</p> <p>Prompt: What skills or competencies did you feel you lacked?</p>		<p>TEACHER</p> <p>Skills and competencies.</p>
<p>4. What are your thoughts on the <u>training you received</u> in the delivery of the IHC lessons?</p> <p>Prompt! What can be improved? Suggestions</p> <p>(If you want to ask this, it probably fits better here: How similar or different was the introduction of IHC lessons in relation to how any other lessons have been introduced at your school before?)</p> <p>Example: Can you give an example of something that was similar and something that was different?</p>		<p>TEACHER</p> <p>Sufficient training</p>

<p>5. Tell me a bit about how you <u>felt</u> teaching this material to your class.</p> <p>Prompt! Name any feelings you got.</p>		<p>TEACHER</p> <p>Emotions</p>
<p>6. Did you feel <u>confident</u> or <u>uncertain</u> about teaching these lessons?</p> <p>Example: Can you give me an example of a situation when you felt confident/uncertain?</p>		<p>TEACHER</p> <p>Self-efficacy</p>

<p>7. How <u>motivated</u> did you feel to teach these lessons to your class – very motivated or not so motivated?</p> <p>Explanation: Can you tell me a bit about why?</p> <p>Prompt: Did you look forward to teaching these lessons? Or did you feel they were a burden somehow? (Please be honest with us!)</p>		<p>TEACHER</p> <p>Motivation</p>
<p>8. Did you experience any conflicts in the lesson content with your <u>own</u> beliefs about treatments, or about what children or others should be encouraged to do?</p> <p>Example: Can you give an example of a kind of conflict you experienced with these resources?</p> <p>Prompt: In one lesson, children learn that even if people have been using a treatment for a long time, it does not mean it works or will not be harmful. What did you think about that lesson?</p> <p>Or: For instance, in these lessons children are encouraged to question claims even if they come from adults or experts. What did you think about that?</p>		<p>TEACHER</p> <p>Beliefs, attitudes</p>

<p>9. Did you feel that you managed to <u>engage</u> the students during the lessons and get them thinking and discussing, or was this difficult to do with these lessons?</p> <p>If yes: Can you say something how or why you were able to get students engaged in these lessons?</p> <p>If no: Why was this difficult?</p> <p>Prompt: class size too large, children not used to discussing in class, children were tired/too early in the day, etc.</p>		<p>TEACHER</p> <p>Positive learning environment</p>
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Section B. Feedback on TEACHING MATERIALS and assessment of whether the materials were used as intended

Question(s)	Observer notes	Barriers and facilitators framework
<p>B1. How did the way the IHC lessons were packaged and delivered <u>fit or contradict your current teaching style</u>?</p> <p>If fit: Can you describe how, could you give an example?</p> <p>If contradict: Can you describe how, could you give an example?</p>		<p>TEACHER</p> <p>Fit to teacher's teaching style and context</p>
<p>B2. How many of the lessons were you able to deliver from start to finish as stipulated in the teacher's guide? (ie 80 minutes per lesson)</p> <p>Additional question: What helped you to deliver all or some of the lessons from start to finish within the 80 minutes timeframe?</p>		<p>Supplement to Fidelity evaluation</p> <p>TEACHER</p> <p>Attendance</p>

<p>B3. Could you give an example of how you typically prepared for and delivered lessons? (Recall a specific lesson and explain how you went about it in detail.)</p>		<p>This could be a supplement to Fidelity evaluation but also give us input for future development of lesson structure/teacher's guide</p>
<p>B4. To what extent would you rate the IHC lessons as appropriate for children in your class?</p> <p>Prompt: Were the lessons relevant, easy enough/challenging enough and engaging enough for the children?</p> <p>If to a greater extent: Can you explain what about the lessons made them appropriate?</p> <p>If to a lesser extent: Can you explain what you think should be changed to make them more appropriate?</p>		<p>TEACHING MATERIALS</p> <p>Appropriateness of material</p>

<p>B5. To what extent did you trust the content in the IHC materials:</p> <p>If to a greater extent: Can you explain what about the materials that made them trustworthy?</p> <p>If to a lesser extent: Can you explain what about the materials that made them untrustworthy?</p>		<p>TEACHING MATERIALS</p> <p>Credibility of material</p>
<p>B6. How valuable were the resources overall for you as a teacher for use in your class and your school?</p> <p>Prompt: valuable for teaching the lessons in the classroom, valuable for engaging students in new ways? Or less valuable/suitable for use in your class or your context.</p> <p>If yes/no: Can you explain how or why?</p>		<p>TEACHING MATERIALS</p> <p>Value of material</p>

<p>B7. Do you think these resources should be a part of the <u>curriculum</u> for this age group in your school?</p> <p>If yes: Do you have any thoughts about where they might fit or how they would need to be adapted to fit?</p> <p>If no: Why?</p>		<p>(We know that it doesn't fit the curriculum today. But teachers could express their opinion and might give clues about how it could be adapted)</p>
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Section C. Feedback regarding PUPILS

Question(s)	Observer notes	Barriers and facilitators framework
<p>C1. Can you tell us briefly how the students in your class responded to being taught these lessons?</p> <p>Prompt: it can be positive or negative responses.</p> <p>Can you give us examples of anything you remember in particular?</p>		Open question
<p>C2. Did the IHC lessons benefit all categories (high, average and low performers) of children in equal measure?</p> <p>If not: who seemed to benefit the most and why?</p>		PUPILS Differentiated instruction
<p>C3. How motivated were the pupils in your class to learn the lessons?</p> <p>If yes: what seemed to engage them most?</p> <p>If not: do you have any ideas as to why they were unmotivated?</p>		PUPILS Motivation to learn

Section D. School system and environment

Question(s)	Observer notes	Barriers and facilitators framework
<p>D1. How <u>easy or difficult was it for you to take on and to teach the IHC lessons in addition to all your other responsibilities at the school?</u></p> <p>Prompt: Did you lack resources to carry out the teaching effectively? Did lack time in your schedule? Were these lessons competing for time that you feel might have been spent better doing other things? Was it a burden to prepare for lessons or to correct exercise books?</p>		<p>SCHOOL ENVIRONMENT</p> <p>Time constraints</p> <p>Competing priorities</p> <p>School resources</p>
<p>D2. Besides time constraints, were there <u>other factors that made it difficult to teach these lessons in your school, such as</u></p> <ul style="list-style-type: none"> - lack of support/interest from your leaders - lack of support/interest from your peers - lack of support/interest from parents or community - other barriers? 		<p>SCHOOL ENVIRONMENT</p> <p>School organisation and management</p> <p>Attitudes and beliefs of head teacher and other teachers</p> <p>Parent and community involvement</p> <p>Time constraints</p>

Section E. Potential Adverse or beneficial effects

Question(s)	Observer notes	Adverse or beneficial effects
<p>E1. What <u>role</u> do you think the IHC lessons might have had on the way children in your class may end up <u>making decisions</u> in the future <u>with regard to their health</u>?</p> <p>Prompt: What do you think were the potential adverse and beneficial effects for children attending the IHC lessons?</p> <p>Examples: Give us some examples!</p>		<p>Is this for gathering quotes/examples of possible effects?</p> <p>(anecdotal evidence of effect/impact)</p>
<p>E2. Do you have any suggestions of other possible good or bad impacts that these resources or learning these concepts might have on people?</p>		<p>Potential adverse or beneficial effects – open question</p>

<p>E3. Here is a <u>list of possible good or bad impacts</u> people have suggested we should think about. Are there any of these items that you have seen examples or signs of, or that you have been aware of or concerned with yourself? (List on two separate sheets)</p>		<p>Potential adverse or beneficial effects – discuss list</p>
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Potential bad impacts	Corresponding potential good impacts
Conflict between children and teachers due to children <u>challenging</u> their teachers.	More open and engaging discussion of the basis of diverse claims or beliefs
Conflict between children and parents due to children <u>challenging</u> their parents	Better understanding between children and parents due to children conversing with their parents about what they are learning and parents feeling more engaged with what their children are learning + engagement of parents in discussions of health issues
Distrust of health professionals or conflict between children and health professionals.	Appropriate questioning of health professionals, <u>better understanding</u> and <u>better healthcare</u>
Conflict due to <u>undermining of religious beliefs</u>	Engagement of children and others in discussion <u>about religious beliefs and science</u>
Shortened enjoyment of the <u>innocence of childhood</u>	Increased enjoyment of school and childhood
Nihilism or cynicism	Healthy scepticism and <u>appreciation of science</u>

Other potential good impacts

Impacts on teachers

The learning resources might improve the teachers' understanding and ability to apply the concepts being taught to the children

Impacts on parents

The learning resources might indirectly improve parents' understanding and ability to apply the concepts being taught to the children

Assertiveness

Children asking more questions and not taking things for granted

Improved decision-making

Children making more thoughtful and informed decisions

Nonviolent conflict resolution

Claims being presented and addressed in a friendly manner even when there is a disagreement about the claim, as illustrated in the resources

Friendship formation

Friendly interactions between adults and children and among children, as illustrated in the resources

Collaboration for problem solving

Collaboration for problem solving among the children, as illustrated in the resources

Creativity

Thinking outside the box

Numeracy

Improvements in numeracy, reflecting what is learned in lessons 6 and 7 (on fair comparisons and the play of chance)

Section F. Other

<p>F1. Do you have <u>any other feedback</u> you'd like to share with us, either positive or negative about these resources or your involvement in this project?</p>		<p>Open question</p>
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Section G. Feedback on our session.

Question(s)	Observer notes	Barriers and facilitators framework
<p>G1. How has this <u>interview</u> been conducted? Prompt! What can we make better?</p>		

End of session – stop and save recording

Thank the participant.

Section H. Immediate discussion after the session

Question(s)	Observer notes	Barriers and facilitators framework
Points of discussion. Prompt! (What stood out- main findings?) Learning points		

Section H. Transcribing and Analysis

Person responsible: Research Team.

IHC Process evaluation Appendix 4_Head Teachers Interview Guide

Appendix 4

Informed Healthcare Choices – Head Teachers’ Interview Guide	
Interviewed person no.:	
School:	
Date:	
Interviewer’s Name:	
Observer’s Name:	
Audio or video recording?	

Introduction, information, consent form, etc. (Introduce yourself, project and go through the informed consent form)

Turn on audio/video recording (You should let the interviewee know they are being recorded)

Example of what you might say to get the head teacher to feel comfortable and to understand the type of feedback we want: (*Empathize with their situation, explain what we want and why/what we will do with that information*)

There are a lot of factors that might have affected the introduction of the IHC program on your school's time table as well as the teaching and learning of the IHC content last term. Some of these factors might be related to the content in the book or the books themselves, to the students reading skills or attitudes or behavior, to the school environment or curriculum, to the teachers' workload etc.

We would like to hear from you as the school head and technical person on ground, about your experience introducing the IHC lessons on your school's timetable last term.

We would like you to give us some examples to help us get a better picture.

We would especially like to know about things that might have contributed to good (effective) teaching or learning experiences for the students, but also about things that you felt were a hindrance.

There is no right or wrong answer.

We will use the information you give us to help make improvements in future stages of this work, or to inform the process of rolling out the use of resources here in Uganda and in other countries.

Please remember that whatever information we get from you will be kept confidential.

Maybe consider:

Observer and interviewer acting out an example of what an answer might sound like, especially one that is less socially acceptable, like not feeling that the content is relevant for children or not believing a part of the content or not liking the program. Remember to add "an example".

Example: *What are your thoughts about the IHC children's textbook? Answer: "The text book is very heavy for the 10 year olds in my school to carry, and therefore most came to school for their lessons without it.*

Section A. (School System and Environment)

Question	Observer notes	Barriers and facilitators framework
<p>1. What were your first thoughts about the introduction of the IHC program to your school?</p>		<ul style="list-style-type: none"> • Open question
<p>2. Based on both your current position as the school head, and your school’s recent participation in teaching the IHC lessons, what were your main challenges when introducing IHC lessons onto your school time table?</p> <p>Prompt! Is the timetable flexible enough to accommodate the introduction of new material?</p>		<ul style="list-style-type: none"> • School organisation and management • Competing priorities •

<p>3. What policies or regulations if any by the Ministry of Education or Regional Education Authorities do you think may have affected or hindered the way the IHC lessons were delivered at your school?</p> <p>Prompt! Remember the lessons were to be delivered in English, double-periods, once a week, for nine weeks.</p>		<ul style="list-style-type: none">• Regulations

<p>4. Putting into consideration your experience as the school head, what should be in place to enable more schools like this one take up IHC lessons as part of their weekly lessons?</p>		<ul style="list-style-type: none"> • Scaling up
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Section B. (Feedback on materials)

Question(s)	Observer notes	Barriers and facilitators framework
<p>B1. Based on the information we gave you about the IHC materials and your interaction with the materials themselves (teachers' guides, children's text and exercise book). Do you find the IHC materials appropriate for primary five children in your school?</p> <p>Prompt! Is the content in the IHC</p>		<ul style="list-style-type: none"> • Appropriateness of the material

<p>materials relevant for the children and for teaching the class?</p>		
<p>B2. In your own opinion, to what extent is the IHC program compatible with the current primary school curriculum?</p> <p>Prompt! What would need to change in order for the IHC program to fit into the current curriculum?</p>		<ul style="list-style-type: none"> • Compatibility with the curriculum

Section C. (About the teachers)

Question(s)	Observer notes	Barriers and facilitators framework
<p>C1. What factors do you think motivated or demotivated your teacher(s) to take on the IHC lessons?</p> <p>Prompts!</p>		<ul style="list-style-type: none"> • Motivation

Section D. Potential Adverse or beneficial effects

Question(s)	Observer notes	Adverse or beneficial effects
<p>D1. With your current knowledge of what the IHC lessons are about, what do you envision as potential adverse and beneficial effects if any to the children attending the IHC lessons?</p> <p>Prompt: What do you think were the potential adverse and beneficial effects for children attending the IHC lessons? Examples: Give us some examples!</p>		<p>Is this for gathering quotes/examples of possible effects? (anecdotal evidence of effect/impact)</p>
<p>D2. Here is a list of <u>possible good or bad impacts</u> people have suggested we should think about. Are there any of these items that you have seen examples or signs of, or that you have been aware of or concerned with yourself? (List on two separate sheets)</p>		<p>Potential adverse or beneficial effects – discuss list</p>

Potential bad impacts	Corresponding potential good impacts
Conflict between children and teachers due to children <u>challenging</u> their teachers.	More open and engaging discussion of the basis of diverse claims or beliefs
Conflict between children and parents due to children <u>challenging</u> their parents	Better understanding between children and parents due to children conversing with their parents about what they are learning and parents feeling more engaged with what their children are learning + engagement of parents in discussions of health issues
Distrust of health professionals or conflict between children and health professionals.	Appropriate questioning of health professionals, <u>better understanding</u> and <u>better healthcare</u>
Conflict due to <u>undermining of religious beliefs</u>	Engagement of children and others in discussion <u>about religious beliefs and science</u>
Shortened enjoyment of the <u>innocence of childhood</u>	Increased enjoyment of school and childhood
Nihilism or cynicism	Healthy scepticism and <u>appreciation of science</u>

Other potential good impacts

Impacts on teachers

The learning resources might improve the teachers' understanding and ability to apply the concepts being taught to the children

Impacts on parents

The learning resources might indirectly improve parents' understanding and ability to apply the concepts being taught to the children

Assertiveness

Children asking more questions and not taking things for granted

Improved decision-making

Children making more thoughtful and informed decisions

Nonviolent conflict resolution

Claims being presented and addressed in a friendly manner even when there is a disagreement about the claim, as illustrated in the resources

Friendship formation

Friendly interactions between adults and children and among children, as illustrated in the resources

Collaboration for problem solving

Collaboration for problem solving among the children, as illustrated in the resources

Creativity

Thinking outside the box

Numeracy

Improvements in numeracy, reflecting what is learned in lessons 6 and 7 (on fair comparisons and the play of chance)

Section E. Other

<p>E1. Do you have <u>any other feedback</u> you'd like to share with us, either positive or negative about these resources or your involvement in this project?</p>		<p>Open question</p>
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Section F. Feedback on our session.

Question(s)	Observer notes
<p>1. How has this interview been conducted?</p> <p>Prompt! What can we make better?</p>	

End of session – stop and save recording

Thank the participant.

Section G. Immediate discussion after the session

Question(s)	Observer notes
<p>Points of discussion.</p> <ul style="list-style-type: none">• Prompt! (What stood out- main findings?)• Learning points	

D. Transcribing and Analysis

Person responsible: Research Team.

IHC Process evaluation Appendix 5_District Educational Officers Interview Guide

Interview Guide- Informed Health Care Choices Project.

Appendix 5

Informed Healthcare Choices – District Educational Officers’ Interview Guide	
Interviewed person no.:	
District:	
Date:	
Interviewer’s Name:	
Observer’s Name:	
Audio or video recording?	

Introduction, information, consent form, etc. (Introduce yourself, project and go through the informed consent form)

Turn on audio/video recording (You should let the interviewee know they are being recorded)

Example of what you might say to get the district/regional educational officer to feel comfortable and to understand the type of feedback we want: *(Empathize with their situation, explain what we want and why/what we will do with that information)*

There are a lot of factors that might be responsible for limiting or facilitating the introduction of educational interventions to be evaluated in schools as well as the introduction of new materials in schools in your district.

Some of these factors might be related to the current setup of the educational sector.

We would like to hear from you as the technical person on ground, about your experience and thoughts on the introduction of educational interventions to be evaluated in schools in your district/ regional authority.

We would like you to give us some examples to help us get a better picture.

We would especially like to know about things that might have contributed or eased the process and those you think hindered/slowed down the process of introducing the IHC program to schools in your district/ regional authority.

There is no right or wrong answer.

We will use the information you give us to help make improvements in future stages of this work, or to inform the process of rolling out the use of resources here in Uganda and in other countries.

Please remember that whatever information we get from you will be kept in confidence.

Maybe consider:

Observer and interviewer acting out an example of what an answer might sound like, especially one that is less socially acceptable, like not feeling that the content is relevant for children or not believing a part of the content or not liking the program. Remember to add “an example”.

Example: *What were the main challenges in the introduction of the IHC program to schools in your district? Answer, “All the schools in my district are found on the islands across the lake, the boat only goes once a week so it was a challenge to meet up with the head teachers and introduce the program to them”*

Section A. (School System and Environment)

Question	Observer notes	Barriers and facilitators framework
<p>1. How much do you know about the IHC materials that were used in primary schools in your district?</p> <p>Prompt! What are your thoughts on the way IHC materials were introduced in primary schools in your district/region?</p>		<p>Open question</p>
<p>2. Based on your experience as the District (Division) Education Officer, what sort of beauracratc arrangements are responsible for limiting or facilitating the introduction of new materials in schools in your district or division?</p>		<ul style="list-style-type: none"> • School organisation and management • Bureaucracy

<p>3. What policies or regulations by the Ministry of Education do you think could influence either positively or negatively, the introduction of new materials in schools in your district/region?</p>		<ul style="list-style-type: none"> • Regulations • Political environment
<p>4. How capable do you think the schools in your district/region are for taking on new interventions?</p> <p>Prompt! How equipped are the schools in terms of human resource (teachers) to take on extra lesson if required?</p>		<ul style="list-style-type: none"> • School resources particularly human resources • School organisation and management • Competing priorities

<p>5. What are your thoughts on having educational interventions evaluated in schools before being rolled out on a large scale?</p> <p>Prompt! Should efforts be made to evaluate education interventions (Attitude towards research)</p>		<ul style="list-style-type: none"> • Attitudes and beliefs of authorities
<p>6. What do you envision to be the main challenges for the IHC materials if they were to be rolled out in all the schools in your districts?</p> <p>Prompt! What are the barriers and facilitators for scaling up educational interventions in your district?</p>		<ul style="list-style-type: none"> • Political environment • Bureaucracy • Regulations

Section B. Potential Adverse or beneficial effects

Question(s)	Observer notes	Adverse or beneficial effects
<p>B1. With your current knowledge of what the IHC program is about, what do you envision as potential adverse and beneficial effects if any to the children attending the IHC lessons?</p> <p>Prompt: What do you think were the potential adverse and beneficial effects for children attending the IHC lessons? Examples: Give us some examples!</p>		<p>Is this for gathering quotes/examples of possible effects? (anecdotal evidence of effect/impact)</p>
<p>B2. Here is a list of <u>possible good or bad impacts</u> people have suggested we should think about. Are there any of these items that you have seen examples or signs of, or that you have been aware of or concerned with yourself? (List on two separate sheets)</p>		<p>Potential adverse or beneficial effects – discuss list</p>

Potential bad impacts	Corresponding potential good impacts
Conflict between children and teachers due to children <u>challenging</u> their teachers.	More open and engaging discussion of the basis of diverse claims or beliefs
Conflict between children and parents due to children <u>challenging</u> their parents	Better understanding between children and parents due to children conversing with their parents about what they are learning and parents feeling more engaged with what their children are learning + engagement of parents in discussions of health issues
Distrust of health professionals or conflict between children and health professionals.	Appropriate questioning of health professionals, <u>better understanding</u> and <u>better healthcare</u>
Conflict due to <u>undermining of religious beliefs</u>	Engagement of children and others in discussion <u>about religious beliefs and science</u>
Shortened enjoyment of the <u>innocence of childhood</u>	Increased enjoyment of school and childhood
Nihilism or cynicism	Healthy scepticism and <u>appreciation of science</u>

Other potential good impacts

Impacts on teachers

The learning resources might improve the teachers' understanding and ability to apply the concepts being taught to the children

Impacts on parents

The learning resources might indirectly improve parents' understanding and ability to apply the concepts being taught to the children

Assertiveness

Children asking more questions and not taking things for granted

Improved decision-making

Children making more thoughtful and informed decisions

Nonviolent conflict resolution

Claims being presented and addressed in a friendly manner even when there is a disagreement about the claim, as illustrated in the resources

Friendship formation

Friendly interactions between adults and children and among children, as illustrated in the resources

Collaboration for problem solving

Collaboration for problem solving among the children, as illustrated in the resources

Creativity

Thinking outside the box

Numeracy

Improvements in numeracy, reflecting what is learned in lessons 6 and 7 (on fair comparisons and the play of chance)

Section C. Other

C1. Do you have <u>any other feedback</u> you'd like to share with us, either positive or negative about these resources or your involvement in this project?		Open question
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Section D. Feedback on our session.

Question(s)	Observer notes
D1. How has this interview been conducted? Prompt! What can we make better?	

End of session – stop and save recording

Thank the participant.

Section E. Immediate discussion after the session

Question(s)	Observer notes
<p>Points of discussion.</p> <ul style="list-style-type: none">• Prompt! (What stood out- main findings?)• Learning points	

Section D. Transcribing and Analysis

Person responsible: Research Team.

IHC Process evaluation Appendix 6_Childrens Interview Guide

Appendix 6

Informed Healthcare Choices – Children’s Interview Guide	
Interviewed child no.:	
School:	
Date:	
Interviewer’s Name:	
Observer’s Name:	
Audio or video recording?	

Introduction, information, consent form, etc. (Introduce yourself, project and go through the informed consent form)

Turn on audio/video recording (You should let the interviewee know they are being recorded)

Example of what you might say to get the child to feel comfortable and to understand the type of feedback we want: *(Empathize with their situation, explain what we want and why/what we will do with that information)*

There are a lot of reasons that might have affected the way you felt about the introduction of the IHC lessons on your class's time table.

The reasons might be related to what was in the books you read last term, the teacher(s) who taught the lesson, the activities and exercises you did in class, the friends you sat next to in class or even your parents' at home.

We would like you to give us some examples to help us get a better picture.

We would especially like to know about both the good things and the bad things that might have contributed to your overall performance.

There is no right or wrong answer.

We will use the information you give us to help make improvements in the book for other children to use in the future.

Please remember that we shall not share this information with anyone.

Maybe consider:

Observer and interviewer acting out an example of what an answer might sound like, especially one that is less socially acceptable, like not feeling that the content is relevant for children or not believing a part of the content or not liking the program. Remember to add "an example".

Example: *What did you think about the pictures in your exercise book? Answer: "I did not like the pictures in my exercise book because they were not coloured like the ones in the text book".*

Section A (About the child).

Question	Observer notes	Barriers and facilitators
<p>1. How did you find the IHC lessons that you attended in your class last term?</p> <p>Prompts! Which lesson did you find most easy or most difficult to understand? (Name the lesson)</p> <p>Which lesson did you find most interesting or most boring and why?</p>		<ul style="list-style-type: none"> • Differentiated instruction. • Motivation to learn
<p>2. How many of the nine IHC lessons did you attend? If not all of them, which lessons did you miss out?</p> <p>Prompt! What was the reason for not attending the lesson (s)?</p>		<ul style="list-style-type: none"> • Attendance • Home environment

<p>3. How do you find school in general especially learning science?</p> <p>Prompt! Is it exciting or stressful and why?</p>		<ul style="list-style-type: none"> • Attitudes
<p>4. What helped you understand the IHC lessons better? Give me examples</p> <p>Prompt! Was it the teachers' explanations, personal reading, classroom activities or exercises?</p> <p>Give us suggestions about what we can do to get children to understand IHC lessons better?</p>		<ul style="list-style-type: none"> • Literacy • Attendance • Differentiated instruction

<p>5. What stood out for you about the IHC lessons? What was most memorable for you?</p> <p>Prompt! Was it exciting or stressful? If so, why?</p>		<ul style="list-style-type: none"> • Value of the materials • Beliefs • Motivation to learn
<p>6. How suitable do you think the IHC lessons were for you and your fellow P.5 members? Give me a reason why?</p> <p>Prompt! What concepts were most important/ relevant to you? How did you and your friends feel about the IHC materials?</p> <p>What was most difficult? Reading, exercises or activities?</p>		<ul style="list-style-type: none"> • Appropriateness of the teaching materials

<p>7. Tell me some treatments that you know of that you think work for people and why?</p> <p>Prompt: Ask the child to give us examples.</p>		<ul style="list-style-type: none"> • Beliefs
<p>8. Have you discussed any of the lessons with your friends? Can you describe some different things that you talked about?</p>		<ul style="list-style-type: none"> • Peer Influence

<p>9. Have you discussed any of the lessons with your parents or your siblings? Can you describe some different things that they said or that you talked about?</p>		<ul style="list-style-type: none">• Home environment
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Section B. (Feedback on materials).

Question(s)	Observer notes	
<p>B1. What did you like about the IHC materials that were given to you and your fellow classmates and why?</p> <p>What didn't you like?</p> <p>Prompt! Remind them about the text book, exercise books and charts! What did they like most and what can be improved?</p>		<ul style="list-style-type: none"> • Value of the material

Section C. Other

<p>C1. Do you have <u>any other feedback</u> you'd like to share with us?</p> <p>Prompt: Anything we might have not asked you about?</p>		<p>Open question</p>
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Section D. Feedback on our session.

Question(s)	Observer notes
<p>C.1 How has this interview been conducted? Prompt! What can we make better?</p>	

End of session – stop and save recording

Thank the participant.

Section E. Immediate discussion after the session

Question(s)	Observer notes
<p>Points of discussion.</p> <ul style="list-style-type: none">• Prompt! (What stood out- main findings?)• Learning points	

Section E. Transcribing and Analysis

Person responsible: Research Team.

IHC Process evaluation Appendix 7_Children Focus Group Guide

Appendix 7

Informed Healthcare Choices – Children’s Focus Group Discussion Guide	
Focus Group no.:	
School:	
Date:	
Interviewer’s Name:	
Observer’s Name:	
Audio or video recording?	

Introduction, information, consent form, etc. (Introduce yourself, project and go through the informed consent form)

Turn on audio/video recording (You should let the interviewee know they are being recorded)

Example of what you might say to get the child to feel comfortable and to understand the type of feedback we want: (*Empathize with their situation, explain what we want and why/what we will do with that information*)

There are a lot of reasons that might have affected the way you felt about the introduction of the IHC lessons on your class's time table.

The reasons might be related to what was in the books you read last term, the teacher(s) who taught the lesson, the activities and exercises you did in class, the friends you sat next to in class or even your parents' at home.

We would like you to give us some examples to help us get a better picture.

We would especially like to know about both the good things and the bad things that might have contributed to your overall performance.

There is no right or wrong answer.

We will use the information you give us to help make improvements in the book for other children to use in the future.

Please remember that we shall not share this information with anyone.

Maybe consider:

Observer and interviewer acting out an example of what an answer might sound like, especially one that is less socially acceptable, like not feeling that the content is relevant for children or not believing a part of the content or not liking the program. Remember to add "an example".

Example: *What did you think about the pictures in your exercise book? Answer: "I did not like the pictures in my exercise book because they were not coloured like the ones in the text book".*

Rules:

- 1. Before you talk, please put up your hand and I will choose you first before you give your contribution/answer.**
- 2. Do not talk while someone else is talking.**
- 3. All of us should contribute to the discussion.**

Section A.

Question	Observer notes	Barriers and facilitators framework
<p>1. What did you like most about the IHC resources (charts, cards, books etc.)?</p> <p>Prompt! What didn't you like?</p>		<ul style="list-style-type: none">• Value of the material• Credibility of the material

<p>2. What lesson did you like best as a class in general and why?</p> <p>Prompt! If they mention more than one lesson, ask them for the order of priority.</p> <p>How did you feel like when you had to work in groups or form a team during some classroom activities?</p>		<ul style="list-style-type: none"> • Peer influence
<p>3. What was the most difficult lesson in the IHC materials?</p> <p>Prompt! Why was it difficult?</p> <p>Give examples.</p>		<ul style="list-style-type: none"> • Literacy

<p>4. What can we do to make the lessons better?</p> <p>Prompt! Ask for improvements in the exercises and activities.</p>		<ul style="list-style-type: none"> • Open Question
<p>5. What did you share with your parents or people at home about what you learnt in the IHC lessons?</p> <p>Prompt! What did you share with your friends and family?</p> <p>Give Examples</p>		<ul style="list-style-type: none"> • Parent and community involvement

Section B. Other

B1. Do you have any other feedback you'd like to share with us, either positive or negative about these resources or your participation in the lessons?		Open question
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Section C. Feedback on our session.

Question(s)	Observer notes
C1. How has this focus group discussion been conducted? Prompt! What can we make better?	

End of session – stop and save recording

Thank the participant.

Section D. Immediate discussion after the session

Question(s)	Observer notes
<p>Points of discussion.</p> <ul style="list-style-type: none">• Prompt! (What stood out- main findings?)• Learning points	

Section E. Transcribing and Analysis

Person responsible: Research Team.

IHC Process evaluation Appendix 8_Parents Interview Guide

Interview Guide- Informed Health Care Choices Project.

Appendix 8

Informed Healthcare Choices – Parent’s Interview Guide	
Interviewed parents’ no.:	
School your child attends:	
Date:	
Interviewer’s Name:	
Observer’s Name:	
Audio or video recording?	

Introduction, information, consent form, etc. (Introduce yourself, project and go through the informed consent form)

Turn on audio/video recording (You should let the interviewee know they are being recorded)

Example of what you might say to get the parent to feel comfortable and to understand the type of feedback we want:
(Empathize with their situation, explain what we want and why/what we will do with that information)

You might be aware that your child/children's school participated in the IHC program last term. Primary five children in your child's school attended lessons that taught them some important concepts that they needed to learn in order to make sound decisions in regards to healthcare treatments now and in the future when they become adults.

Your child's performance at school is determined by many factors including, learning environment, child's capability (or literacy levels), motivation and most importantly parental influence. We would therefore like to hear from you as the parent, in regards to your thoughts, experience and suggestions about your child/children's and school's participation in this program.

We would like you to give us some examples where necessary to help us get a better picture.

We would especially like to know about things that might have contributed to a good learning experience for the child/children, but also about things that you felt were a hindrance.

There is no right or wrong answer.

We will use the information you give us to help make improvements in future stages of this work, or to inform the process of rolling out the use of resources here in Uganda and in other countries.

Please remember that whatever information we get from you will be kept confidential.

Maybe consider:

Observer and interviewer acting out an example of what an answer might sound like, especially one that is less socially acceptable, like not feeling that the content is relevant for children or not believing a part of the content or not liking the program. Remember to add “an example”.

Example: *What are your thoughts about your child’s school’s participation in the IHC program? Answer: “I didn’t like it all because it required me to buy a new school uniform for my child”.*

Section A.

Question	Observer notes	Barriers and Facilitators Framework
<p>1. Have you heard about the IHC lessons that primary five children at your child’s school attended last term?</p> <p>Prompt! If NOT, wrap up the interview.</p> <p>If YES, continue to the next question</p>		<ul style="list-style-type: none"> • Parent and community involvement

<p>2. How did you get to know about the IHC lessons that your child/children attended last term?</p> <p>Prompts!</p> <p>Who was the source of information? The child, the teacher or a fellow parent?</p> <p>If (child): How did the child tell you about what they were studying at school?</p> <p>Did they show you the materials (books) they were using, what did you think of the materials?</p> <p>If (teacher): How were you informed by the teacher about the IHC lessons?</p> <p>If (fellow parent): What did the fellow parent tell you about the IHC lessons?</p>		<ul style="list-style-type: none"> • Parent and community involvement • Home environment
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<p>3. What have you heard about the IHC lessons that your child attended at their school last term?</p> <p>Prompt!</p> <p>Did your child ever ask you for any help with their “homework”? If YES, how did you guide them?</p>		<ul style="list-style-type: none"> • Home Environment
<p>4. What sort of discussions if any, have you had with your child/children in the recent past about the basis of diverse claims?</p> <p>Example of a treatment claim: “Eating fish head makes children bright in class”.</p> <p>Prompt! What was the discussion about? How did you feel?</p>		<ul style="list-style-type: none"> • Beliefs • Emotions

<p>5. In the recent past, your child may have asked you or a close relative about a treatment that you or the child were using! What was it about? How did it make you feel?</p> <p>Prompt! Mention examples as discussed.</p>		<ul style="list-style-type: none"> • Belief • Emotions
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Section B. Potential Adverse or beneficial effects

Question(s)	Observer notes	Adverse or beneficial effects
<p>B1. With the information that you have about the IHC lessons that your child attended last term. What do you envision as potential adverse and beneficial effects if any to the children attending the IHC lessons?</p> <p>Prompt: What do you think were the potential adverse and beneficial effects</p>		<p>Is this for gathering quotes/examples of possible effects?</p> <p>(anecdotal evidence of effect/impact)</p>

<p>for children attending the IHC lessons? Examples: Give us some examples!</p>		
<p>B2. Here is a list of <u>possible good or bad impacts</u> people have suggested we should think about. Are there any of these items that you have seen examples or signs of, or that you have been aware of or concerned with yourself? (List on two separate sheets)</p>		<p>Potential adverse or beneficial effects – discuss list</p>

Potential bad impacts	Corresponding potential good impacts
Conflict between children and teachers due to children <u>challenging</u> their teachers.	More open and engaging discussion of the basis of diverse claims or beliefs
Conflict between children and parents due to children <u>challenging</u> their parents	Better understanding between children and parents due to children conversing with their parents about what they are learning and parents feeling more engaged with what their children are learning + engagement of parents in discussions of health issues
Distrust of health professionals or conflict between children and health professionals.	Appropriate questioning of health professionals, <u>better understanding</u> and <u>better healthcare</u>
Conflict due to <u>undermining of religious beliefs</u>	Engagement of children and others in discussion about <u>religious beliefs and science</u>
Shortened enjoyment of the <u>innocence of childhood</u>	Increased enjoyment of school and childhood

Potential bad impacts

Corresponding potential good impacts

Nihilism or cynicism

Healthy scepticism and appreciation of science

Other potential good impacts

Impacts on teachers

The learning resources might improve the teachers' understanding and ability to apply the concepts being taught to the children

Impacts on parents

The learning resources might indirectly improve parents' understanding and ability to apply the concepts being taught to the children

Assertiveness

Children asking more questions and not taking things for granted

Improved decision-making

Children making more thoughtful and informed decisions

Nonviolent conflict resolution

Claims being presented and addressed in a friendly manner even when there is a disagreement about the claim, as illustrated in the resources

Friendship formation

Friendly interactions between adults and children and among children, as illustrated in the resources

Collaboration for problem solving

Collaboration for problem solving among the children, as illustrated in the resources

Creativity

Thinking outside the box

Numeracy

Improvements in numeracy, reflecting what is learned in lessons 6 and 7 (on fair comparisons and the play of chance)

Section C. Other

C1. Do you have <u>any other feedback</u> you'd like to share with us, either positive or negative about these resources or your child's school's involvement in this project?		Open question
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Section D. Feedback on our session.

Question(s)	Observer notes
D1. How has this interview been conducted? Prompt! What can we make better?	

End of session – stop and save recording

Thank the participant.

Section E. Immediate discussion after the session

Question(s)	Observer notes
<p>Points of discussion.</p> <ul style="list-style-type: none">• Prompt! (What stood out- main findings?)• Learning points	

Section D. Transcribing and Analysis

Person responsible: Research Team.

IHC Process evaluation Appendix 9_Teachers Focus Group Interview Guide

Appendix 9

Informed Healthcare Choices – Teachers’ Focus Group Interview Guide, Process evaluation	
Interviewed person no.:	
School:	
Date:	
Interviewer’s Name:	
Observer’s Name:	
Audio or video recording?	

Introduction, information, consent form, etc. (Introduce yourself, project and go through the informed consent

Turn on audio/video recording (You should let the interviewee know they are being recorded)

Example of what you might say to get the teacher to feel comfortable and to understand the type of feedback we want: (*Empathize with their situation, explain what we want and why/what we will do with that information*)

There are a lot of factors that might have affected the teaching and learning of the IHC content in your classroom last term. Some of these factors might be related to the content in the book or the books themselves, to the students reading skills or attitudes or behavior, to the school environment or curriculum, or your own skills, experience, attitudes, time available on the timetable, etc.

We would like to hear from you as the technical person on ground, about your experience carrying out the lessons last term. It is also possible that your experiences may have varied over time from the beginning of the term to the end.

We would like you to give us some examples to help us get a better picture.

We would especially like to know about things that might have contributed to good (effective) teaching or learning experiences for you or the students, but also about things that you felt were a hindrance.

There is no right or wrong answer.

We will use the information you give us to help make improvements in future stages of this work, or to inform the process of rolling out the use of resources here in Uganda and in other countries.

Please remember that whatever information we get from you will be kept confidential

Maybe consider:

Observer and interviewer acting out an example of what an answer might sound like, especially one that is less socially acceptable, like not feeling that the content is relevant for children or not believing a part of the content or not liking the program. Remember to add “an example”.

Example: What are your thoughts about the IHC children’s textbook? Answer, “The text book is very heavy for the 10 year olds in my class to carry, and therefore most came to school for their lessons without it.

Rules:

- 1. Raise your hand and allow the moderator to give you the floor before you begin talking.**
- 2. Allow one person at a time to speak without interruption (Each person’s contribution is important).**
- 3. Time management (because the discussion is only two hours, do not go into too much unnecessary detail, to allow each person here enough time to contribute too).**

Introduction:

Section A. Factors related to TEACHER

Question	Observer notes	Barriers and facilitators framework
1. Having been one of the teachers that participated in teaching the IHC lessons at your individual schools what are your general thoughts about the IHC program?		Begin with an open question (also listen especially for new themes that aren't covered below)
2. The content in the IHC books might have initially felt new and unfamiliar to many of the teachers who participated. How did the content in the IHC books feel to you?		To put teacher at ease (‘Understanding of content’ will be evaluated quantitatively with CLAIM, but it is important to capture how the teacher perceived her/his own understanding.)

<p>3. As a teacher who participated in the IHC program last term, what sort of skills or competencies do you feel other teachers who may be teaching this content should have in order to teach in an effective way?</p> <p>Prompt: What skills or competencies did you feel you lacked?</p>		<p>TEACHER</p> <p>Skills and competencies.</p> <p>Scaling up</p>
<p>4. What are your general thoughts on the training you received in the delivery of the IHC lessons?</p> <p>Prompt! What can be improved? Suggestions</p> <p>(If you want to ask this, it probably fits better here: How similar or different was the introduction of IHC lessons in relation to how any other lessons have been introduced at your school before?)</p> <p>Example: Can you give an example of something that was similar and something that was different?</p>		<p>TEACHER</p> <p>Sufficient training</p>

<p>5. Tell me a bit about how you <u>felt</u> teaching this material to the children in each of your respective classes and why.</p> <p>Prompt! Name any feelings you got.</p>		<p>TEACHER</p> <p>Emotions</p>
<p>6. Did you feel <u>confident</u> or <u>uncertain</u> about teaching these lessons?</p> <p>Example: Can you give me an example of a situation when you felt confident/uncertain?</p>		<p>TEACHER</p> <p>Self-efficacy</p>

<p>7. How <u>motivated</u> did you feel to teach these lessons to your respective classes – very motivated or not so motivated?</p> <p>Explanation: Can you tell me a bit about why?</p> <p>Prompt: Did you look forward to teaching these lessons? Or did you feel they were a burden somehow? (Please be honest with us!)</p>		<p>TEACHER</p> <p>Motivation</p>
<p>8. Did you experience any conflicts in the lesson content with your <u>own</u> <u>beliefs</u> about treatments, or about what children or others should be encouraged to do?</p> <p>Example: Can you give an example of a kind of conflict you experienced with these resources?</p> <p>Prompt: In one lesson, children learn that even if people have been using a treatment for a long time, it does not mean it works or will not be harmful. What did you think about that lesson?</p> <p>Or: For instance, in these lessons children are encouraged to question claims even if they come from adults or experts. What did you think about that?</p>		<p>TEACHER</p> <p>Beliefs, attitudes</p>

<p>9. Did you feel that you managed to <u>engage</u> the students during the lessons and get them thinking and discussing, or was this difficult to do with these lessons? Please share your experience with the group.</p> <p>If yes: Can you say something how or why you were able to get students engaged in these lessons?</p> <p>If no: Why was this difficult?</p> <p>Prompt: class size too large, children not used to discussing in class, children were tired/too early in the day, etc.</p>		<p>TEACHER</p> <p>Positive learning environment</p>
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Section B. Feedback on TEACHING MATERIALS and assessment of whether the materials were used as intended

Question(s)	Observer notes	Barriers and facilitators framework
<p>B1. How did the way the IHC lessons were packaged and delivered <u>fit or contradict your current teaching styles</u>?</p> <p>If fit: Can you describe how, could you give an example?</p> <p>If contradict: Can you describe how, could you give an example?</p>		<p>TEACHER</p> <p>Fit to teacher's teaching style and context</p>
<p>B2. Which of the nine lessons was easiest and which one was the hardest to deliver from start to finish in the (double lesson) as stipulated in the teacher's guide?</p> <p>Additional question: Give reasons why some lessons were easier or harder to cover within the double lesson period?</p>		<p>Fidelity evaluation</p>

<p>B3. To what extent would you rate the IHC lessons as <u>appropriate</u> for P.5 (grade five) children in your respective schools?</p> <p>Prompt: Were the lessons relevant, easy enough/challenging enough and engaging enough for the children?</p> <p>If to a greater extent: Can you explain what about the lessons made them appropriate?</p> <p>If to a lesser extent: Can you explain what you think should be changed to make them more appropriate?</p>		<p>TEACHING MATERIALS</p> <p>Appropriateness of material</p>
<p>B4. How valuable were the resources overall for you as a teacher for use in your class and your school?</p> <p>Prompt: Valuable for teaching the lessons in the classroom, valuable for engaging students in new ways? Or less valuable/suitable for use in your class or your context.</p> <p>If yes/no: Can you explain how or why?</p>		<p>TEACHING MATERIALS</p> <p>Value of material</p>

<p>B5. Do you think these resources should be a part of the <u>curriculum</u> for P.5 (grade five) children?</p> <p>If yes: Do you have any thoughts about where they might fit or how they would need to be adapted to fit?</p> <p>If no: Why?</p>		<p>(We know that it doesn't fit the curriculum today. But teachers could express their opinion and might give clues about how it could be adapted)</p>
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Section C. Feedback regarding PUPILS

Question(s)	Observer notes	Barriers and facilitators framework
<p>C1. Can you tell us briefly how the students in your class responded to being taught these lessons?</p> <p>Prompt: it can be positive or negative responses.</p> <p>Can you give us examples of anything you remember in particular?</p>		Open question
<p>C2. Did the IHC lessons benefit all categories (high, average and low performers) of children in equal measure?</p> <p>If not: who seemed to benefit the most and why?</p>		PUPILS Differentiated instruction
<p>C3. How motivated were the pupils in your respective classes to learn the lessons?</p> <p>If yes: what seemed to engage them most?</p> <p>If not: do you have any ideas as to why they were unmotivated?</p>		PUPILS Motivation to learn

Section D. School system and environment

Question(s)	Observer notes	Barriers and facilitators framework
<p>D1. How <u>easy or difficult was it for you to take on and to teach the IHC lessons in addition to all your other responsibilities at the school?</u></p> <p>Prompt: Did you lack resources to carry out the teaching effectively? Did lack time in your schedule? Were these lessons competing for time that you feel might have been spent better doing other things? Was it a burden to prepare for lessons or to correct exercise books?</p>		<p>SCHOOL ENVIRONMENT</p> <p>Time constraints</p> <p>Competing priorities</p> <p>School resources</p>
<p>D2. Besides time constraints, were there <u>other factors that made it difficult to teach these lessons in your school, such as</u></p> <ul style="list-style-type: none"> - lack of support/interest from your leaders - lack of support/interest from your peers - lack of support/interest from parents or community - other barriers? 		<p>SCHOOL ENVIRONMENT</p> <p>School organisation and management</p> <p>Attitudes and beliefs of head teacher and other teachers</p> <p>Parent and community involvement</p> <p>Time constraints</p>

Section E. Potential Adverse or beneficial effects

Question(s)	Observer notes	Adverse or beneficial effects
<p>E1. What <u>role</u> do you think the IHC lessons might have had on the way children in your class may end up <u>making decisions</u> in the future <u>with regard to their health</u>?</p> <p>Prompt: What do you think were the potential adverse and beneficial effects for children attending the IHC lessons?</p> <p>Examples: Give us some examples!</p>		<p>Is this for gathering quotes/examples of possible effects?</p> <p>(anecdotal evidence of effect/impact)</p>
<p>E2. Do you have any suggestions of other possible good or bad impacts that these resources or learning these concepts might have on people?</p>		<p>Potential adverse or beneficial effects – open question</p>

<p>E3. Here is a <u>list of possible good or bad impacts</u> people have suggested we should think about. Are there any of these items that you have seen examples or signs of, or that you have been aware of or concerned with yourself? (List on two separate sheets)</p>		<p>Potential adverse or beneficial effects – discuss list</p>
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Potential bad impacts	Corresponding potential good impacts
Conflict between children and teachers due to children <u>challenging</u> their teachers.	More open and engaging discussion of the basis of diverse claims or beliefs
Conflict between children and parents due to children <u>challenging</u> their parents	Better understanding between children and parents due to children conversing with their parents about what they are learning and parents feeling more engaged with what their children are learning + engagement of parents in discussions of health issues
Distrust of health professionals or conflict between children and health professionals.	Appropriate questioning of health professionals, <u>better understanding</u> and <u>better healthcare</u>
Conflict due to <u>undermining of religious beliefs</u>	Engagement of children and others in discussion <u>about religious beliefs and science</u>
Shortened enjoyment of the <u>innocence of childhood</u>	Increased enjoyment of school and childhood
Nihilism or cynicism	Healthy scepticism and <u>appreciation of science</u>

Other potential good impacts

Impacts on teachers

The learning resources might improve the teachers' understanding and ability to apply the concepts being taught to the children

Impacts on parents

The learning resources might indirectly improve parents' understanding and ability to apply the concepts being taught to the children

Assertiveness

Children asking more questions and not taking things for granted

Improved decision-making

Children making more thoughtful and informed decisions

Nonviolent conflict resolution

Claims being presented and addressed in a friendly manner even when there is a disagreement about the claim, as illustrated in the resources

Friendship formation

Friendly interactions between adults and children and among children, as illustrated in the resources

Collaboration for problem solving

Collaboration for problem solving among the children, as illustrated in the resources

Creativity

Thinking outside the box

Numeracy

Improvements in numeracy, reflecting what is learned in lessons 6 and 7 (on fair comparisons and the play of chance)

Section F. Other

<p>F1. Do you have <u>any other feedback</u> you'd like to share with us, either positive or negative about these resources or your involvement in this project?</p>		<p>Open question</p>
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Section G. Feedback on our session.

Question(s)	Observer notes	
<p>G1. How has this focus group discussion been conducted? Prompt! What can we make better?</p>		

End of session – stop and save recording

Thank the participant.

Section H. Immediate discussion after the session

Question(s)	Observer notes	
Points of discussion. Prompt! (What stood out- main findings?) Learning points		

Section H. Transcribing and Analysis

Person responsible: Research Team.