

Contextmapping Study Protocol for Student Assistants

Material preparation

- Buy the **exact** Albert Heijn products shown in Figure 1.
- Add the specified sticker (Figure 2) to the product in the location shown in the picture (Figure 3).
- Ensure the correct set of stickers is used for the correct participant (see the spreadsheet if needed).
- Review the booklet and consent form to ensure you know what it contains in case participants have questions.
- Bring the following to the participants' onboarding:
 - Booklet
 - Consent form
 - Food items

Onboarding at participants' homes (30 minutes)

Part 1: Introduction and explanation

- Introduce yourself.
- Briefly go over the booklet with the participant. Mention that it is theirs to keep, so they should not worry about scribbling or writing all over it.
- Emphasis that we want to know their actual behaviours, thoughts, and feelings in the booklet and during the interview and that they should not try and give the answers they think we want to hear.
- Give the consent form and go over it with the participant. Answer any questions.
- Sign your part of the consent form.
- Ask them to sign the consent form. Mention that you will take it at the interview so their partner can sign it and/or in case they want to sign it later.

Part 2: Tour of Food related spaces

- Ask for a tour of their house, specifically the rooms related to food preparation, consumption or disposal. This includes, for example:
 - The kitchen
 - Inside the fridge
 - Inside the cupboards
 - The set-up of the dining room
 - The living room
 - The garbage and compost
 - Etc ...
- Take pictures and notes to support contextualising the data

Part 3: Saying goodbye

- They need to send you photos of their activities before the interview, ask if they would like to exchange numbers during this visit. If not, they can also find your number in the booklet.
- Mention you will send reminder texts throughout the week for the different activities.
- Mention that if they have any questions, they can contact you or me (Hannah). Encourage them to do this if issues arise, as we would rather clarify questions than have an empty booklet.
- Remind them of the date you planned for the follow-up interview.



Figure 1: Products to buy at Albert Heijn for the participants. It needs to be these brands and exact products.

For the Bulgur:

For the Chickpeas:

For the Appels:

For the Paprikas:

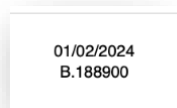


Figure 2: These stickers have been printed and will need to be applied to the purchased products.

****Note that each participant has either the chickpeas or bulgur with the 'expired' sticker, not both. Each participant has both the apples and paprika with the sticker. The spreadsheet provided details this.**



Figure 3: Position of sticks

Apple front left under regular label | Paprika right side on the front |

Bulger on the back covering the current date label | Chickpeas on the top covering the current date label

Before interview

- 24 hours before the interview, review the booklets completed by the participant.
- Ensure you have an overview of the completed activities that appear most interesting so you can anticipate which questions you will ask.
- Share the photos of the completed booklets with Hannah.
- The participant might forget to bring their booklet to the interview, so make sure you have access to the photos of the activities.
- Review the printed comic strip – if there are questions, ask Hannah.
- Review the printed innovation descriptions – if there are questions, ask Hannah
- For the interview, you will need:
 - Comic strip printed on A3 paper
 - Coloured dot stickers
 - Innovation description printed on A3 paper
 - Compensation bag with the food waste tools and VVV card
 - Black A4s and markers for question 17.
 - Recording device
 - Your phone works but make sure you have a charger or power bank so that it doesn't run out of battery during the interview
 - Reliable recording software—for instance, 'voice memo' app on iPhone.
 - Notebook to take notes

- Familiarise yourself with the research objectives:
 - This research aims to explore how and to what extent households with children in the Netherlands perform *current* and *proposed* practices around adaptable consumption toward food waste reduction and what motivations and barriers they have for doing so. A secondary aim is to explore which behaviours and innovations appear most promising to support households in performing adaptable consumption.

Interview (1 hour)

Start of interview

- Before you start the interview, **collect the consent form** from the participant and make sure it is signed.
- If the participant does not have their booklet, ask them to get it (the booklet could be lying somewhere in their home).
- **Start the recording device.** Double-check that it is recording. It can be useful to have two devices recording as a backup (e.g., recording device from service point and phone, or laptop and phone)
- Make sure the device is not covered by anything (e.g., booklet).
- You can take notes during the interview for the purpose of follow-up questions. But do not try to write down everything the person says because that makes it difficult to actively listen.

Part 0: Purpose of the interview

- Introduce the research as follows:
 - *The study is part of a research group that wants to help shift the Dutch food system towards enough food for all with hardly any food waste. In a previous study, the researchers designed a new practice called 'Adaptable Consumption', which might help support this shift. In this interview, we will go through your booklet to understand your current food practices, and then we will go through this new practice to see what you think about it and how you relate to it.*

Part 1: Cultural Probe Booklet

- Supporting materials: Booklet activities
- 15 minutes

Introduce this part as follows:

- *I would like you to take me through your booklet activities. I have already reviewed them, and I have some follow-up questions to dive deeper.*

Activity 1:

1. Have you always bought your groceries in this way?
 - a. When did this start?
2. What influenced your decision to shop in this way?
 - a. Is there one action in question 3 that you wish you could do more often?
 - b. Why is that, and what is currently stopping you from doing it?

Activity 2 or 3, depending on which appears more interesting:

3. Reflecting on your meals in activity 2 (or 3), how well did they align with your expectations in terms of portion sizes and flavours?
 - a. What do you think influenced this and why?
4. Can you elaborate on how you handled the leftovers from dinner, what did you do with them and why?

Activity 4:

5. Did you find it necessary to modify your grocery purchases because of the ingredients we gave you?
 - a. How did you adapt your shopping list and meal planning?
6. How did you decide whether to prepare curry or soup?
 - a. What factors influenced your decision?

Activity 5:

7. The ingredients we gave you had date labels. Did these labels influence how you used these ingredients in your cooking?

- a. Can you explain why they did or did not have an influence?
8. How do you handle food that is expired or nearing expiration?
 - a. Do you eat it past the expiration date, and what factors influence your decision on whether to eat it or discard it?

Part 2: Adaptable Consumption Behaviours

- Supporting materials: Scenario comic and coloured dot stickers
- 25 minutes: 5 minutes to review the comic, 20 minutes to questions.

Introduce this activity as follows:

- *As I mentioned before, as part of this research, we're focusing on the development of what we've termed the practice of 'adaptable consumption.' A 'practice' refers to a regular pattern of actions that we engage in like cooking, shopping, or cycling. Adaptable consumption is essentially about making everyday household food consumption less wasteful by making it more flexible. To give you a better understanding, I've brought along a comic that illustrates a family going through their week doing this new practice. I'd like you to spend a few minutes reading it; afterwards, I have some questions to explore further with you.*
9. Do you currently do any of the activities in the comic? Choose up to three and mark them with a green sticker. (The activities are in the blue blobs).
 - a. Why do you engage in these?
 10. How long have you been doing them, and how did you start? (e.g., did you learn it as a child)
 - a. Do you notice that these activities lead to less food waste?
 - b. Why and how do you think it helps you reduce food waste?
 11. Are there any activities you have previously tried but did not make routine? Choose up to three and mark them with a yellow sticker.
 - a. When did you try them?
 - b. Why did you not make them routine?
 12. Are there any activities you can never see yourself doing? Choose up to three and mark them with a red sticker.
 - a. Why do you never see yourself doing them?
 13. Are there any activities you would want to do in the future? Choose up to three and mark them with a blue sticker.
 - a. Why those, and what needs to change for you to start doing them?

Part 3: Innovations of Adaptable Consumption

- Supporting materials: Innovation explanations and coloured dot stickers
- 20 Minutes: 5 minutes to review innovations and 15 minutes questions.

Introduce this activity as follows:

- *In the comic the family uses 7 different products and services to support them in their adaptable consumption practice. I've brought along a printout that briefly explains the innovations. I'd like you to spend a few minutes reviewing the innovations, afterwards, I have some questions to explore them further.*
14. Are there any innovations that are similar to the ones you currently use? Mark them with a green sticker.
 - a. What are they? (or what is it)
 - b. When and why did you start using it/them?
 15. Are there any innovations you would be interested in using if they become available within the next year. Choose up to three and mark them with a blue sticker.
 - a. Why do they interest you?
 - b. How would they fit into your daily life?
 16. Are there any innovations that would never fit your daily life? Choose up to three and mark them with a red sticker.
 - a. Why do they not fit your daily life?
 - b. What would need to change for them to fit?
 17. Can you think of any innovation (i.e., product or service), not in our list, that would help your family reduce food waste and be more flexible in what and how they eat? Feel free to draw it.
 - a. Why do you think this would help?

Part 4: Final question

18. What do you think about adaptable consumption as a concept?
19. Do you feel that it would contribute to a reduction of your food waste in your home?
 - a. Why or why not?

After interview

- Check if there are any last questions or concerns from the participant.
- **Make sure to collect the comic and innovation printout—this is data.**
- Give the family the compensation gift.
- Thank them for their time and input.