Hi everyone,

I have where possible incorporated people’s suggestions so far, tried to provide clarification where the comments suggested the intent of a prompt was not clear, and also made some comments of my own.

**General Notes**

1. Shopping vouchers for participants were costed into each team’s budget.

2. Researcher safety – you each have a copy of the safety protocol used for a previous project in South Africa.

3. RAs are all using their own phones to arrange interviews and are happy to continue to do this.

4. There is room in the budget to buy coffee or similar whilst doing the consent and photo talk through in a public place

5. Dorothea made the accompanied online browsing a separate section in part 4. This helps gives clarity structure-wise , and so I have created a separate section in the document for those prompts too.

***ESRC SCArFE Phase 2b: Information, Guidance and Themes***

1. **Purpose and Overview of Phase 2b**

The field research focusing primarily on Objectives B and C will be conducted in two parts in three middle-class residential developments in each city. Phase 2b is the second part.

Timeline: Phase 2b, on current timeline, will run from March to end July 2019

**Phase 2b Extract from Case for Support in original bid**: From these interviews, *ethnographic research, including digital ethnography, will be carried out with a smaller sub-set of 10 households from each case study city* (3-4 in each neighbourhood and recruited through the interview phase of the study). This will involve ‘go-along’ (Kusenbach 2012), accompanied shopping interviews and co-cooking sessions (with audio and video recording where appropriate and where consent is granted) to capture the complexities and nuances of food choices, judgments, engagement with government and corporate ethical initiatives, and the ordinary ethics of food purchase and use. As part of this phase, digital ethnography will assess the role of social media and online tools as devices implicated in ethical judgement and the creation of markets for sustainable foods. This will involve an exploration of the use of online devices and their role in provisioning based on observation and interviews with consumers; ‘accompanied internet use’ will follow users to their chosen shopping site, online fora or social media and reveal how consumers do (or do not) engage with factors such as traceability through different media. Examining the everyday online and offline practices will also reveal how far middle class identity is shaped by technology use and practices such as online shopping. Analysis of qualitative materials will be facilitated by NVivo PLUS, which has tools for combining network and social media data with interview and field notes.

1. **Reminder of Research Objectives and Questions to be Addressed in Phase 2b**

*Objective B: To identify and explain consumer agency in forms of sustainable food consumption, including forms intentionally linked to civic action as well as ordinary practices of food consumption with ethical effects.*

B1. What forms and practices of ordinary food consumption do consumers see as being ethical in each case study country, and why?

B2. Which ethical initiatives, codes and campaigns for sustainable food consumption identified in Objective A gain traction with consumers in and across the three country case studies? Why do these succeed and how do they do so?

B3. What kinds of consumer values, ethical decisions and understandings of sustainability linked to wider processes of social reproduction influence everyday food consumption practices in the three case studies?

B4. In what ways are consumers’ identities shaped by the social emotions around, and embodied materiality of, their food practices? How do their economic positions, secure or insecure, shape their understandings and practices of food consumption?

*Objective C: To delimit and evaluate the cultural influences, trends and technologies affecting ethical consumption of food in and across the three country case studies.*

C1. How are the growing middle classes influencing the availability and regulation of sustainable foods in and across the three country case studies?

C2. How do trends in ethical and sustainable food consumption in the three country case studies relate to wider cultures of consumption in these contexts?

C3. How are social media/online platforms, digital technologies and factors such as celebrity endorsement influencing the communication, encouragement and practice of sustainable food consumption?

C4. In what ways are emerging trends of sustainable food consumption distinct from, or connected to, forms of aspirational consumption in the three countries, and what are the reasons for this?

C5: What are the transnational influences on the different trends of ethical food consumption in and across the three country case studies?

**3. Setting up the ethnographic research**

**3a. In advance of the meeting**

**i. Recruitment**

Talk through the different elements: Photo diary, Go-Along Shopping, Co-Cooking, Accompanied online browsing.

It is possible that the participant may wish to separate out the shopping and the cooking into separate sessions, if this is the case then informed consent will need to be revisited on each occasion.

**ii. Photo diary TBC**

The purpose of doing this would be to answer questions in B, as well as C3 (particular) and maybe one or two of the other C questions.

To be agreed with participants when they agree to be part of the 10

To use their camera phones if they have them, project to provide disposable cameras if not

Consent to use photos in addition to the discussion about them to be included on phase 2b consent form

**Suggestions?**

If we include this then it needs to be simple and doable

6-10 photographs of their food week.

For example: products bought, food preparation, recipes used, food delivery, a finished meal, people eating together

How prescriptive should we be? eg

1. unpacking shopping

2. food preparation

3. a recipe / restaurant menu

4. breakfast

5. midday meal

6. evening meal

7. snack

8. a meal eaten with family/friends/colleagues if they have done that in the week

9. & 10. anything else they feel captures their food week

Make it clear to participants that the photos can all be within their own home, and we are not asking them to use phones in public places or anywhere that might put their safety at risk.

These photos can then be used as prompts for questions about what influenced their decisions etcThis process may also be helpful to research assistants less experienced going off script. Sitting at the beginning of the session asking questions without having to juggle lots of other things might be a gentle introduction and help them make notes of things to look for whilst doing the ethnography as well as build rapport and trust.

Aim would be to act as gentle introduction to the doing of the ethnography for both researchers & participants. Also a way to get a glimpse of kitchens which may not always be possible in practice. Size / lay out / equipment in kitchens might say something about everyday ethics.

**iii. Revisit 2a responses**

Prior to the session, revisit the respondents 2a transcript, fieldnotes and demographic data. Remember to look for daps between what they said they do, and what they are doing now. Ask about this (if appropriate)

**3b. On the day: for the researcher**

**Bring:** Consent forms, mobile phone, dictaphone, [camera], field diary, personal safety strategy, question themes and these field diary prompts which include general scene setting notes, and more specific themes to drill down on

**FIELD DIARY:**

(see also Crang & Cook. Doing Ethnographies. Chapter 4 pp 37-50)

**General scene setting field diary prompts:**

It is not necessary to fill these in in detail at the time of the sessions, but notes and sketches are really helpful for writing up the sessions later and for putting the minutiae into context:

1. Space: the physical place or places *(including sketches of the location of any digital devices or digital infrastructure).* 2. Actors: the people involved.

3. Activities: sets of related acts people do*.*

4. Objects: the physical things that are present *(including foods in the home other than what is used in the co-cooking)*

5. Acts: single actions that people do.

6. Events: sets of related activities that people are trying to accomplish.

7. Time: the sequencing that takes place over time.

8. Goals: the things that people are trying to accomplish.

9. Feelings: the emotions felt and expressed.

(Adapted from Spradley 1980: 78)

See each section for specific prompts for questions and field diary observations

Reminder: this booklet contains prompts for the researcher about the things we need to know about for the project. These are not designed as specific questions to be asked, and they are in no particular order. How they are asked will depend on the emerging research situation.

**4. On the day: with research participants:**

**4a Consent & structure**

**Project (re)introductions (including consent to participate, record & archive*)***

We are trying to understand food choices and practices of people in [case study setting]. We’re interested in what you cook, what you eat, and where you shop because we want to understand how food preferences are balanced with all the competing demands on people’s time and money when choosing, cooking and eating food.

**The session has 5 key elements:**

a. Revisiting *consent*

b. Photo diary talk through

c. Go-Along Shopping (section 3)

d. Co-Cooking (section 4)

Alternative plan if food is ordered in / the meal is eaten out etc (section 5)

e. Accompanied online browsing (section 6)

**Consent process and forms including consent to use photos.**

Consent may need to be revisited at appropriate points throughout the ethnographic research:

e.g. other members of the household, or negotiating consent if domestic staff are involved as there are power issues here around voluntary consent.

It is possible that the participant may wish to separate out the shopping from the cooking into separate sessions, if this is the case then informed consent will need to be revisited on each occasion.

**4b Photo diary talk-through**

Reminder to keep focused on everyday ethics and sustainability.

Ask what each photo shows.

Why they took that particular image?

How typical is it of their normal food week?

What values and ethics does the image reflect?

What is in the background of the photo?

**5. Conducting Go-along Shopping Interviews:**

(see Thompson et al (2032) Understanding interactions with the food environment. *Health & Place* 19: 116-123)

Observing and asking about: choices, values and practices (teasing out ethical/sustainable engagement and ordinary ethics of food purchase) in the context of:

***More talk based***

* Location of shopping trip and retail outlet, journey, how the trip fits into daily and weekly life
* Retail outlet chosen and reasons
* Contents of shopping basket in terms of mix and kinds of foods purchased
* Use of a “digital layer”. Online connections: bar codes e.g. QR scanning, apps, price comparison tools
  + Which device? Which sites? To what purpose?
* Use of shopping lists and other ‘devices’ for planning time, meals etc.
* How foods are valued – quality, health, ethics, price and provenance
* Influences on shopping lists? (e.g. recipes, traditions, blogs, TV, etc.) Roles of devices, labels and value.
* How different considerations – quality, price, “ethics”, household needs – are weighed up when shopping and how choices are made

ie unpacking the everyday ethics of balancing the needs of multiple others

* Consideration of food labels in purchasing decisions for example value for money, locally sourced, organic, healthy
* Knowledge & purchase of particular foods labelled as ‘ethical’ and ‘sustainable’
* How this shopping trip fits with other forms of food purchase in the week
* Purchase of fresh/processed foods, and why
* Changes in their shopping choices or venues over time

Things they used to buy but no longer do, places used to shop. New additions to shopping basket. Events or trends that prompted these changes.

* How the offer has changed over the last 5 years?
* How their shopping practices have changed over the last 5 years?

***More observation based***

How do participants manoeuvre round a shop?

For example do they look for the reduced items? The special offers? Do they walk in an orderly manner from entrance to checkout, or do they double back on themselves. Ask about the strategy.

Do they go straight to what they want, or do they browse?

Do they read food labels?

Do they know / interact with other staff / customers?

Do they stick to shopping lists?

Do they pick up store magazines?

Do they shop for different types of food products from different retailers?

NB There is often a classed and gendered stigma around food choices which can be masked by an element of performance. Sometimes talking about your own ‘bad’ habits or inconsistent choices can give participants permission to talk about theirs. Another way to access this might be for the researcher to buy something for themselves that does not fit within an ethical /sustainable / food safety / healthy eating remit to see if this triggered a response.

[Already asked in 2a about their social media use, which social networks they use, what lifestyle sites, recipe sites, celebrities, campaigns etc they engage with and which other ones they are aware of]

**6. Conducting Co-cooking Sessions:**

(see Wills et al (2016)Reflections on the Use of Visual Methods. Sociology (3): 470-485)

As much as possible seek to observe/see data traces of behaviour rather than relying on reported behaviour only

Observing and asking about: choices, values and practices (teasing out ethical/sustainable engagement and ordinary ethics apparent in, and integral to, cooking and eating) in the context of:

***More talk based:***

* Choice of ingredients and what matters in terms of those ingredients (e.g. content, health, where they come from, price)
* Food memories and how choices have persisted or changed. Why?
* ‘Frugality’: use of leftovers, as well as packaging reuse and recycle etc. Do they eg make their own stock or broth from meat bones?
* Kitchen space, materials and aesthetics (linking to tastes, fashions and also values)
* Kitchen equipment – domestic appliances and utensils and their uses.

Which appliances they use most, what never gets used, and why

* ‘Guilty pleasures’ – sweet jars, midnight snacks, what they eat when home alone…
* Cooking with food carrying any particular markers/labels of ethics/sustainability
* Unpack care in context of individual wellbeing and social/environmental wellbeing drivers
* Household members’ needs, values and roles shaping cooking practices and choices of food for mealtimes
* Why this recipe? When did they start cooking it etc?
* Influences on mealtime/ingredient choices – trends, chefs, recipes, friends and family, memories, aspirations. Magazines, TV programmes, online.

Different priorities between eg evening meal and breakfast?

* Brands – what/who do they like (can link to celebrities)

(note: not all celebrities mentioned have to be chefs)

* Influence of convenience, routines, work-life, household dynamics.

Unpack eg economic wealth v time wealth.

* Picking up on the observations and asking questions. For example asking about things like composting, recycling would reveal both attitudes about this and also constraints (e.g. lack of municipal recycling, time, facilities etc.).
* Do they ever cook for friends? What would be different from what we are cooking now?
* Which restaurant would they go to or what would they cook if their boss/their partners’ boss came for dinner?

***More observation based:***

* Kitchen space, what the equipments and technologies allow and limit in terms of everyday ethics
* Take note of / sketch where the physical objects of digital life (mobiles, computers, radios, TVs, tablets, Internet of Things devices, sensors etc.) are integrated in their physical environment
* Get in cupboards and fridge etc if not too intrusive, similarities of contents to the go-along shop?
* Practices of frugality, waste disposal, cleaning etc as they relate to ethics and sustainability
* Elements of performance? Whether being treated as dinner guest, or allowed to help.
* Note down ‘ethical’ labels

**7. What if the participants do on-line shopping / order a take-away / eat-out?**

The prompts from the previous sections are all relevant here, but the aim of this section is to begin to think through what the researcher should do if the shopping element is done online, the meal is delivered or eaten out, or produced by a maid and brought to the table, resulting in a more talk based session.

The photo diaries are potentially particularly useful here eg in getting a glimpse at a tiny or shared kitchen that limits possibilities.

The researcher asking if they can go and take a photo of their favourite cooking / eating implement might be another way to get into the kitchen. Getting in to a kitchen tells us things about practicalities and limitations of the space which feeds in to the everyday ethics. As does looking at the foodstuffs they have in there, although it may not always be appropriate to ask.

An advantage of online ordering is that this is an easy way in to the digital ethnography. When did they start doing this? what sites do they use? by what criteria / recommendation? Do they miss anything about face to face shopping? Are there any items they do buy in person, why?

8. **Accompanied online browsing**

* Ask whether they have WiFi, whether they have a data allowance or an unlimited data plan?
* Ask to see which apps they have on their phone
* Build in some accompanied browsing, i.e. them going online on mobiles/tablets etc and telling us about what pages they use – what do they have book marked?
* When talking about their average day we will ask how long during that day they are online- and where they spend time online
* Did they look for recipes online, discuss what typical search terms they use e.g. beef; aubergine; pasta, or vegetarian, gluten-free etc
* {if they have a cook/maid, ask how they communicate with them – do they use e.g. WhatsApp to share a recipe etc? }
* Ask about their online shopping practices and view recent purchases
* Discuss their active/passive use of review sites – i.e. do they only read the reviews or do they also comment?
* Check their answers from phase 2a: key accounts that they follow, what platforms are they on
* NOTE: Do not treat all platforms as one as “the internet” – each platform has different affordances and design scripts

So unpick for each of the online platforms they have mentioned – do you use this for anything to do with food? If so what?

Note the different medium e.g. text-based recipe? With a photo? Or youtube recipe/demo-cooking?

***\*Reminder to ensure the consent forms are completed and logged after the last visit\*.***

**9. Ethnographic Methods and Record-keeping in the Field and Post-fieldwork:**

Update phase 2 metadata spreadsheet with interview dates, anonymization codes, demographic data etc

Photography (by participant prior to interviews)

Note-taking during shopping and co-cooking

Note taking during accompanied browsing – after the interview, revisit key pages and log them/take screen shots and archive with interview

Research diary writing after the go-along shopping and co-cooking sessions, incorporating observations, reflections, sketches (where relevant and if helpful)

Filming where appropriate (video via mobile phone or alternative device)

Audio recording (to be partially transcribed, where helpful)

Photography by interviewer (discuss whether on mobile phone or better quality camera)

All of these text-based and visual materials (with the consent of the participants) need to be packaged appropriately, anonymised and stored in filr.