

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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T3 INTERVIEW GUIDE (Underlined questions will be asked from every interviewee)

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

Explaining the purpose of the interview:

Thank you for taking part in our interview. This study explores adolescents' physical activity habits as well as changes in those habits. We are especially interested in adolescents' own opinions, thoughts and experiences of physical activity. There are no right or wrong answers, and neither I nor anyone else is going to judge you in any way for your answers. We are interested in your experiences and your thoughts about physical activity.

We have reserved an hour for this interview, so you can take your time thinking about your answers. At the end of the interview 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. If you want to, we can take a break or terminate the interview at any time.

I'm going to record our conversation because I'm not able to write down everything we discuss. This discussion will be translated from the recording into text and you will be given identification information (age, gender, occupation). 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. I'm the only one who will know your real name.

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

Turning on the recorder

WARM-UP

- Which study program are you on? How do you feel about studying?
- How has your day been?
 - What have you been doing today? What kind of plans do you have for the evening?

Interview strategy

This strategy will be followed during the interview. The 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 they are 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, CRITICAL INCIDENTS

- 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, for example, walking, cycling to school, taking the stairs instead of an elevator, doing housework or taking a dog for a walk as well as, for example, going to a gym or doing gymnastics or playing football with your friends.

- How have your physical activity habits changed since school started this fall / this school period started? (stimulus: timeline)
- I'll give you a paper where you can write or draw things you come up with. 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.:
 - How have your physical activity habits changed during this time?
 - How did this change happen? What started it?
 - What happened then?
 - What kind of physical activity do you engage in now (at school, during your free time, moving from one place to another)? What about previously?
 - What kind of experiences have you had of physical activity?

Please 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? ...

STIMULUS: TIMELINE

CHANGES IN MY PHYSICAL ACTIVITY HABITS FROM THE BEGINNING OF THIS STUDY PERIOD	
The beginning of this study period	The present moment

(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 also when you don't feel like it?
 - (After the interviewee has talked a lot, ask:) 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?
- Since the school year/period started, how often have you tried new sports or places for physical activity? What kind of experiences have you had of them?
- How 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 you 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, for example, weekly plan of when you will go to the gym or jogging, a sports club's training schedule, meeting a friend for doing sports, and so on.
- To what extent do you pay attention to the amount of physical activity you get?
 - What kinds 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 goal specifically 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?
- 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?
 - Have you always thought that? What made you realize that?
 - How do you try to limit your sitting time?

THEME 3: THOUGHTS ABOUT PHYSICAL ACTIVITY, PHYSICAL ACTIVITY 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?
(*Explain if needed: What does physical activity give to you? What is "the thing" about it? What kind of a are you currently? What about before? What would it mean to you if for some reason you wouldn't be able to be physically active?*)
- After our previous interview, has something happened that 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 about that before? 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?*)

Control arm students:

How has physical activity been discussed at your school or by teachers DURING THE LAST MONTHS?

- (*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?*

Thank you so much!

(End of interview with control group students in T3)

(NOTE: only for intervention groups' students):

THEME 4: INTERVENTION PROGRAM

- Okay, we have talked for a while and you have told a lot of interesting things and made great remarks! Before we finish, there is one more topic to go – I hope you don't feel too tired! 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 – 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)):

- Was there something in the Let's Move It meetings that helped you with this change? (stimulus: hand over the Let's Move It work book)
OR:
- If you'd like to start exercising, did Let's Move It program provide you any tips for that? I mean things that you could use later if at some point you'd like to start exercising? (stimulus: hand over the Let's Move It work book)

DURING DISCUSSION SAY THE PAGE NUMBERS OUT LOUD!

- During Let's Move It program, did you independently try some new sports or ways to reduce your sitting time? Could you tell me more about that? Did you try something else?
- Did you use the self-regulation strategies mentioned in the work book on page 43, for example a physical activity diary (page 34), planning physical activity (page 38) or SMART goals (page 32) or something else?
 - (would be good to ask these if there's enough time) To what extent did you find these useful?
OR:
 - Why didn't you use them?
 - Did they seem useful?
- Many people have specific tricks to make them do things that are in line with their goals. For example exercising may be something you'd in principle like to do, but still won't always do. What kind of strategies or ways of thinking have you used for this? Or if you haven't, do you remember some self-motivating strategies that were discussed in Let's Move It?
- What kind of thoughts did this schools' teachers' sitting reduction experiments arouse in you? To what extent did you reduce sitting outside school?
- Do you have any other comments about the program?
- *Finally, I'd like to ask, how has physical activity been discussed at your lessons during this fall or have teachers talked about it?*

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.