

FSD3437 AMMATTIIN OPISKELEVIENT LIKUNNAN LISÄÄMISEN JA ISTUMISEN VÄHENTÄMISEN INTERVENTIOTUTKIMUS: OPISKELIJAHAASTATTELUT 2015-2017

FSD3437 INTERVENTION STUDY ON INCREASING PHYSICAL ACTIVITY AND REDUCING SEDENTARY BEHAVIOUR OF VOCATIONAL STUDENTS: STUDENT INTERVIEWS 2015-2017

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T4 FOLLOW-UP INTERVIEW GUIDE (Underlined questions will be asked from every interviewee)

Before the interview: Explaining the purpose of the interview and handing the informed consent file.

Explaining the purpose of the interview:

Thank you for taking part in our interview again. This study explores adolescents' physical activity habits and changes in them. We are especially interested in adolescents' own opinions, thoughts and experiences of physical activity. This interview will be very similar to the previous one, and you don't need to think about what you answered last time – just answer according to your current opinions. There are no right or wrong answers and neither me nor anyone else is going to judge you in any way for your answers. We are interested in your experiences and thoughts on physical activity.

We have reserved an hour for this interview, so you can take your time thinking about your answers. In the end I'll give you a movie ticket as we have agreed. If you feel like some of the questions are difficult to comprehend, please ask me to explain it better. Answering is voluntary – that means that you don't have to answer if you don't want to tell something. We can take a break or terminate the interview at any time if you feel like it.

I'm going to record our conversation because I wouldn't be able to write down everything we discuss. The recording of our discussion will be translated into text and you will be given identification information (age, gender, occupation). Data, meaning interviews, surveys and the measurements we have done, may be combined, but your name will not be shown. Excerpts of what you tell me may be used in the research report, but only your identification information will be mentioned. No such information will be included that could allow someone to recognize who you are. Only the researchers will know your real name and they are bound by law not to reveal it to anyone.

SIGNING THE INFORMED CONSENT (two copies: one for the interviewer, one for the interviewee)

Turning on the recorder

WARM-UP

- Okay, so the last time we met was XX months ago. How are you doing now?
- Have you liked studying here?
- How has your day been?
 - What have you been doing today? What kind of plans do you have for the evening?

Interview strategy

During the interview this strategy will be followed. This strategy applies to every question. The purpose of the strategy is to help the interviewees produce narrative and rich descriptions instead of only short answers.

- **Show the interviewee that what she/he is saying is interesting.**
 - E.g. say “Okay!”, “Hmm” or “That’s interesting” (even though it might seem unnecessary)
- **Emphasize that there are no right or wrong answers**
 - Consciously use your tone of voice to create a positive and interested atmosphere
- **Especially if the interviewee is giving very short answers, engage in the conversation and support the interviewee.**
 - “Could you tell me more about that...? Could you give some examples, how...?”
- **Make sure you have understood the answer in the way that the interviewee intended it**
 - You can e.g. repeat what has been said in your own words “Did you mean that...”, “Did I understand correctly that you meant...”

- **Be persistent. If you get answers such as “I don’t know”, don’t change the subject**
 - “Does that mean that you don’t have anything to say about this? Nothing positive nor negative comes to your mind? You can tell anything that comes to your mind”
 - Don’t take up space with talk. Stay quiet for a while.
 - **NOTE: This should not create a feeling of forcing or pressuring.** *Think of the situation as a conversation instead of a quiz or survey-interview. Taking part in the interview is voluntary, so the interviewee has the right to not answer or terminate the interview.*

THEME 1: CHANGES IN PHYSICAL ACTIVITY HABITS, KEY EVENTS

- How is physical activity a part of your normal/typical day?

(If necessary, explain: What kinds of physical activity do you engage in during a typical day?)

- What do you personally think counts as physical activity?

Specify after the interviewee has answered: That's good! People have different perceptions of physical activity. Some think only doing sports counts as physical activity and others think that also taking the stairs is physical activity. Neither of these opinions is right or wrong. I'm clarifying this because as we interview many people, it is important that everyone is talking about the same thing.

In this interview, physical activity and exercise mean the same thing. So now we can think of physical activity as including everything that makes your body move. Physical activity can be e.g. walking, cycling to school, taking the stairs instead of an elevator, doing housework or taking a dog for a walk as well as e.g. going to a gym or doing gymnastics or playing football with your friends.

- How have your physical activity habits changed since the last time we met? It might be that your physical activity has stayed exactly the same or it may also have increased or decreased or the type of physical activity may have changed. Take your time thinking about this! (stimulus: timeline)
- I'll give you a paper. You can write or draw the things you come up with on this timeline. Take your time. (Interviewer turns away.) (Break, 2-5 minutes)
- Discussion about the changes according to what the interviewee has written/drawn/told, e.g.:
 - Let's continue and think about this topic together, it's probably difficult to try to remember everything that's happened during the last months all at once. I have some questions to help us out:
 - What kind of physical activity do you engage in currently (at school, during your free time, moving from one place to another)? How often, what kind of physical activity, which sports? What about previously?

- How have your physical activity habits changed during this time?

If the interviewee describes a change:

- How did this change happen? What started it?
- What happened then?
- What kind of physical activity did you engage in at that time?
- What kind of experiences have you had of physical activity?

Tell me more about it. How did this change start? When? What happened? How? With whom? Why do you think that happened? What kind of consequences it had? What did the change feel like? What did you think about it? What made you think like that? What happened then? ...

CHANGES IN MY PHYSICAL ACTIVITY HABITS

PREVIOUS INTERVIEW

(date __.__.__)

CURRENT INTERVIEW

(date __.__.__)

(Interviewer saves the paper as data)

THEME 2: STRATEGIES TO INCREASE/MAINTAIN/MANAGE PHYSICAL ACTIVITY

(If necessary: Now I'd like to ask you about strategies you use or could use to maintain your physical activity)

- What makes you move, how do you motivate yourself to be physically active?
 - What do you do (/would do if the interviewee is not physically active) to get yourself physically active when you don't feel like it?
 - (After the interviewee has talked a lot, ask shortly:) In your opinion, what are the positive consequences of physical activity? How much do you think and remind yourself about the reasons you have (/would have if the interviewee is not physically active) for being physically active?
- How often since the last interview have you tried new sports or places for physical activity? What kind of experiences have you had of them?
- Do you plan your physical activity in advance?
 - Do you ever think about in advance what to do if your plan doesn't work out – for example, if you encounter an obstacle that keeps you from following your original plan, to what extent do you make backup plans?
 - What would it sound like to make specific plans for your physical activity in advance: How, where and when to be physically active?
 - (If the interviewee doesn't understand, clarify): A plan, e.g. weekly plan for when you're going to the gym or jogging, a sports club's training schedule, meeting a friend for doing sports, etc.
 - So it can be your own plan or for example a plan made by a sports club or someone else.
 - Why?
- To what extent do you pay attention to the amount of physical activity you get?
 - What kind of physical activity goals do you have?

- (If the interviewee mentions a goal related to the end result of physical activity, e.g. weight/looks, ask: do you have a specific goal related to physical activity?)
 - How do you monitor your progress towards the goals?
 - What would it sound like to you to have a diary of physical activity or log your physical activity into a mobile app?
 - Why? (NOTE: this will be asked no matter what the answer to previous question! Try to dig into why they say they can't/don't want to etc.)
- What kind of opportunities do you have for physical activity, e.g. in your neighborhood, at school, in classrooms?
 - (If the interviewee doesn't understand, clarify:) For example sports venues, gyms, running trails, bike lanes, basketball courts...
- If you were told you should limit the time you spend sitting, what would you think about that?
 - If you have thought about the need to limit the amount of sitting, how do you try to reduce your sitting time?
 - Tell me how you spend your time at school: do you sit, stand up, move in classrooms?
 - Do teachers ever hold stretching or activity breaks during a lesson? Have teachers shown you activity break videos?
 - What has that felt like?
 - Do you have gymnastic balls, balance cushions or standing desks in your classrooms? If yes: Do adolescents use them?
 - What have they felt like?
 - How many of the teachers have talked about reducing sitting time or restorative breaks?
 - What have you thought about that?

- One more question about sitting: In your opinion, what kind of consequences does reducing or limiting your sitting time have?

Do you have reasons to reduce your sitting that are personally important to you and if you do, what are they?

THEME 3: THOUGHTS ABOUT PHYSICAL ACTIVITY, PA IDENTITY

Next I'd like to ask on a more general level what you think about physical activity.

- What is your current relationship to physical activity like?

1) What does physical activity give to you? What is "the thing" about it?

2) What kind of a LIKKUJA are you currently? What about before?

- After our previous interview, has something happened that has affected your thoughts (on physical activity)? What?

Discussion about possible change based on notes and what the interviewee has told, e.g.: Tell me more about that. How have your thoughts changed? When? What did you think before that? What made you realize that?

- If you think about yourself in the future, e.g. after 6 months, what kind of a part do you think physical activity will play in your life then?
(Specify if needed: Have you increased or decreased the amount of physical activity? How?)

THEME 4.A., discussed with all interviewees:

How has physical activity been discussed at your school or by teachers DURING THIS AUTUMN?

- *If the interviewee is not talking, specify) Have you talked about it in e.g. health education classes, or have you had physical education classes? What do you remember about that?*

Okay, now we are more than half way through this interview. Next I'm going to present you some statements and I ask you to tell me what you think about them.

What comes to your mind when you see these statements? (EACH STATEMENT S SHOWN ON AN A4 PAPER, ONE AT A TIME)

"ALL MOVEMENT IS A PLUS"

"SITTING SUCKS"

"YOUR CHOICE: YOU DECIDE WHETHER AND HOW YOU MOVE."

"PHYSICAL ACTIVITY'S GOAL IS TO FEEL GOOD, NOT TO HAVE A FAT FREE BODY"

Do not explain what the statement means! If the interviewee asks what it means, ask how they perceive the statement. Remember to make an "understanding offer", e.g. "So you think that... etc". Remember to ask for arguments, e.g. "Why do you think so?"

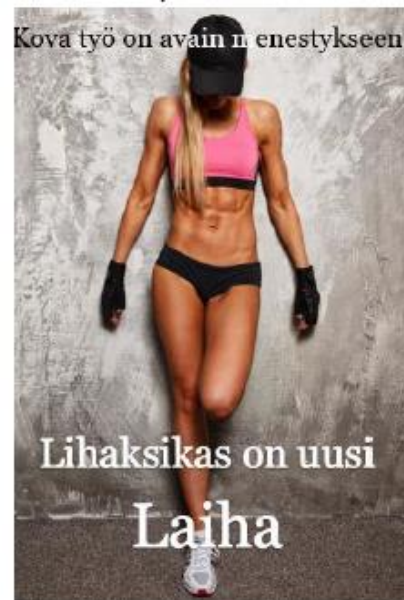
Next I'm going to show you a poster. Tell me what comes to your mind about this.

Note! Different posters for boys and girls.

Boys:



Girls:



What do you think is good and what is bad about this? What is this poster trying to say? Is there something wrong with this? (NOTE: SEE THE DEBRIEFING SCRIPT)

- Why?
- Would you like to tell me more about that?

(AFTER THE CONVERSATION:)

Thank you for your answers! I'd like to say that this kind of pictures sometimes draw an extreme picture of ideal physical fitness that people should and could aim for in a healthy way. Muscles are of course useful, but the people presented in these pictures are usually professional athletes and the pictures may have been modified in all sorts of ways. So, I'd like to stress that in Let's Move It we don't think that you should strive for a muscular body at all cost or that you should only pay attention to your looks. Physical activity has many other benefits, such as improved mood, reduced stress levels and better sleep. These benefits are often forgotten e.g. in the media.

CONTROL ARM: MOVE TO THEME 5.

(NOTE: only for intervention groups' students):

THEME 4.B: INTERVENTION PROGRAM

- Okay, now we have talked for quite a while and you have told a lot of interesting things and made great remarks! Now I'd like to ask more about Let's Move It program, and by that I mean the six meetings, website, this work book and the poster campaign at your school.

Note: Instructions for reacting if the students seems to equate research procedures (survey, body composition measurement and wearing Hookie) to Let's Move It intervention program. Say: That's very good feedback of the study, but right now you don't need to comment on the research procedures, but I'd like to hear your thoughts on the program, meaning the meetings, poster campaign, website and so on.

(You have already talked a bit about these topics, but it is part of the interview to ask these same questions form everyone.)

(Depending on whether change/maintenance has been mentioned earlier (or in the criteria for being interviewed)):

- Here are a physical activity plan and diary (separate prints). Have you used these or something like these? Are you currently using them?

- *(if you have time, would be good to ask)* To what extent do you think they have been useful?

OR:

- Please tell me more about why you do or don't use them?

To what extent do you think you could use these in the future? Do you make plans for other activities besides physical activity? Tell me more about that. IF DOESN'T LIKE TO MAKE PLANS: Try to dig into why making plans and committing to them feels difficult.

- Have you used Let's Move It training videos?

- Why/why not? What has that felt like?
- How many Let's Move It posters have you seen in your school's walls since the last time we met? What kind of messages do you remember they had? (give time to think)
- Earlier I already asked about gymnastic balls, standing desks and balance cushions. Would you still like to say something about them?
- What do you remember about Let's Move It facilitator's latest visit to your class?
- *Finally, I'd like to ask whether you have discussed or the teachers have talked about physical activity in your lessons during the last few months?*

THEME 5: RESEARCH PROCEDURES (EVERYONE)

Thank you for talking with me for such a long time! As our final topic I'd like to ask you about wearing the accelerometer and the body composition measurements. Now that all the measurements are done, we're interested in your experiences of them. I want to highlight that we are interested in your opinions and that there are no right or wrong answers.

- What did you think about wearing the accelerometer for a week in the beginning, about a year ago and now during the last measurement?
 - *No need to ask to compare the times.*
- Did you feel like the accelerometer affected your behavior during the time you wore it? (If needed, try to normalize extreme reactions: while wearing the accelerometer, some may start to pay a lot of attention to their physical activity, and others may not even notice the accelerometer, and both reactions are completely normal.)
 - Did you get the feedback print? What did you think about it? *(Interviewer shows an example of the feedback print)* In the beginning, the second time and the last time?

- If the interviewee didn't get a feedback print: would you like to tell me why you chose not to get it?
- What kind of thoughts did getting the feedback arouse?
- Did the feedback print affect your behaviour in some way? How?
 - Do you have any other thoughts about this?
- Did you talk about the feedback with your friends?
- What did you think about the body composition measurement done in the beginning of the study and now during the last measurements?
 - Did you get the feedback print? What did you think about it?
(Interviewer shows an example of the feedback print)
 - If the interviewee didn't get a feedback print: would you like to tell me why you chose not to get it?
 - What kind of thoughts did the feedback arouse?
 - Did getting the feedback print affect your behaviour in some way? How?
 - Did you talk about the feedback with your friends?

(AFTER THE CONVERSATION:)

As a part of this interview I need to highlight that the measurements should not be taken too seriously. A single measurement is not reliable – several measurements should be done in order to get an exact result. In this study we look at the results on group level, so no individual results will be looked at.

THANK YOU FOR THIS INTERVIEW! Was something left unclear or would you like to know more about something?

I hope you won't tell your friends about the content of this interview before we have conducted all of the interviews. Is that fine by you?

HANDING THE MOVIE TICKET OR ASKING FOR ADDRESS FOR SENDING THE TICKET.