

## 3 Trial Methodology

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## 5.1 Letter of ethical approval for study



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and Midwifery  
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7 July 2017

Ref: 11.MLohan.05.17.M6.V1

Prof Maria Lohan  
School of Nursing and Midwifery

Queen's University Belfast  
Medical Biology Centre  
97 Lisburn Road

Belfast  
BT9 7BL

Dear Prof Lohan,

### SCHOOL RESEARCH ETHICS COMMITTEE

RE: The JACK Trial: A multi-site cluster randomised trial of an interactive film-based intervention  
Thank you for your recent submission to the School of Nursing and Midwifery Research Ethics Committee. I wish to advise you that your application has been approved and you can now commence with your study. This approval has been given by Chair's Action as agreed at the last meeting.

To complete the Research Governance process, you should complete the Gov 3 form (request for sponsorship of a research project) and forward this along with your protocol to Ms Louise Dunlop at the Research Governance Policy Office. In addition, please ensure the project is recorded on the PURE system.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Oliver Perra', written over a light grey rectangular background.

Dr Oliver Perra  
Chair, School Research Ethics Committee  
School of Nursing & Midwifery

cc File copy

## 5.2 Recruitment protocol



### The JACK Trial

### Research Participant Recruitment Protocol

#### Introduction

The JACK Trial, a cluster randomised controlled trial, involves a team of public health researchers who will be working with 66 post-primary schools across the UK in the 2018/19 school year to evaluate a new Relationship and Sexuality Education (RSE) programme called *If I Were Jack* to reduce unintended pregnancy and promote sexual health in teenagers. The JACK Trial is funded by the National Institute for Health Research and sponsored by Queen's University Belfast. It is intended that 24 of the 66 schools recruited will be post-primary schools within Northern Ireland and the remaining 42 from across England, Scotland and Wales (14 in each nation).

#### Purpose and content

This document sets out the procedures to be followed by all members of the research team who are involved in the recruitment of schools, teachers, pupils and parents/guardians for the JACK Trial. It aims to provide clear guidance of how recruitment is planned, performed and recorded so as to ensure consistency in recruitment methods used and compliance with QUB and NIHR research governance policies, codes of conduct and integrity in research.

#### Ethical considerations

The JACK Trial has received full ethical approval from the School of Nursing and Midwifery, QUB, Research Ethics Committee on 7<sup>th</sup> July 2017.

Although not a clinical trial, the recruitment protocol conforms to the principles of Good Clinical Practice. In doing so, the JACK team responsible for conducting the research (including recruitment strategy) will adopt a standard for the design, conduct, performance, monitoring, auditing, recording, analyses, and reporting of trials that provides assurance that the data and reported results are credible and accurate, and that the rights, integrity, and confidentiality of trial subjects are protected.

#### Roles and responsibilities

This protocol applies to all members of the JACK research team, with responsibility for recruitment. The Principal Investigator carries overall responsibility for the conduct of the trial, with operational

responsibility delegated to the designated Trial Coordinator in each nation [Dr Susan Lagdon (NI); Dr Linda McConnon (Wales); Ms Emily Warren (England) and Dr Ruth Lewis (Scotland)] who must ensure full compliance with the requirements set out in the protocol. Any intention to deviate or actual deviation should be reported to the Project Manager (Dr. Áine Aventin, QUB [a.aventin@qub.ac.uk](mailto:a.aventin@qub.ac.uk)) or the Principal Investigator (Prof. Maria Lohan [m.lohan@qub.ac.uk](mailto:m.lohan@qub.ac.uk)).

#### Random sampling of eligible schools

In Northern Ireland, all post-primary schools that meet the inclusion criteria will be eligible to participate. In Wales, all secondary schools in South Wales with over 30 pupils in year 10 will be eligible to participate (Blaenau Gwent County Borough Council; Bridgend County Borough Council; Caerphilly County Borough Council; City and County of Swansea; City of Cardiff Council; Merthyr Tydfil County Borough Council; Neath Port Talbot County Borough Council; Newport City Council; Rhondda Cynon Taf County Borough Council; Torfaen County Borough Council; Vale of Glamorgan Council; Monmouthshire Council). Similarly, in England all secondary schools with over 30 pupils in year 10 within the Greater London area will be eligible to participate. In Scotland, all secondary schools with over 30 pupils in S3 within five local authority areas will be eligible to participate (North Ayrshire; North Lanarkshire; Perth & Kinross; South Ayrshire; Stirling). Nation-specific sampling strategies are outlined below:

#### NORTHERN IRELAND

The full complement of eligible schools in NI will be obtained by performing an ‘Institution Search’ on the School Plus section of the NI Department of Education’s website at <http://apps.education-ni.gov.uk/appinstitutes/default.aspx>. School Plus is a directory of institutions, including schools, which contains contact information and relevant statistics. A full list of NI grammar and secondary institutions will be exported to Excel (thus initiating a dedicated confidential recruitment database). This serves to remove institutions that are classified as further education, primary, nursery, prep, independent or special.

The search will be conducted following commencement of the 2017/2018 academic year in September 2017, as recruitment will take place within this academic year (from February to June 2018). The eight NI schools that had previously been recruited to the feasibility trial will be excluded. Schools that are classified as being Irish-medium will be excluded (this classification does not include schools that have Irish-medium units embedded within). The number of pupils in Year 10 during the 2017/18 academic year will be obtained for each remaining school (this statistical information is available for each school listed on the DoE website) and those schools where it is anticipated will have less than 30 pupils in Year 11 in the 2018/2019 academic year (based on Year 10 numbers) will be excluded. The excluded schools will be removed from the list of schools and the remaining eligible schools and relevant statistical information (Year 10 class size, % of pupils eligible for free school meals) saved as a separate Excel file.

Eligible schools will be stratified (before end of January 2018) by socio-economic status based on eligibility for free school meals (percentage free schools meals for the 2017/2018 academic year or most recent data available). Stratification will create two lists – those above and those below the median % of pupils eligible for free school meals. Medians will be calculated in Excel and those

schools falling above and below the median will be randomly shuffled. From there the first 14 schools from the above-median list and the first 10 schools from the below-median stratum list (total 24) will be approached simultaneously. Schools that decline will be replaced with the next school on the appropriate random rank ordered list.

## WALES

Identify all Local Authorities within the specified time allocated for travel from Cardiff (e.g. 1 hour) (Blaenau Gwent County Borough Council; Bridgend County Borough Council; Caerphilly County Borough Council; City and County of Swansea; City of Cardiff Council; Merthyr Tydfil County Borough Council; Neath Port Talbot County Borough Council; Newport City Council; Rhondda Cynon Taf County Borough Council; Torfaen County Borough Council; Vale of Glamorgan Council; Monmouthshire Council)

Identify all secondary schools and middle schools<sup>1</sup> within these Local Authorities to create one main list

Access My Local School Wales and record % free school meal entitlement for each identified school – this figure is calculated on a 3 year average, last recorded in 2016 and includes all pupils not just those up to the age of 15 so may include some six form pupils up to the age of 18 in secondary schools and pupils within the age range of 3-16 in middle schools

Use % free school meal entitlement to calculate median across all identified schools in the main list

Create list of schools that fall above median

Create list of schools that fall below median

Exclude and remove pilot school from list

Exclude and remove Welsh medium schools from list

Send above and below lists to CTU Belfast for random shuffling within each strata

Once shuffled lists are received start inviting and recruiting schools from the top of each list and work down until 8 are signed up from above the median and 6 are signed up from below

Send list of 14 signed up schools to CTU Belfast for randomisation into intervention (n=7) and control (n=7)

## ENGLAND

Identify all Local Authorities within Greater London area (Barking and Dagenham; Barnet; Bexley; Brent; Bromley; Camden; Croydon; Ealing; Enfield; Greenwich; Hackney; Hammersmith and Fulham; Haringey; Harrow; Haverling; Hillingdon; Hounslow; Islington; Kingston upon Thames; Lambeth; Lewisham; Merton; Newham; Redbridge; Richmond upon Thames; Royal Borough of Kensington and Chelsea; Southwark; Sutton; Tower Hamlets; Waltham Forest; Wandsworth; Westminster)

Identify all secondary schools within these Local Education Authorities to create one main list

Access Compare School Performance data (via [https://www.compare-school-performance.service.gov.uk/schools-by-](https://www.compare-school-performance.service.gov.uk/schools-by-type?step=phase&geographic=all&region=0&phase=secondary)

[type?step=phase&geographic=all&region=0&phase=secondary](https://www.compare-school-performance.service.gov.uk/schools-by-type?step=phase&geographic=all&region=0&phase=secondary)) and record % free school meal entitlement for each identified school

---

<sup>1</sup> Middle School (ages 3-16)

In England, this is reported for each school year and over a 6-year average. Generally, schools opened in the last two years do not have reported data. Schools taken over by academy's report data from before the takeover. This data includes all pupils in the school.

Use % free school meal eligibility to calculate median across all identified schools in the main list

Exclude and remove schools without data

Create list of schools that fall above median

Create list of schools that fall below median

Exclude and remove pilot school and school with RF's child in cohort from list

Send above and below lists to CTU Belfast for random shuffling within each strata

Once shuffled lists are received start inviting and recruiting schools from the top of each list and work down until 8 are signed up from above the median and 6 are signed up from below

Send list of 14 signed up schools to CTU Belfast for randomisation into intervention (n=7) and control (n=7)

SCOTLAND

Identify five Local Authorities within mainland Scotland (North Ayrshire; North Lanarkshire; Perth & Kinross; South Ayrshire; Stirling);

Gain approval to contact secondary schools from the Education Lead (or their delegate) within each local authority;

Create list of all schools within these Local Authorities using database of schools open in 2016 available on the Scottish Government website

(<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/contactdetails>)

Exclude schools that are classified as primary, independent and/or special;

Exclude schools that are not in mainland Scotland (e.g. island schools);

Exclude schools anticipated to have fewer than 30 pupils in S3 in the 2018/2019 academic year:

This will be done by obtaining data on the number of S3 pupils in each school during the 2016/17 academic year (latest data available in Jan 2018). This Information is available at:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/RollsByStage/PupilNumbers2016> .

Schools with fewer than 30 pupils in S3 in the 2016/17 academic year will be excluded.

Once the excluded schools have been removed from the list, the remaining eligible schools and relevant statistical information (S3 class size in 2016/2017) will be saved as a separate Excel file.

Access School Meals Dataset 2017 (<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets/schmeals2017>) and record % pupils registered for free school meals for each school in the list of eligible schools

In Scotland, this data was collected per school in all publically funded schools via the School Meals Census, conducted in the week commencing 20<sup>th</sup> February 2017. As data is presented in absolute numbers of pupils, calculate percentage of students using Excel.

Exclude and remove schools without data on free school meals.

Use % registered for free school meals to calculate median across all identified schools in the main list

Create list of schools that fall above median

Create list of schools that fall below median

Send above and below lists to NICTU for random shuffling within each strata

Once shuffled lists are received start inviting and recruiting schools from the top of each list and work down until 8 are signed up from above the median and 6 are signed up from below  
Send list of 14 signed up schools to NICTU for randomisation into intervention (n=7) and control (n=7).

Correspondence log & Recruitment Consort Flowchart

A correspondence log (specific to matters relating to school recruitment) will be created for each school to document when contact was made by the research team and when contact was received. Notable communication (i.e. decision to participate or to decline, reasons given, concerns expressed, and enquiries) will be logged.

TCs should record details of numbers of eligible, excluded, sampled, approached and recruited schools, as well as those who refuse to participate and those who withdraw from the study. Numbers should be presented in a consort flowchart. The diagram in Figure 1 below can be used as a template for recording purposes.

First contact with schools

To whom first contact shall be targeted

An overview of the school recruitment process is provided in Figure 1.

The feasibility trial indicated that there were advantages to ensuring invitations to participate were received directly by those responsible for decision making in relation to pastoral care and not necessarily directed to school Principals. Upon random selection, school websites will be accessed to establish if the school has a nominated contact point for matters relating to pastoral care. If the website does not provide this information, the school's general point of contact (i.e. school office) will be contacted and asked to provide contact information (email and telephone) for the school staff member who oversees matters relating to pastoral care. If a decision is made to contact someone other than the School Principal, the Principal will also be copied into communications.

A multifaceted approach to first contact with the member of staff responsible for pastoral care (i.e. Pastoral Care Vice Principal or RSE Co-ordinator) will be employed and will consist of an email (always cc'ed to the School Principal if not the target recipient) with attached

promotional leaflet;  
letter; and  
Information sheet.

Replica material will also be forwarded formally by post on the same day that the email correspondence was initiated.

Email content



Brief hello and introduction acknowledging that we are mindful that schools receive multiple requests to participate in research but also that we know schools face challenges in the delivery of RSE, leading to an explanation of the purpose of the research, the funder, that the feasibility and pilot studies have already happened, that schools have already had a positive experience of using it.

Emphasise £1000 incentive

Inform them that the materials are also on the way by post if they wish to share and discuss with relevant colleagues/decision makers, make Principal aware (if not Principal being targeted).

Indicate happy to come in person and explain further.

#### School letter and information sheet

More detailed information about the study and what participation would involve is provided in the school letter and information sheet which will be made available in attachment to the email.

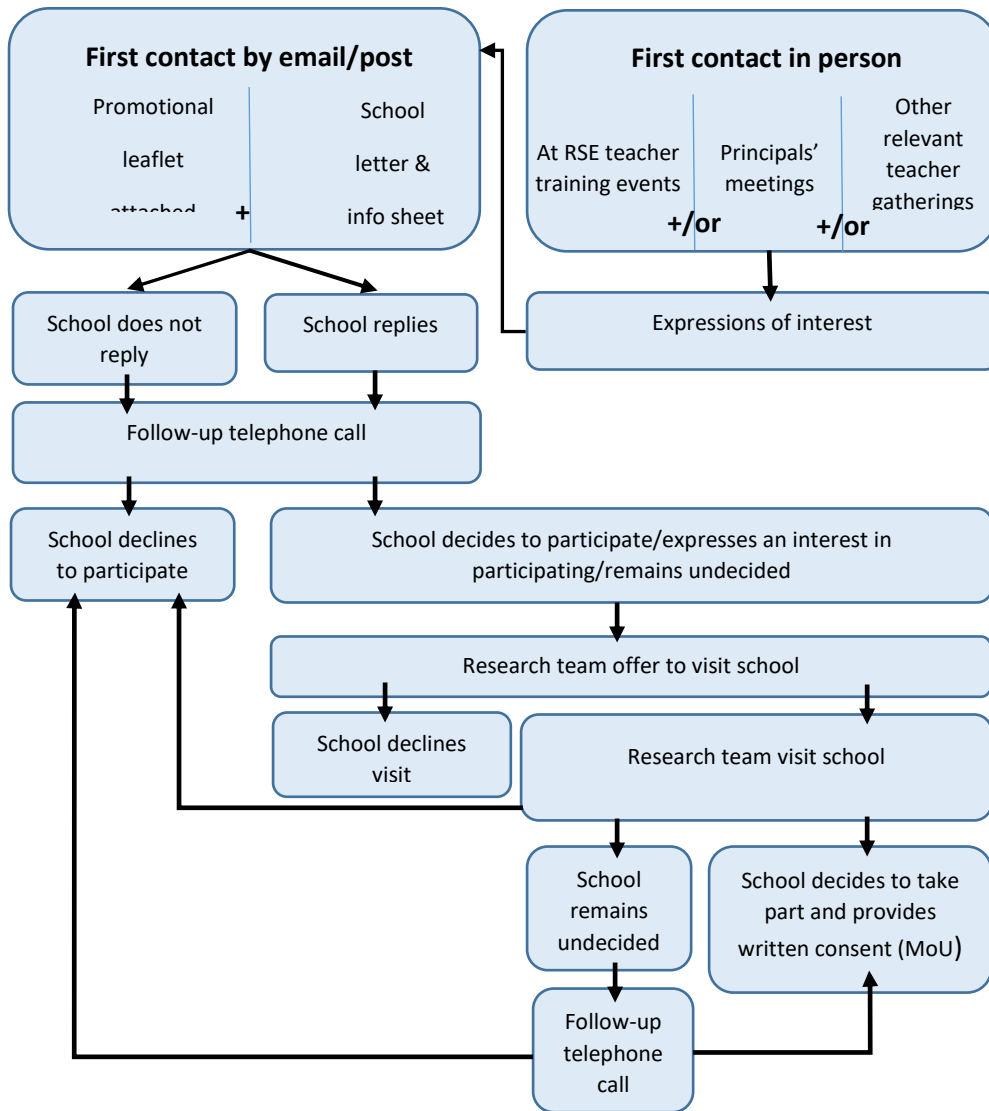
#### Follow-up phone call

If no correspondence has been received from the school within one week of sending the first email correspondence will be followed-up with a telephone call to the email recipient.

Visits with interested schools

The Trial Coordinator will make a visit to schools (by arrangement at a time that is convenient to them) who have indicated that they are interested in participating and will offer to make a visit to any schools that are undecided but wish to discuss further. During this visit the Trial Coordinator will engage with whomever the school feels appropriate and answer any outstanding enquiries in order to enable the school to make a final decision. If the main channel of correspondence has been with someone other than the school principal the Trial Coordinator will send copies of initial communications to the school principal and obtain confirmation that the school principal is aware of the dialogue before any school visit is made. Schools that have decided to participate will be invited to consent in during this meeting by signing a memorandum of understanding (MoU) or invited to take more time to consider if they wish and the Trial Coordinator will agree to follow up with them if they do not hear back from the school first within one week. The Trial Coordinator will return to obtain written consent from schools in person for those schools who go on to agree to participate. Once a school has made a decision to participate and consented in they will be asked to nominate a main point of contact (a trial champion) within the school to deal with correspondence between the research team and the school. The MoU will be interpreted as consent given for the principal (or a nominated substitute) to also complete the school background questionnaire and consent given for the most senior member of staff (or a nominated alternative) responsible for pastoral care to complete a questionnaire on normal/usual RSE provision.

Figure 1: Flow chart of school recruitment strategy



### Recruitment of teachers

Once a school has made a decision to participate, the Trial Coordinator will liaise with the trial champion to arrange a meeting with teachers within the school identified by the trial champion as

having responsibility for delivering the intervention to year 11 pupils during the 2018/2019 academic year. Prior to this meeting the Trial Coordinator will provide the trial champion with electronic versions of the school letter and information sheet, the school memorandum of understanding (MoU), and the teacher consent form so that they can be forwarded to relevant teachers for their consideration ahead of the meeting. During the meeting the Trial Coordinator will deliver a short information presentation and allow time for questions to be answered. Teachers will be reminded that by consenting at this stage (the outset of the study) they are also consenting to participate in interviews or focus group discussions at later stages in the study (if applicable, i.e. if assigned to the intervention arm of the study). Before leaving, written consent will be obtained from those teachers who indicate their willingness to participate. Those who need more time for consideration will be given an opportunity to do so and the Trial Coordinator will follow up communication one week later and return to obtain written consent from those teachers who have made a decision to participate. The Trial Coordinator will also ask to be introduced to and obtain direct contact details for (where possible) the school administrator who will likely be responsible for the logistics of communicating with year 11 parents/guardians and the provision of class lists to the research team.

Audio recordings of teacher training sessions and teacher training satisfaction surveys in intervention schools

Teacher trainers will be asked to audio-record a random sample of 4 training sessions. TCs will make a random selection of which sessions these will be and inform the teacher trainer during the teacher training session. At the beginning of a session that is to be audio-recorded, the TC will distribute information sheets and consent forms to the teachers in relation to the audio-recording. If any one teacher declines to consent to the session being recorded, the trainer will not record the session and the TC will pick another session to be recorded.

Teacher training satisfaction surveys will be delivered to teachers by the trainer at the end of ALL training sessions (not just the 4 audio-recorded sessions). These will be collected by the trainer and returned to the TC, along with information sheets and consent forms collected at the same time.

Recruitment of pupils

Questionnaire data collection

Once a school and the relevant teachers who will be delivering the intervention to year 11 pupils have consented in, the first step taken towards pupil recruitment is to inform parents/guardians. Schools (with the assistance of the school administrator) will be asked to post a hard copy of the Parents'/Guardians' Information Sheet and Opt-Out of Consent Form with pre-paid response envelopes before the end of June 2018. Schools will be provided with printed copies of this material but will be responsible for addressing and preparing envelopes for postage. Associated costs can be reimbursed up to the value of £100 upon submission (to the research team) of the administrator resource use record.

Parents will be advised within the material provided that they have to return the opt-out of consent forms by a date no less than three weeks prior to commencement of baseline data collection within the school. The Trial Coordinator will collate a list of parents who have opted their child out of participation and provide that back to participating teachers.

Schools who have agreed to participate will be provided with promotional material to be placed within the school environment, accessible to both staff and pupils at the beginning of the 2018/2019 academic year to highlight school involvement in the research. Schools will be provided with printed copies of the pupil information sheets to be distributed to year 11 pupils at least one week prior to baseline data collection. Schools will be asked to inform their pupils (in case they do not already know) that their parents were previously informed that the research would be taking place within the school, and that their parents were given an opportunity to opt-out of providing consent for their child to participate. Only pupils whose parents/guardians did not opt-out of providing consent for them to participate will be provided with a copy of the pupil information sheet. Pupils will be encouraged to read the information fully. Schools will inform pupils that the intention is to gather pupils together to commence with administration of the questionnaire the following week.

Questionnaires will be administered following a short information session for pupils (to include an information video) delivered by the research team, pupils will be given an opportunity to ask any questions they may have prior to deciding whether they may or may not want to provide written consent to participate and complete the baseline questionnaire. Those who miss the information session and consent session will be given an opportunity to attend a repeat information session when the researcher returns in an effort to enable previous absentees to complete the questionnaire. Any pupil who has not consented and filled out the baseline questionnaire at this point can still be provided with the information sheet and an opportunity to watch the information video and informed that despite missing the baseline questionnaire component, they can still be recruited to engage with later components of the study (i.e. focus group discussions and the follow-up questionnaire) but they will be required to provide written consent prior to their involvement. In the event that absentee numbers remain in excess of 5-10% we may in agreement with the school in question arrange a third attempt to return to administer the baseline questionnaire.

#### Focus group data collection

Two intervention schools will be selected from a list of NI participating intervention schools (randomly rank ordered and randomly selected thereafter).

In the case of recruiting pupils to participate in focus group discussions, six pupils will be recruited per school. At follow-up data collection we will administer a separate sheet to each pupil to accompany the pupil questionnaire that asks pupils if they wish to volunteer to participate in focus group discussions to indicate so on the form and to return to the member of the research team who is present at data collection (within a dedicated collection box/envelope). In the event that more pupils volunteer than what are needed (per school) then a random selection will be made. Pupils will provide additional written consent to participate in the focus group discussions.

#### Recruitment of parents/guardians of participating year 11 pupils

Schools who have agreed to participate will also be provided at the beginning of the 2018/2019 academic year with additional promotional material to highlight school involvement in the research that can be made accessible to Year 11 parents/guardians when opportunities arise (i.e. parent/guardian – teacher meetings).

#### Online survey

Parents/guardians will have been made aware when they were in receipt of the parents'/guardians' information sheet that there would be an opportunity for them to get involved in responding to a short online parents'/guardians' survey. Parents/guardians (who have not withdrawn their child from receiving IIWJ) will receive the link to this survey in an email and/or text message issued by the school administrator inviting them to participate (post intervention delivery to their child). Consent (and recruitment numbers) will be passively obtained by the act of choosing to respond.

#### Focus group discussions or interviews

Parents/guardians will also have been made aware when they were in receipt of the parents'/guardians' information sheet that there would be an opportunity for them to get involved in parents'/guardians' focus group discussions if they so wished. Six parents/guardians will be recruited per school.

At the end of the short online parents'/guardians' survey, parents/guardians will be asked if they wish to volunteer to participate in parents'/guardians' focus group discussions, and if so they will be asked to provide contact information so that the research team can follow up with them. In the event that more volunteer than what are needed (per school) then a random selection will be made. Parents/guardians will provide written consent to participate in the focus group discussion (See Appendix X). In the event that not enough parents/guardians have volunteered the research team will liaise with schools to agree a communication strategy to reach out to obtain more volunteer parents/guardians (i.e. request for volunteers by text). Communication will be restricted to those parents/guardians who have not opted-out of providing consent for their child to receive IIWJ.

#### Confidentiality of identifiable information

All contact information and communication records will be treated confidentially and stored only on research team computers that are password protected. The JACK Trial Data Management Protocol details the handling of identifiable information.

## 5.3 Promotional leaflet

## If I Were Jack

### An Educational Resource

*If I Were Jack* is an educational resource based around an interactive film about Jack, a young man whose girlfriend Emma has just told him she is pregnant. The film invites viewers to step into Jack's shoes and imagine how they would react if they were in his situation.

The outcome of Jack and Emma's situation is non-directive in terms of pregnancy resolution options allowing faith- and non-faith based schools alike to comfortably deliver the intervention in a way that is in keeping with their ethos.



#### WHAT IS THE JACK TRIAL?

*If I Were Jack* has been piloted in schools across the UK and has received overwhelmingly positive responses from teachers, pupils, parents and health and education sector professionals.

Now we are conducting a UK-wide trial to assess whether the resource is effective in changing pupils' knowledge, attitudes, behaviour, and intentions to avoid pregnancy.



University  
of Glasgow



LONDON  
SCHOOL OF  
HYGIENE  
& TROPICAL  
MEDICINE



#### WHY PARTICIPATE IN THE JACK TRIAL?

- ✓ *If I Were Jack* fulfils curriculum requirements for Personal, Social, and Health Education.
- ✓ Includes ready-to-use lesson plans and activities with flexible delivery options.
- ✓ Training to use the resource will be provided to support teachers delivering *Jack*.
- ✓ Parent/guardian involvement to encourage interaction with their teenager.
- ✓ Schools involved in The JACK Trial will have continued access to the resource for use with their pupils following completion of the research.

This project was funded by the National Institute for Health Research  
Public Health Research Programme (NIHR/PHR 15/181/01).

**NHS**  
National Institute for  
Health Research

## 5.4 School invitation letter and school information sheet

[INSERT PARTNER UNIVERSITY

LOGO]



INSERT UNIVERSITY NAME

ADDRESS

ADDRESS

ADDRESS

ADDRESS

DATE

Dear [insert school contact name e.g. head teacher/deputy head teacher/head of year]

This is an invitation for your school to participate in a research study and receive *IF I WERE JACK*, a teenage pregnancy prevention and sexual health promotion programme, based around an interactive film. The programme is free of charge and will be delivered in the context of a UK-wide research study called The JACK Trial.

The *If I Were Jack* programme has been developed by a research team at Queen's University Belfast in partnership with researchers at Cardiff University, The University of Glasgow, London School of Hygiene and Tropical Medicine and University College London. The programme was developed in response to the UK Government's ongoing drive to reduce rates of unintended teenage pregnancy and improve young people's sexual health. Our preliminary research found that teachers, students and parents were very positive about the programme, reporting that it was enjoyable and useful. The aim of the current research, which is taking place in 66 schools across the UK, is to evaluate the potential benefits of the programme. Please see the attached information sheet for more details.

We would like to invite your school to participate in The JACK Trial, a research study beginning August 2018. Half of the 66 schools who take part will be randomly selected to receive the *If I Were Jack* programme in October 2018, while the other half will continue with normal practice and receive the

programme in 2020. This is so that we can make a comparison of the sexual attitudes, knowledge and behaviour of those who received *If I Were Jack* during this time period and those who did not.

*If I Were Jack* will be delivered over approximately four-six lessons, although it can be delivered during one day long session. Teachers will be trained to deliver the programme to [Delete as appropriate: Year 11/Year 10/S3] students by trained facilitators from [INSERT TRAINER ORG DETAILS e.g. Belfast Health and Social Care Trust/Public Health Wales]. Participation in the research will also involve collecting data from students, teachers and parents, and in order to thank you for your assistance, a payment of £1000 will be provided to participating schools upon completion of data collection.

We have included some background information on the JACK Trial with this letter. If you would like more information on taking part please contact us by email or phone, our details are below. Otherwise, a member of the team will contact you within the next week to offer you an opportunity to discuss the study further and see if you are happy to participate. If helpful, we would welcome the opportunity to visit your school and discuss the study and what it would involve with you or a designated contact.

Yours sincerely,

[INSERT e-Signature Research Fellow]



[Dr Local Research Fellow Name]

JACK Trial Coordinator [nation]

[University Name]

[Phone]

[Email]

Dr Áine Aventin

JACK Trial Project Manager

Queen's University Belfast

0044 (28) 90972463

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## The JACK Trial

### Information for Schools

The JACK Trial involves a team of public health researchers who will be working with 66 post-primary schools across the UK in the 2018/19 school year to evaluate a new programme to reduce unintended pregnancy and promote sexual health in teenagers.

What is *If I Were Jack*?

Teenage girls who have an unplanned pregnancy can face emotional and practical problems as well as risks to their health. Teenage boys' health and wellbeing can also be affected by unintended teenage pregnancy and, they too, have an important role to play in preventing it. Additionally, the UK has the highest rate of teenage pregnancy in Western Europe, with around 30,000 teenage girls becoming pregnant every year. To address this problem, researchers at Queen's University Belfast have developed an educational programme based around an interactive film called *If I Were Jack*. It is designed to fit within the [insert correct term e.g. Relationship and Sexuality Education (RSE)] curriculum and to be delivered by teachers in post-primary schools. It includes the following components:

The *If I Were Jack* interactive film which asks students to put themselves in Jack's situation and consider how they would feel and what they would do if they were Jack;

Classroom materials for teachers containing detailed lesson plans with specific classroom-based and homework activities designed to build students' skills to a) obtain necessary information, and b) develop communication skills with peers and trusted adults;

Ninety-minute training session for teachers delivering the programme;

Two short animated films to engage parents/guardians and help/encourage them to have a conversation with their teenager about avoiding unintended pregnancy; and

Detailed information brochures and factsheets about the programme and unintended teenage pregnancy in general for schools, teachers, young people and parents/guardians.

*We wish to emphasise and reassure you that the content of the If I Were Jack programme and the questionnaires being used in the research have been successfully piloted in other schools and do not contain any material that is sexually explicit.*

Teachers taking part in the research study will be trained by expert facilitators from [Insert Trainer details e.g. Belfast Health and Social Care Trust/Public Health Wales] to deliver the programme to students in [Delete as appropriate: Year 11/ Year 10/S3] during around four-six [RSE/SRE] lessons between October and December 2018. We will provide £1000 funding (which should also cover costs of supply cover for teachers attending the 90-minute training session), up to £100 administration/postage costs and expert *If I Were Jack* teacher-trainers.

What is this research about?

The JACK Trial is a 'Randomised Controlled Trial'. This is a type of research which aims to determine if programmes have the impact they are intended to have. Participants are usually randomly assigned to one of two groups, with one group receiving the programme of interest (intervention group) and the other either receiving a different programme or continuing with 'business as usual' (comparison group). All participants are asked to complete a questionnaire before and after the intervention group receives the programme. Following this, the results of

the two groups are compared to determine whether using the programme makes a difference to knowledge, attitudes and/or behaviour.

We are using this research design because we want to evaluate what actually happens in schools when they use *If I Were Jack* and also what impact the programme has on students' sexual knowledge, attitudes and behaviour. In order to do this properly, we will recruit 66 schools across the UK which will be randomly sorted into two groups of 33. [Year 11/ Year 10/S3] students in 33 of these schools will receive the *If I Were Jack* programme between October and December 2018. Students in the other 33 schools will continue with normal practice but the schools will receive the *If I Were Jack* resource in the 2020 school year. We will have no control over which group you are allocated to, which allows a fair comparison. The study has received full approval by Queen's University Belfast, School of Nursing & Midwifery Ethics Committee. Central to this approval is the right of every school, parent or child to withdraw from the study at any time.

What would taking part involve?

The timetable on the last page summarises what participants would be asked to do during the study. Different participants will be asked to do different things:

Schools: Of the 66 recruited schools, 33 will be randomly assigned to the 'intervention group' and 33 will be randomly assigned to the 'comparison group'. Schools in the intervention group will be asked to use *If I Were Jack* during around four-six consecutive weekly [RSE/SRE] lessons between November 2018 and January 2019. The lessons can be delivered during two half-day sessions or one day long session if this is more suitable for your school. Those in the comparison group will continue with normal practice and will not use *If I Were Jack* in that school year but will be offered the programme in the Year beginning 2020.

Principals/Head Teachers/Senior Manager: Principals/Head teachers (or another senior school manager) in all schools will be asked to complete a 'background information' questionnaire about the school at the beginning of the study. They would also be asked to sign a 'memorandum of agreement' which outlines the school and research team's roles and responsibilities for the duration of the study and indicates your willingness to take part. This would take a maximum of 10 minutes. This person will also be asked to nominate a member of staff best placed to complete a questionnaire about the schools current [RSE/SRE] provision. This questionnaire would take around 15 minutes to complete.

Teachers: Teachers in *intervention group schools* who will be delivering *If I Were Jack* (usually those with responsibility for delivering [RSE/SRE]) will be provided with a 90-minute face-to-face training session regarding the use of the programme. With the agreement of teachers, the session may be audio-recorded so we can see if the training is delivered as instructed and teachers will be asked to complete a short training satisfaction survey. They will then be asked to deliver the programme to [Year 11/ Year 10/S3] during around four-six [RSE/SRE] lessons and record details of what is covered in each session on an 'implementation log' and what resources are used in a 'resource use questionnaire'. Teachers will also be asked to facilitate data collection from students by researchers during one class lesson before the programme begins and again one year later. During this data collection session a researcher delivers the questionnaires to students. Finally, a sample of teachers in eight randomly selected schools will be asked to take part in an interview with a researcher (max 60-minutes) regarding their experiences of using the programme. They will also permit a researcher to observe one of the lessons during which they deliver the *If I Were Jack* programme. In total, this would require a maximum of eight hours of a teacher's time during an 18-month period (not including lesson preparation time).

Teachers in *comparison group schools* will be asked to be in the room when a researcher delivers the questionnaires to students (on two occasions over a 12 month period). Some teachers may be asked to take part in an interview with a researcher (max 30-minutes) in order

to clarify provision of [RSE/SRE] in the school or discuss any issues with data collection. This would require a maximum of 2.5 hours of the teachers' time during an 18-month period.

[Year 11/Year 10/S3] Students: [Year 11/Year 10/S3] students in all 66 schools will complete the same questionnaire on two occasions over an 18-month period (at the beginning of the research and 12-14 months later). The questionnaire takes around 30 minutes to complete.

Students in *intervention group schools* will receive *If I Were Jack* during around four [RSE/SRE] lessons between November and January 2018. In eight randomly selected schools, six students (boys and girls) who received *If I Were Jack* will be asked to take part in a 90-minute focus group discussion with a researcher regarding their experiences of using the programme.

Parents of [Year 11/Year 10/S3] Students: Research shows that engaging parents in [RSE/SRE] is beneficial. Therefore, all parents of students in *intervention group schools* will be sent a link to two animated films from your school via text message and/or email (an initial communication with one follow-up). These animations have been developed in consultation with parents and teachers to encourage and help parents have a conversation with their child about teenage pregnancy. As part of the *If I Were Jack* programme, parents will also be asked to participate in a short homework exercise with their child in which they answer their child's questions about their views on teenage pregnancy. Schools will also be asked to send parents a link to a short online survey regarding their views of the *If I Were Jack* programme in general and the animated films in particular. Six parents in eight randomly selected schools will be invited to take part in a group discussion with a researcher regarding their views of the programme.

Parents of students in *comparison group schools* will not be invited to participate in the research.

Administration staff:

Administration staff will be asked to provide form class lists for [Year 11/Year 10/S3] by the end of June 2018. This will allow the assignment of a participant number to student questionnaires by research staff so that no names are included on the questionnaires and ensures confidentiality of survey responses. These class lists will be held on secure university computers, accessed by the research team only and deleted upon completion of data collection.

In order to maintain participant confidentiality, administration staff in all 66 schools will be asked to address and post envelopes containing information sheets and opt-out forms for the parents of [Year 11/Year 10/S3] students. Between November 2018 and January 2019, administrators in *intervention group schools* will send a text message and/or email to parents containing links to two animated films on two occasions (one initial and one reminder) and a third text message/email to parents with a link to an online survey. Administration staff will be asked to record time and resources spent on these activities and we will reimburse expenses up to a maximum of £100.

Why has my school been invited?

We are asking 66 randomly selected post-primary schools across the UK to participate in the research. We are aiming to recruit a mix of schools in terms of management type, location and social-economic deprivation status. Your school is being invited to take part because your school has been randomly selected from a list of schools which meet our recruitment criteria.

Do we have to take part?

No. It is up to you, your staff, your students and their parents to decide. If you decide after having read this information sheet that you would prefer not to take part, you can indicate this to the research team and no further action will be taken. If, however, you are happy to hear

more about the study a researcher will be happy to provide you and your teachers with more information (via telephone or a face-to-face meeting at your school).

We are asking the **Head Teacher/Principal** ONLY to consent to using the *If I Were Jack* resource with students. Parents, students and teachers are not asked to consent to using the *If I Were Jack* resource by the research team but we will give you a letter to send to parents telling them about the resource and offering them an opportunity to contact you to withdraw their child, should they wish. The research team will ask parents, students and teachers to consent to participation in the research elements of the study i.e. surveys and interviews (see below).

If after speaking with the researcher you decide you are happy for your school to take part in the research, we will provide information sheets and consent forms for students and parents. In order for individual students to participate they will need to complete a consent form indicating their willingness to take part. Students can decide not to take part and do not have to give a reason for saying no. Additionally, parents/carers will be provided with information about the research; they will be requested to return a form to the research team if they wish for their child to opt-out of the research. Students whose parents wish them to opt-out of the research will not participate. These students will need to be provided with alternative supervision while other students are participating in the research.

Who will carry out this research?

The Trial Coordinator in [nation] is Dr [Name] who is based at [University Name]. The study director is Professor Maria Lohan and the project manager Dr Áine Aventin, both based at Queen's University Belfast. The team have extensive experience in working in schools and with young people to ensure their views are heard. The research also involves [Delete as appropriate: Cardiff University, The University of Glasgow, London School of Hygiene and Tropical Medicine and University College London].

What do I need to do if I am interested in taking part?

If you are interested in taking part, we would appreciate it if we could come and explain the study in more detail to you. You can do this by contacting Dr [TC name] on [insert email] or calling [number]. If we do not hear from you within the next week we will give you a courtesy call to ensure your receipt of this letter.



*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*



#### The JACK Trial Research Timetable

DATE	INTERVENTION SCHOOLS	COMPARISON SCHOOLS
Feb – May 2018	School senior manager and teachers agree to participate	School senior manager and teachers agree to participate
Mar - Jun 2018	Parents sent information about the research and given opportunity to withdraw their child	Parents sent information about the research and given opportunity to withdraw their child
Jun 2018	Administrators provide [Year 10/Year11/S3] class lists for the school year beginning September 2018.	Administrators provide [Year 10/Year11/S3] class lists for the school year beginning September 2018.
Aug 2018	School staff member completes background information questionnaire (10 mins)	School staff member completes background information questionnaire (10 mins)

	School staff member completes questionnaire about current [RSE/SRE] provision (15 mins)	
Aug-Oct 2018	Students consent to participate and complete baseline questionnaire (30 mins)  School notified of allocation to intervention group	Students consent to participate and complete baseline questionnaire during (30 mins)  School notified of allocation to comparison group
Oct – Nov 2018	90-minute face-to-face teacher training session for teachers who will be delivering the programme	
Nov – Dec 2018	Teacher delivers programme over four-six [RSE/SRE] lessons (can also be delivered during one day).  <i>In 8 randomly selected schools:</i> Researcher observes one <i>If I Were Jack</i> lesson in each year group class  Teacher completes ‘implementation log’ and resource use questionnaire after each lesson  Administrator texts/emails parents link to parents’ animations (initial and reminder)  Administrator texts/emails parents link to parents’ survey (post programme delivery)	
Jan - Feb 2019	<i>In 8 randomly selected schools:</i> Focus groups six students, teachers who	

	delivered Jack, and six parents (90 minutes)	
Jan- Mar 2020	<p>Students complete follow-up questionnaire (30 mins)</p> <p>Telephone interviews with head teachers or trial champions in the 25 non-case study schools to determine any barriers or facilitators of engagement with the intervention (15-30 mins)</p>	<p>Students complete follow-up questionnaire during one lesson</p> <p>School staff member completes questionnaire about current [RSE/SRE] provision (15 mins)</p> <p>Interviews with a sample of teachers if necessary (e.g. to clarify [RSE/SRE] provision or discuss any impacts on data collection) (30 mins)</p>

N.B. To maintain the momentum of the programme, it is important that school holidays are avoided where possible during the weeks in which the programme is being used.

## 5.5 Data management protocol

# JACK TRIAL: DATA MANAGEMENT PROTOCOL

### 1. INTRODUCTION

This protocol is for JACK Trial research team members. It refers to the procedures that must be followed in recording, storing and sharing quantitative and qualitative JACK Trial data. The protocol aims to ensure the security of project data.

### 2. DATA OWNERSHIP

Queen's University Belfast, the sponsoring organisation, is the custodian of all data collected during the study. The Principal Investigator (PI) Professor Maria Lohan controls the use, publication and copyright of the project data. Any intention to use or share project data for purposes other than those outlined in the JACK Trial Project Protocol or the JACK Trial Data Management Protocol must be approved by the PI and Trial Management Group (consisting of representatives from all partner sites).

### 3. DATA COLLECTION

Separate protocols, which should be used in conjunction with the JACK Trial Data Management Protocol, detail the procedures for collecting data during the pilot study and main trial (JACK TRIAL PILOT Data Collection Protocol JACK TRIAL MAIN Data Collection Protocol)

### 4. DATA PROTECTION, STORAGE & SHARING

#### 4.1 PASSWORDS

- All electronic data files should be password protected.
- Passwords should be eight characters long and include at least one lower case and one upper case letter, 1 numeric and one symbol.
- It is acceptable to use the same password for all files or keep a record of different passwords used in a separate file that is not titled 'passwords'.

- Passwords should be changed every 6 months, prompted by the project manager. The Project manager will hold a central repository of all passwords.
- When sharing passwords with the PI or Project Manager please telephone.

#### 4.2 QUB DROPBOX

- Password protected electronic data files (including audiofiles where necessary) can be sent to the Belfast team via the QUB Dropbox Facility (<https://dropbox.qub.ac.uk>). PLEASE NOTE this is a secure university drobox facility where large files are sent to and from QUB staff and non-QUB users and stored temporarily on the QUB server – it is not the same thing as Dropbox.com, which should not be used to store data files or identifiable participant information. You can access instructions on how to use this service via the following link  
<https://www.qub.ac.uk/directorates/InformationServices/Services/Dropboxsendinglargfiles/>.

#### 4.3 CONSENT FORMS

- Consent forms for each participant recruited to the pilot study will be held by each partner site in secure locked filing cabinets in rooms with restricted access and separate to any data.

#### 4.4 IDENTIFIABLE PARTICIPANT INFORMATION

- Trial Coordinators (TCs) will retain an electronic master Excel file with identifiable information on schools (approached and recruited), teachers and students. These will be password protected and be stored electronically on university computers using secure servers.
- The master file will be restricted to designated members of the study team (usually up to three named co-investigators and one TC) at the partner site.
- If the master file needs to be shared with co-investigators at the lead site (QUB), the files must be password protected and sent via the QUB Dropbox facility (<https://dropbox.qub.ac.uk>) to the PI (Maria Lohan) or Project Manager (Áine Aventin).
- No identifiable information should be stored in the JACK Trial Dropbox account.

#### 4.5 PARTICIPANT ID NUMBERS

- TCs at each partner site will generate unique anonymised ID numbers and barcodes for participating Schools, Teachers and Students.
- Anonymised ID numbers/barcodes will be placed on questionnaires and used in reports instead of identifiable information.
- ID Numbers will be linked to identifiable information in the participant information master Excel file (discussed above) only.
  - Each recruited school should be given a School ID number with the following format:
    - Letter = participant identifier (S for School)
    - 2 digits = school number starting at 11
    - Letter = nation identifier (Scotland, S; Wales, W; England, E; or Northern Ireland, N)
    - Examples: S11S (School 1 Scotland); S12W (School 12 Wales); S05E (School 5 England)
    - Keep a record of the code generated for each school in your nation in the participant information master file.
  - Each recruited teacher should be given a Teacher ID number with the following format:
    - Letter = participant identifier (T for School)
    - 2 digits = teacher number starting at 01
    - 2 digits = school number starting at 01
    - Letter = nation identifier (Scotland, S; Wales, W; England, E; or Northern Ireland, N)
    - Examples: T0107S (Teacher 1, School 7, Scotland); T1205W (Teacher 12, School 5, Wales)
    - Keep a record of the code generated for each teacher in your nation in the participant information master file.
  - Student ID numbers have a slightly different format:
    - Letter = nation identifier (Scotland, S; Wales, W; England, E; or Northern Ireland, N)

- 2 digits = school identifier (beginning at 11 for school 1 and continuing 12 for school 2, 13 for school 3, etc)
- 3 digits = randomly assigned consecutive number for each student starting at 101 for the first student in each school
- Check character (i.e. random letter at the end of each ID) (calculated by algorithm in the ID Check Generator file)
- Examples: S12123D; W05333K
- ID numbers for students can be generated using the MAIN TRIAL Student ID Generator Excel file for your nation located in the JACK Trial Shared Dropbox folder.

#### 4.6 PUPIL QUESTIONNAIRES

- The process for creating barcodes is detailed in the JACK Trial data collection protocols (JACK TRIAL PILOT Data Collection Protocol; JACK TRIAL MAIN Data Collection Protocol)
- TCs at each site will create barcoded labels for each participating student.
- The barcode will correspond to the student ID number.
- These will be placed on student baseline and follow-up questionnaires in order to ensure student confidentiality (i.e. student names will not appear on the questionnaires).
- Barcodes will also be scanned into an Excel Student Questionnaire Tracking file as a means of tracking questionnaires completed that is less prone to error than manual recording of returned questionnaires.
- The Project Manager will liaise with the Northern Ireland Clinical Trials Unit (NICTU) to set up a system for checking that baseline and follow-up questionnaires are correctly matched to the same student.
- Following data collection at each school the paper questionnaires will be transferred by TCs to the partner university site (i.e. the university site in the nation in which data collection is taking place) immediately. Barcodes will be scanned and a Student Questionnaire Tracking Form completed (template in the JACK Trial shared Dropbox folder). Completed questionnaires and tracking forms will be stored securely in locked filing cabinets in a room with restricted access until they are securely transferred to the scanning company.
- After the completion of each phase of data collection at all of the participating schools, the TC will send the anonymised paper questionnaires to the scanning company with a registered courier company. The project manager will advise on what company is being used.
- After completion of scanning and all data checking procedures between NICTU and scanning company, the paper questionnaires will be sent to QUB where they will be stored securely in locked cabinets in a room with restricted access or held by a storage company under the commercial agreement of storage for five years.

- Scanned data (including the digitised questionnaires) will be sent to the NICTU Data Manager using either a secure File Transfer Protocol or a password protected mobile data storage device sent securely via a registered courier company.
- The anonymised data received by NICTU from the scanning company will be stored electronically on password protected computers on secure servers. Access will be limited to designated staff to facilitate data quality control processes.
- On completion of the data quality control processes, the NICTU Data Manager will securely transfer the data to the study statistician and to the health economist.
- When requested, or on completion of data analysis, NICTU will transfer the data to the PI via the QUB Dropbox facility (<https://dropbox.qub.ac.uk>) or send securely on a password protected mobile data storage device via a registered courier company.

#### 4.7 OTHER QUESTIONNAIRES

- TCs at each site will manually enter anonymised School and Teacher ID numbers on the non-pupil questionnaires and forms (Pilot study questionnaires, Background Information questionnaire, Current RSE Practice Questionnaire, Teacher Implementation Log, Teacher Resource Use Questionnaire, Administrator Resource Use Questionnaire).
- Immediately following data collection, the TC will check in the questionnaire and the ID Number to a Questionnaire Tracking Form.
- Questionnaires will be stored in a locked cabinet in a room with restricted access.
- The Teacher Resource Use Questionnaire will be scanned/entered) by NICTU and must therefore be sent to them via secure courier (in one batch if possible).
- TCs must enter data for all other questionnaires listed above into a password protected Excel File (a separate file for each type of questionnaire).
- When data collection is complete TCs will send password protected Excel file to the Project Manager via the QUB Dropbox facility (<https://dropbox.qub.ac.uk>).

#### 4.8 QUALITATIVE DATA

- Interview and Focus Group Data: Interviews and focus groups should be audio recorded by the TC (using two audio recording devices if possible, one as a back-up in the event of a technical failure to record), password protected and stored on university computers. Recordings should be sent via the QUB dropbox facility to the Project Manager who will transfer to the contracted transcriber. Returned



transcriptions will be checked for anonymity, password protected and stored on secure QUB computers. Copies will be sent to the TCs via the secure QUB Dropbox facility.

- Teacher Trainer audio recordings: Audio recordings of the teacher training sessions will be password protected and stored on university computers. Recordings should be sent via the QUB Dropbox facility to the Project Manager who will transfer to the contracted transcriber. Returned transcriptions will be checked for anonymity, password protected and stored at the main site on university computers. Copies will be sent to the TCs via secure Dropbox facility.
- Field Notes: TCs will record data pertaining to contacts with schools and individual participants during the course of recruitment, training and data collection. Each TC should retain a personal note pad for these purposes. Field notes can be handwritten if convenient but must be transferred to an Excel or Word file and stored on university computers as soon as possible thereafter. Hand written notes must not contain any information that would identify schools or individuals. Note pads should be kept in a locked filing cabinet in a room with restricted access. When data collection is completed the Excel file should be sent to the Project Manager via the QUB Dropbox facility (<https://dropbox.qub.ac.uk>).
- Fieldworker Perception Forms: Fieldworkers must complete a Fieldworker Perception Form after each visit to a school. These should be collected by the Lead Fieldworker returned to the TC who will enter the School ID on the form and enter the data into an Excel File after each data collection phase. Fieldworker Perception Forms should also be stored in a locked cabinet in a room with restricted access.

#### 5. DATA RETENTION/ARCHIVING

- All data will be retained by QUB for a minimum of five years after completion of the final report (stored on a secure server, protected against unauthorised access by user authentication and a firewall). All hardcopy materials (other than pupil questionnaires) will also be stored by each partner institution for a minimum of five years after completion of the final report, in secure storage with restricted access, and accessible to the PI if needed upon request. The data will be archived by year 10 in The UK Data Archive (UKDA) located in the University of Essex.

#### VERSION CONTROL TABLE (Approved Versions)

Date	Version	Change	Changed by
11.10.2017	1.0	Original Version	N/A

11.01.2018	1.1	Minor revisions following comments from Trial Coordinators and NICTU Data Manager Removed version numbers from references to other protocols in sections 2, 3 & 4.6 Changed references to 'Research Fellows' to 'Trial Coordinators' At 4.7 added indication that Teacher Resource Use Questionnaires must be sent to NICTU by secure courier	Aine Aventin

*The JACK Trial was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*

  
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Health Research**

## 5.6 Memorandum of understanding with schools



## MEMORANDUM OF UNDERSTANDING

## SCHOOLS IN [INSERT NATION]

Agreement to participate in THE JACK TRIAL

Please sign both copies, retaining one and returning the second copy to Dr [TC NAME AND ADDRESS]. Alternatively, a scanned copy can be emailed to [INSERT EMAIL].

School Name: \_\_\_\_\_

*Aims of the Evaluation*

The aim of this project is to evaluate the impact of *If I Were Jack*, a new programme to reduce unintended pregnancy and promote positive sexual health in teenagers. The results of the research will allow us to evaluate the potential benefits of the *If I were Jack* programme.

*The Project*

Teenage girls who have an unplanned pregnancy can face emotional and practical problems as well as risks to their health. Teenage boys' health and wellbeing can also be affected by unintended teenage pregnancy and they too have an important role to play in preventing it. To address this problem researchers at Queen's University Belfast have developed an educational resource based around an interactive film called *If I Were Jack*. It is designed to fit within the [insert correct term e.g. Relationship and Sexuality Education (RSE)/Personal

[Development] curriculum and to be delivered by teachers in post-primary schools. Teachers taking part in the research study will be trained to deliver the resource to students in [Year 11/Year 10/S3] during around four-six RSE class periods between November 2018 and January 2019.

### *Structure of the Evaluation*

The evaluation is a UK-wide cluster randomised controlled trial. The Trial Coordinator in [nation] is Dr [Insert Name] who is based at [Insert University Name]. The study director is Professor Maria Lohan and the project manager Dr Áine Aventin, both based at Queen's University Belfast.

Sixty-six post-primary schools across the UK will take part in the study. Schools that agree to take part will be randomly allocated to one of two groups after baseline data collection. This will ensure a fair comparison and students will receive either:

The *If I Were Jack* resource in October 2018, or

Continue as normal but receive the *If I Were Jack* resource in the 2020 school year.

To evaluate the impact of this programme we will collect data from students in all 66 schools on their sexual knowledge, attitudes and behaviour before the *If I Were Jack* resource is used (between Aug and Oct 2018) and a year after it has finished (between Jan and Mar 2020).

Of the 33 schools who receive *If I Were Jack* in 2018 we will randomly select eight in which we will conduct some classroom observations, interviews and focus groups with teachers, students and parents at different time points between August 2018 and March 2020 (see Table 1 on the last page).

Being randomly allocated to a group is essential to the evaluation as it is the best way of outlining what effect *If I Were Jack* has on students' sexual knowledge, attitudes and behaviour. Both groups complete the questionnaires so we can compare results and understand the effect of the programme.

#### *Use of Data*

Students' responses to questionnaires and any other student/school data will be treated with the strictest confidence. The questionnaire responses will be collected on paper and administered by a team of researchers. These will then be accessed by the research team for analysis. All questionnaires are anonymised and no child's name will appear on a questionnaire.

Interviews will be recorded, transcribed and anonymised. This means that no individual school, student or teacher will be identified in any report arising from the research. All data will be stored and managed in accordance with University regulations and requirements.

#### *Responsibilities*

The JACK team will:

Provide participating schools with a comprehensive information pack on joining the study.

Provide information sheets and consent/opt-out of consent forms for parents, students and staff and cover postage and administration costs of up to £100 per school.

Collect and analyse all the data from the project.

Ensure that all staff carrying out data collection and facilitating training have received appropriate [insert correct term: Criminal Record/Disclosure and Barring Service] checks.

Organise the teacher training sessions for a time that is suitable to teachers.

If desired by the school, provide a needs assessment at the end of the study.

Provide on-going support to the school for the duration of the project.

Provide £1000 to each school that remains in the study for the duration of the project when the trial has finished.

The school will:

Consent to delivering the *If I Were Jack* resource in full to [Year 11/Year 10/S3] students during 4-6 lessons between November 2018 and January 2019.

Allow the school to be randomly allocated to one of two groups, agreeing to either receive the *If I Were Jack* intervention or 'business as usual'.

Provide form class lists for [Year 11/Year 10/S3] by the end of June 2018 to allow the assignment of a participant number to questionnaires. This means that no names are included and ensures confidentiality of survey responses.

Post to parents/carers opt-out forms at least three weeks before the data collection.

Send text messages or emails to parents regarding the parents' animations and parents' survey.

Release teachers who will be delivering the programme for the 90-minute teacher training session.

Schedule one lesson for students to receive information about the research from the research team and one lesson for students to complete questionnaires at the beginning and end of the study.

Schedule [RSE/SRE] lesson time for students to complete the *If I Were Jack* programme.

Arrange classrooms in exam conditions to ensure student's survey responses are confidential.

Allow one member of the JACK team to make absentee data collection after each main data collection point.

Arrange with teachers for one randomly selected lesson to be observed (without interaction following a brief introduction to students) by a fieldworker on the research team.

Assign a teacher as the main contact for the study team (The Trial Champion).

Provide alternative supervision for students not participating in the study at all data collections and during programme delivery.

Support the JACK team to conduct interviews with teachers, students and parents (if your school is selected to take part in this element of the study).

Cover the costs of printing/photocopying classroom materials.

Complete a school background questionnaire, a questionnaire on normal/usual [RSE/SRE] provision, a teacher resource use form, an implementation log and an administrator use of resource form.

We consent to using the *If I Were Jack* resource with [Year 11/Year 10/S3] students during 4-6 lessons between November 2018 and January 2019.

We commit to the participation and evaluation of IF I WERE JACK as detailed above.

Principal/Head teacher:

\_\_\_\_\_

Other relevant school staff: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*

  
**National Institute for  
Health Research**



TABLE 1: Jack Trial Research Timetable

DATE	INTERVENTION SCHOOLS	COMPARISON SCHOOLS
Feb – May 2018	School senior manager and teachers agree to participate	School senior manager and teachers agree to participate
Mar - Jun 2018	Parents sent information about the research and given opportunity to withdraw their child	Parents sent information about the research and given opportunity to withdraw their child
Jun 2018	Administrators provide [Year 10/Year11/S3] class lists for the school year beginning September 2018.	Administrators provide [Year 10/Year11/S3] class lists for the school year beginning September 2018.
Aug 2018	School staff member completes background information questionnaire (10 mins)  School staff member completes questionnaire about current [RSE/SRE] provision (15 mins)	School staff member completes background information questionnaire (10 mins)
Aug-Oct 2018	Students consent to participate and complete baseline questionnaire (30 mins)  School notified of allocation to intervention group	Students consent to participate and complete baseline questionnaire during (30 mins)  School notified of allocation to comparison group
Oct – Nov 2018	90-minute face-to-face teacher training session for teachers who will be delivering the programme	
Nov – Dec 2018	Teacher delivers programme over four-six [RSE/SRE] lessons (can also be delivered during one day).  <i>In 8 randomly selected schools: Researcher observes one If I Were Jack lesson in each year group class</i>	

	<p>Teacher completes 'implementation log' and resource use questionnaire after each lesson</p> <p>Administrator texts/emails parents link to parents' animations (initial and reminder)</p> <p>Administrator texts/emails parents link to parents' survey (post programme delivery)</p>	
Jan - Feb 2019	<i>In 8 randomly selected schools:</i> Focus groups six students, teachers who delivered Jack, and six parents (90 minutes)	
Jan- Mar 2020	<p>Students complete follow-up questionnaire (30 mins)</p> <p>Telephone interviews with head teachers or trial champions in the 25 non-case study schools to determine any barriers or facilitators of engagement with the intervention (15-30 mins)</p>	<p>Students complete follow-up questionnaire during one lesson</p> <p>School staff member completes questionnaire about current [RSE/SRE] provision (15 mins)</p> <p>Interviews with a sample of teachers if necessary (e.g. to clarify [RSE/SRE] provision or discuss any impacts on data collection) (30 mins)</p>

N.B. To maintain the momentum of the programme, it is important that school holidays are avoided where possible during the weeks in which the programme is being used.

## 5.7 Parents' information sheet and opt-out consent form



## The JACK Trial

### Information for Parents and Carers

We would like to invite your child to take part in a research study. Before you decide we would like you to understand why the research is being done and what it would involve for them.

Please take the time to read through the information here and contact us to discuss any questions you may have or if anything is not clear. This information sheet tells you the purpose of the study and what will happen to your child if they take part.

What is the purpose of the study?

We have developed an educational resource based around an interactive film called '*If I Were Jack*' that is designed to help teenagers avoid unplanned pregnancy and improve their sexual health. We are now working to see what the benefits of this resource are to teenagers in [Year 10/11/S3].

Why has my child been invited?

We are currently in the process of recruiting 66 schools in England, Scotland, Wales and Northern Ireland to participate in this study and your child's school was one of those randomly selected. Thirty-three of these schools will be randomly chosen to use the *If I were Jack* and 33 schools will continue with normal practice. This allows us to compare the survey responses of those who did and did not use the resource and find out if it makes any difference to knowledge, attitudes and beliefs about teenage pregnancy. If your child's school is selected to use the resource, your child's teacher will use the *If I Were Jack* resource during 4-6 [RSE/SRE] lessons. The school will send you a letter with more information on this, if they are selected to use the resource this year, and you can contact them directly if you have any questions about the resource. We are writing to tell you about the research study and to give you an opportunity to withdraw your child from taking part in the research if you wish.

What will happen to my child if they take part?

Your child will be asked to complete a survey on their knowledge, attitudes and beliefs about teenage pregnancy. They will be asked to complete the survey at the beginning of the new school year and again at the beginning of the following school year. This is so we can compare their answers to see if they have changed over time. The survey will be completed during school hours and will take around 30 minutes. Your child will only fill in the survey if she or he agrees. Your child will also receive information about the survey and be able to ask questions before they make their decision. A teacher and a researcher will be present when your child is completing the survey. Around six students from your child's school may be asked to volunteer to take part in a 90-minute-long focus group interview with other students and a researcher during school hours. Your child can complete the survey without taking part in the focus group interview.

What will I be asked to do if my child takes part?

If your child's school is selected to use the *If I Were Jack* programme this year, you will be asked to view online two short animated films which aim to encourage and help you have a conversation with your teenager about avoiding unplanned pregnancy. Your child will also ask you to take part in a homework exercise with them during which they interview you on your views about the *If I Were Jack* film. The animated films are intended to help you to engage in this homework exercise. If you agree to take part in the research, you will be asked to complete a short online survey about your views on the resource. All parents who complete the survey will be entered into a prize draw for £100. A link to the survey will be texted/emailed to you from your child's school. If your child's school is not selected to use the resource this year, you will not be asked to do anything else.

Will the data you collect be confidential?

All pupil data will be treated with the strictest confidence and will be stored in accordance with the data protection legislation, including the General Data Protection Regulation (GDPR) which comes into effect in May 2018. What your child tells us will be completely confidential. We will follow ethical and legal practice for the protection of your child's data. No-one except the research team will find out about what they say. Questionnaire and interview data will be stored anonymously and held in a secure location that can only be accessed by authorised members of the research team.

When we write reports based on the research, your child will not be named or in any way identified.

Before any research goes ahead it has to be checked by a Research Ethics Committee. They make sure that the research is fair. This project has been checked by the School of Nursing and Midwifery Research Ethics Committee at Queen's University Belfast.

If you are unhappy with anything relating to the research and do not wish to approach the research team, please contact Dr Oliver Perra, Chair of the Research Ethics Committee of the School of Nursing and Midwifery, Queen's University Belfast, Tel: 028 9097 2313, Email: o.perra@qub.ac.uk

We hope you are happy for your child to participate. If you are, you do NOT need to do anything. If you have any questions or concerns about any aspect of the study, please contact xx (telephone: xx or email: xx). Alternatively, you can tell the school directly that you do not want your child to participate. If you do want your child to participate they will not be disadvantaged on any way.

Thanks for your time,

[INSERT YOUR e-Signature ]

[Name]  
[Title]  
[University Name]  
[Phone]  
[Email]



Dr Áine Aventin  
JACK Trial Project Manager  
Queen's University Belfast  
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a.aventin@qub.ac.uk

*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*

  
**National Institute for  
Health Research**

PARENT OPT-OUT FORM

Please only complete this form if you would prefer your child NOT to take part in this research study (i.e. if you prefer your child not to complete 2 questionnaires or take part in a focus group discussion).

Your child's name: \_\_\_\_\_

School: \_\_\_\_\_

Your name (please print): \_\_\_\_\_

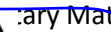
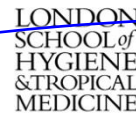
Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this slip in the prepaid envelope to **XX** by **XX/XX/XX**

## 5.8 Student information sheet and consent form





## The JACK Trial

### Information Sheet and Consent Form for Students

Hi, my name is [INSERT YOUR NAME] and I work at [INSERT UNIVERSITY NAME]. I would like to invite you to take part in a research study called 'The JACK Trial'. As part of our research we are asking all [Year 10/11/S3] students to take part in a survey on their knowledge, attitudes and beliefs about teenage pregnancy, provided your parents/carers have not chosen to opt-out of providing consent for you to participate. This should take about 30 minutes. You will be asked to fill in the same questionnaire again this time next year so we can see if your answers change over time. The answers you give will help us to try and improve young people's health. Please read the information below before you decide if you want to join in. If you have any questions about this information or about the questionnaire please ask the researcher or a teacher.

The questionnaire has some questions about sexual experience and relationships which some people might feel embarrassed about. While it would be great if you could answer all the questions, you do not have to answer a question if it makes you feel uncomfortable; just leave it blank. A trained researcher will be here to make sure you have the peace and privacy you need to fill in the questionnaire. The researcher can also answer any questions you have. Your participation is voluntary and you can stop taking part at any time without having to give a reason by telling your teacher, any member of the research team present or by contacting the members of the research team whose details are provided in this information sheet. They will talk with your teacher to make alternative arrangements for you during class periods where the research study is under way.

If your school is using the JACK resource, one of your lessons may be observed by a researcher. The researcher will introduce themselves to you but will then observe quietly from the back of the classroom and make some notes. The purpose of the observation is to see how the teacher is using the resource in the classroom and we will not collect any information about you. The researcher will not be recording anything you say

The questionnaires are completely confidential. Your questionnaires will be taken to our offices and your name will not be on them. When we write reports based on the research, you will not be named or in any way be identified. Before any research goes ahead it has to be checked by a Research Ethics Committee. They make sure that the research is fair. This project has been checked by the Queen's University Belfast School of Nursing & Midwifery Research Ethics Committee.

Will we tell anyone what you say in the questionnaire?

- No. You will not be asked to put your name on the questionnaire and the researchers will not use the names of individuals or schools when they write about the research.
- When you get your questionnaire you will see that it has barcode on the front. Back at the university offices, that barcode is linked to your name. We need to know your name so we can make sure we give you the right questionnaire at each of the three time points. Your name is stored in a secure database in the university and we do not use it for any other reason. Only members of the research team have access to that database.
- This is really important: We will never tell your teachers, parents or anyone else about anything you write in the questionnaire unless you write something that suggests you or someone else is in danger.
- So, for example, we will NEVER tell anyone your postcode, who you live with, whether or not you have had sex, whether you've ever had a sexually transmitted infection. We will never tell anyone the answers to your questions on the questionnaire.
- There is only one circumstance under which we would go back and link your questionnaire to your name and that is if you tell us something that suggests you or someone else is in danger. So for example, if you write in the questionnaire that you are being bullied or abused in some way or that you know someone who is feeling suicidal then we must trace the questionnaire back to you and tell your teacher or principal.

- If you are worried or upset about anything please don't write it in the questionnaire (it could be missed because your answers are scanned into a computer and it will be a long time before we get to look at the questionnaires) but speak to your parents/carers/teacher about it. We will also give you a ChildLine card in case anything upsets you and you need to talk to someone confidentially.

We hope that you will enjoy taking part in the study. However, if you feel in any way upset as a result of taking part or unhappy with anything that happens during the study you can talk to your parents/carers, your teachers or to the researchers.

Further information and contact details

If you would like further information about the research, please contact [TC Name, JACK Trial Research Fellow [nation], University name, Phone, Email] or Dr Susan Lagdon, JACK Trial Project Manager, Queen's University Belfast, 0044 (0)28 90972871, [s.lagdon@qub.ac.uk](mailto:s.lagdon@qub.ac.uk)

### JACK TRIAL CONSENT FORM FOR STUDENTS

Please fill in the boxes below to let us know if you are happy to take part in the research.

This form will be kept separately from the questionnaire.

Name ..... (Write in capitals) Form Class:.....

I have read the information above.

I understand that I can choose to take part or not.

To answer, 'yes' please tick ✓ each box.

I understand that I can stop taking part at any time.

I am happy to fill in the questionnaires.

Signed .....Date .....

*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*



***National Institute for  
Health Research***

## 5.9 Student baseline questionnaire

# Young People's Relationships and Teenage Pregnancy

## ***QUESTIONNAIRE***

**BASELINE**

September 2018



By answering the questions you will help us find out more about teenagers and unintended pregnancy.

Don't worry about getting the answer 'right' or 'wrong'. We just want to know what you think and about your experience.

Don't spend much time on any one question; make a choice and move to the next question or leave it and come back to it later.

This is a private survey so don't ask others how they are answering their questions or how they think you should answer yours.

**YOUR ANSWERS ARE CONFIDENTIAL**

Your family, friends and school will not find out what you write, so please be honest about how you feel and what you think!

PLEASE NOTE: If you are upset or worried about anything, DO NOT write about it in the questionnaire. The questionnaires are scanned by a computer so we may not see what you write. If anything is worrying you, you should



Speak to your parents/guardians or teacher or you can contact Child Line  
free on 0800 1111

Young people do sexual things at different ages.

We know that some young people may not have had any sexual experiences,  
while others have, this is okay.

We are interested in your ideas and experiences whatever they are, so  
please answer these questions as fully and honestly as possible.

You can skip any questions that you do not feel comfortable answering!

If there are any questions you don't understand, look at the list of definitions  
on the next page but please ask one of the members of the research team if  
you need any help.

## DEFINITIONS OF WORDS USED IN QUESTIONNAIRE

Please read the definitions of words used in the questionnaire before you get started. You can also come back to this page and check it if you come across any words you do not understand. You can also ask members of the research team if there are any words you don't know!

Word	Definition
Sex	Sex can mean different things for different people and there are many different ways to have sex. <u>In this questionnaire</u> , 'sex' means a man putting his penis into a woman's vagina (also sometimes called 'going the whole way', 'going all the way', sexual intercourse, vaginal intercourse or making love).
Unintended pregnancy	A pregnancy that is not planned or not expected.
Contraception	Ways of avoiding pregnancy. Condoms and 'the pill' are types of contraception. Other types are 'Long Acting Reversible Contraception' (LARC) which is a name given to contraception like the implant and the coil.
Condom	A rubber sheath worn on a man's penis during sex to prevent semen coming into contact with their sexual partner to prevent pregnancy or STIs.
The Pill	A pill taken by women to prevent pregnancy.
Sexuality	Who a person is attracted to e.g. whether you are attracted to men, women, both men and women, or have never been attracted to anyone.
Sexually active	A way to describe someone who has sex.
Sexual partner	Someone you have had sex with.
Sexually Transmitted Infection (STI)	Infections that can be passed from one person to another during sex e.g. chlamydia, gonorrhoea, genital warts

## ABOUT YOURSELF

1.	Are you...  <i>Please state sex assigned at birth</i>	(Tick one box) [✓]  <input type="checkbox"/> Male <input type="checkbox"/> Female										
2.	What is your date of birth?  <i>We ask this so that we can check we have given the right person the questionnaire now and next year. We will not use your date of birth for any other reason.</i>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">D</td> <td style="width: 20px; height: 20px; text-align: center;">D</td> <td style="width: 10px; text-align: center;">/</td> <td style="width: 20px; height: 20px; text-align: center;">M</td> <td style="width: 20px; height: 20px; text-align: center;">M</td> <td style="width: 10px; text-align: center;">/</td> <td style="width: 20px; height: 20px; text-align: center;">Y</td> <td style="width: 20px; height: 20px; text-align: center;">Y</td> <td style="width: 20px; height: 20px; text-align: center;">Y</td> <td style="width: 20px; height: 20px; text-align: center;">Y</td> </tr> </table>	D	D	/	M	M	/	Y	Y	Y	Y
D	D	/	M	M	/	Y	Y	Y	Y			
3.	What is your ethnic background?           If other please write in...	(Tick one box) [✓]  <input type="checkbox"/> White English/Irish/Northern Irish/ Scottish/Welsh/ British  <input type="checkbox"/> Any other white background  <input type="checkbox"/> Asian, Asian British/ Asian Irish  <input type="checkbox"/> Black African, Black Caribbean, Black British/ Black Irish  <input type="checkbox"/> Mixed/Multiple ethnic backgrounds  <input type="checkbox"/> Other  _____										
4.	How religious are you?	(Tick one box) [✓]  <input type="checkbox"/> Very religious  <input type="checkbox"/> Fairly religious  <input type="checkbox"/> Not very religious  <input type="checkbox"/> Not at all religious										
5.	What religion, if any, were you mainly brought up with?	(Tick one box) [✓]  <input type="checkbox"/> No religion  <input type="checkbox"/> Catholic  <input type="checkbox"/> Protestant (this includes Church of England, Church of Ireland, Church										

of Scotland, Church of Wales,  
Presbyterian, Orthodox Christian  
and all other Christian  
denominations

Buddhist

Jewish

Muslim

Sikh

Other

If other or mixed please write in  
name(s)...

---

6.	I am...	<p>(Tick one box) [✓]</p> <p>[ ] Straight/heterosexual (A woman who is attracted to men or a man who is attracted to women)</p> <p>[ ] Gay/homosexual (A woman who is attracted to women or a man who is attracted to men)</p> <p>[ ] Bisexual (Attracted to both women and men)</p> <p>[ ] Unsure/questioning</p> <p>[ ] Prefer not to say</p> <p>[ ] Other</p> <p>If other please write in... _____</p>
----	---------	---

7.	What will you most likely be doing immediately after you leave school? <i>If you are not sure yet, tick what you think is most likely.</i>	<p>(Tick one box) [✓]</p> <p>[ ] Getting or trying to get a job</p> <p>[ ] Be in a job training scheme or apprenticeship</p> <p>[ ] Be at university</p> <p>[ ] Be at a further education college (studying for a trade or job)</p> <p>[ ] Be a full-time mum or a dad</p> <p>[ ] Other</p> <p>If other, please write in... _____</p>
----	--	---

8.	What age do you think you will leave school?	<p>(Tick one box) [✓]</p> <p>[ ] 16 years old (after GCSE/Scottish Standard Grades)</p>
----	--	---

		<input type="checkbox"/> 18 years old (after A Levels/Scottish Highers) <input type="checkbox"/> I don't know yet
--	--	--

9.	Do you get free school meals?	(Tick one box) [✓] <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know
----	-------------------------------	--

**ABOUT YOUR FAMILY**

In the following section the term 'parents' includes adoptive parents

10. Which adult or adults do you normally live with?

*If more than one category applies. Please pick the one that you spend the most time with.*

(Tick one box) [✓]

[ ] Both parents in same household

[ ] Mother only

[ ] Father only

[ ] Mother and her partner/step father

[ ] Father and his partner/step mother

[ ] Grandparents only

[ ] Foster care

[ ] Residential care

[ ] Others

If others please write in... \_\_\_\_\_

11. Thinking about your family...

*(Tick one box per line) [✓]*

	0	1	2	3 or more
How many times did you travel abroad for holidays in the last year?	[ ]	[ ]	[ ]	[ ]
How many computers/tablets does your family own?	[ ]	[ ]	[ ]	[ ]
How many cars or vans does your family own?	[ ]	[ ]	[ ]	[ ]
Do you have a dishwasher at home?	[ ] Yes		[ ] No	

12. How well off do you think your family is financially?

*(By this we mean how well-off your family is in terms of money)*

(Tick one box) [✓]

	<input type="checkbox"/> Very well off <input type="checkbox"/> Well off <input type="checkbox"/> Average <input type="checkbox"/> Not very well off <input type="checkbox"/> Not at all well off <input type="checkbox"/> Don't Know
--	--

13.	How would you describe your parents / carers? <i>(Tick one box per line)</i> [✓]	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
	My parents / carers...					
	Sense when I'm upset about something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Try to control everything I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Encourage me to talk about my difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Treat me like a child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**BEHAVIOUR**

In this questionnaire, 'sex' means a boy/man putting his penis into a girl/woman's vagina or 'going the whole way'

'Contraception' are ways of avoiding pregnancy.

'Condoms' or 'the pill' are both examples of contraception.

'Unintended pregnancy' is a pregnancy that is not planned and not expected.

There are more definitions at the beginning of the questionnaire or you can put your hand up and ask if you don't understand a word.

14.	Have you ever had sex (penis-in-vagina) with another person?	<i>(Tick one box)</i> [✓]
		<input type="checkbox"/> Yes (GO TO QUESTION 15)
		<input type="checkbox"/> No (GO TO QUESTION 29)

15.	How many people have you had sex with EVER?	<i>(Tick one box)</i> [✓]
		<input type="checkbox"/> One



	<input type="checkbox"/> Between 2 and 5 <input type="checkbox"/> Between 6 and 10 <input type="checkbox"/> More than 10
--	--

16.	<p>Have you ever had sex without using any contraception? (<i>including condoms</i>)</p> <p>(Tick one box) [✓]</p> <input type="checkbox"/> Yes (GO TO QUESTION 16a) <input type="checkbox"/> No (GO TO QUESTION 17)
-----	---

16a.	<p>If yes, why not?</p> <p>(Tick one box) [✓]</p> <input type="checkbox"/> None available at the time <input type="checkbox"/> I didn't want to use anything <input type="checkbox"/> My partner didn't want to use anything <input type="checkbox"/> I didn't think it was important at the time <input type="checkbox"/> Other
	<p>If other, please write in... _____</p>

17.	<p>The <u>last time</u> you had sex did you or your partner use any form of contraception?</p> <p>(Tick one box) [✓]</p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know/Can't remember
-----	--

18.	<p>The <u>last time</u> you had sex, did you or your partner use withdrawal (<i>pulling out before ejaculating/cuming</i>) or natural family planning/rhythm method (<i>only having sex at certain times of the month</i>)?</p> <p>(Tick one box) [✓]</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
-----	---

19.	<p>What type of contraception did you or your partner use the <u>last time you had sex</u>?</p>
-----	---

	<p>(Tick all that apply) [✓]</p> <p><input type="checkbox"/> I did not use contraception</p> <p><input type="checkbox"/> The pill, contraceptive patch, or contraceptive vaginal ring</p> <p><input type="checkbox"/> Condoms (including female condoms)</p> <p><input type="checkbox"/> Emergency contraceptive pill (morning after pill)</p> <p><input type="checkbox"/> Injection</p> <p><input type="checkbox"/> Contraceptive implant</p> <p><input type="checkbox"/> Intrauterine device (coil/IUD/IUS)</p> <p><input type="checkbox"/> Diaphragm or cap or spermicide</p> <p><input type="checkbox"/> Don't know name of the contraception</p> <p><input type="checkbox"/> Other</p> <p>If other, please write in name... _____</p>
--	--

20.	<p>If you used the Emergency Contraceptive pill (morning after pill) the <u>last time</u> you had sex, is this because other contraception failed?</p> <p>(Tick one box) [✓]</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
-----	---

21.	<p>Thinking about the <u>last time</u> you had sex, would you say you and your partner were both equally willing to have intercourse or was one of you more willing than the other? <i>If you are not sure yet, tick what you think is most likely.</i></p> <p>(Tick one box) [✓]</p>
-----	---

	<input type="checkbox"/> Both equally willing <input type="checkbox"/> I was more willing <input type="checkbox"/> My partner was more willing
--	--

22.	How many times have you had sex in the last 6 months? (Tick one box) [✓]
	<input type="checkbox"/> I have not had sex in the last 6 months <input type="checkbox"/> Once <input type="checkbox"/> Between 2 and 5 times <input type="checkbox"/> Between 6 and 10 times <input type="checkbox"/> Between 11 and 20 times <input type="checkbox"/> More than 20 times

23.	How many times in the last 6 months have you had sex without a condom? (Tick one box) [✓]
	<input type="checkbox"/> Never <input type="checkbox"/> Once <input type="checkbox"/> Between 2 and 5 times <input type="checkbox"/> Between 6 and 10 times <input type="checkbox"/> Between 11 and 20 times <input type="checkbox"/> More than 20 times

24.	Have you ever had a sexually transmitted infection (STI)? (Tick one box) [✓]
	<input type="checkbox"/> Yes (GO TO QUESTION 24a) <input type="checkbox"/> No (GO TO QUESTION 25)
24a.	If <u>yes</u> , which ones... (Tick all that apply) [✓]
	<input type="checkbox"/> Chlamydia

	<input type="checkbox"/> Genital warts <input type="checkbox"/> Herpes <input type="checkbox"/> Gonorrhoea <input type="checkbox"/> Pubic lice (crabs) <input type="checkbox"/> Trichomonas (TV) <input type="checkbox"/> Syphilis <input type="checkbox"/> HIV <input type="checkbox"/> Hepatitis <input type="checkbox"/> Pelvic Inflammatory Disease (PID) <input type="checkbox"/> Can't remember the name <input type="checkbox"/> Other
	If Other, please write in the name... _____

25.	If you are a <u>young man</u> : Have you ever got someone pregnant? <i>(Leave this question blank if you are a young woman)</i>	(Tick one box) [✓]  <input type="checkbox"/> Yes, in the past (GO TO QUESTION 26) <input type="checkbox"/> Yes, she is now (GO TO QUESTION 26)  <input type="checkbox"/> No/Not that I am aware of (GO TO QUESTION 30)
-----	---	---

26.	If you are a <u>young man</u> : Thinking about the most recent pregnancy you were involved in: <i>(Leave this question blank if you are a young woman)</i> <i>(Tick one box per line)</i> [✓]	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> </table>		Yes	No
	Yes	No			

Did you mean for her to get pregnant?	<input type="checkbox"/>	<input type="checkbox"/>
Did she have a miscarriage (lose the baby)?	<input type="checkbox"/>	<input type="checkbox"/>
Did she have an abortion (termination) (or is she going to have one)?	<input type="checkbox"/>	<input type="checkbox"/>
Did she have the baby (or is she having the baby)?	<input type="checkbox"/>	<input type="checkbox"/>
Is she raising the baby (or will she raise the baby)?	<input type="checkbox"/>	<input type="checkbox"/>
Was the baby given up for adoption (or will the baby be adopted)?	<input type="checkbox"/>	<input type="checkbox"/>

27. If you are a young woman: Have you ever been pregnant?  
*(Leave this question blank if you are a young man)*

(Tick one box) [✓]

Yes, in the past (GO TO QUESTION 28)

Yes, I am now (GO TO QUESTION 28)

No, never (GO TO QUESTION 30)

28. If you are a young woman: Thinking about your most recent pregnancy:  
*(Leave this question blank if you are a young man)*

*(Tick one box per line)* [✓]

	Yes	No
Did you mean to get pregnant?	<input type="checkbox"/>	<input type="checkbox"/>
Did you have a miscarriage (lose the baby)?	<input type="checkbox"/>	<input type="checkbox"/>
Did you have an abortion (termination) (or are you going to have one)?	<input type="checkbox"/>	<input type="checkbox"/>
Did you have the baby (or are you having the baby)?	<input type="checkbox"/>	<input type="checkbox"/>
Are you raising the baby (or will you raise the baby)?	<input type="checkbox"/>	<input type="checkbox"/>

Was the baby given up for adoption (or will the baby be adopted)?	[ ]	[ ]
---	-----	-----

29.	<u>If you answered NO to Question 14:</u>	<p>Which of these reasons best describes why you have never had (penis in vagina) sex? <span style="float: right;">(Tick one box) [✓]</span></p> <p><input type="checkbox"/> Don't want to/Not interested</p> <p><input type="checkbox"/> I have not had the opportunity</p> <p><input type="checkbox"/> I'm waiting until I'm in a relationship</p> <p><input type="checkbox"/> I'm waiting until I'm older</p> <p><input type="checkbox"/> I'm worried about the risks of STIs/pregnancy</p> <p><input type="checkbox"/> I'm worried about my reputation</p> <p><input type="checkbox"/> Because of my beliefs/values</p> <p><input type="checkbox"/> I'm too nervous/scared</p>
-----	---	--

MORE ABOUT YOU

30.	When thinking about having sex, now or in the future, how likely is it that you would... <span style="float: right;">[ ] Other</span>					
	(Tick one box per line) If Other, please write in your reason...	Very likely	Probably likely	Not Sure	Probably unlikely	Very unlikely
	Be able to get contraception	[ ]	[ ]	[ ]	[ ]	[ ]
	Feel okay about saying 'no' if you did not want to have sex	[ ]	[ ]	[ ]	[ ]	[ ]
	Be able to tell that both you and your partner were willing	[ ]	[ ]	[ ]	[ ]	[ ]

Have sex at about the right time in a relationship	[ ]	[ ]	[ ]	[ ]	[ ]
Know where to get advice about contraception	[ ]	[ ]	[ ]	[ ]	[ ]
Think about the outcomes of an unintended pregnancy	[ ]	[ ]	[ ]	[ ]	[ ]
Say no to sex unless you had contraception	[ ]	[ ]	[ ]	[ ]	[ ]
Not have sex until you are ready	[ ]	[ ]	[ ]	[ ]	[ ]
Make up your own mind when you are ready for sex	[ ]	[ ]	[ ]	[ ]	[ ]
Talk to your partner about using contraception	[ ]	[ ]	[ ]	[ ]	[ ]
Share the responsibility for using contraception with your partner	[ ]	[ ]	[ ]	[ ]	[ ]
Resist any peer pressure to have sex	[ ]	[ ]	[ ]	[ ]	[ ]

31. In the last 6 months, how many times have you been to any of the following about your sexual health? *If you have not used a service tick No.*

(Tick one box per line) [✓]

	Yes, how many times?	No
A sexual health clinic (for example Brook, family planning association, GUM clinic)	_____ (write in number)	[ ]
The school nurse or a drop-in session in school about your sexual health	_____ (write in number)	[ ]
A GP (doctor) about your sexual health	_____ (write in number)	[ ]
A nurse at a GP practice about your sexual health	_____ (write in number)	[ ]

32. In the last 6 months, how many times have you bought or received the following? *If you have not bought or received an item tick No.*


<i>(Tick one box per line)</i> [✓]	Yes, how many times?	No
Free condoms	_____ <i>(write in number)</i>	[ ]
Condoms you had to buy	_____ <i>(write in number)</i>	[ ]
Other types of contraception	_____ <i>(write in number)</i>	[ ]
Pregnancy test at a health care service, for example your GP/doctor	_____ <i>(write in number)</i>	[ ]
Check up or test for a sexually transmitted infection (such as chlamydia, gonorrhoea, genital warts, HPV)	_____ <i>(write in number)</i>	[ ]
Emergency contraception (morning after pill)	_____ <i>(write in number)</i>	[ ]



## KNOWLEDGE


33.	Do you think the following statements are 'true' or 'false'? If you don't know that answer tick 'not sure'.			
	<i>(Tick one box per line)</i> [✓]	True	False	Not Sure
	If a young woman under 16 tells a doctor she may be pregnant, legally the doctor must tell her parents/carers.	[ ]	[ ]	[ ]
	All methods of contraception protect against sexually transmitted infections (STIs).	[ ]	[ ]	[ ]
	A woman <u>can</u> get pregnant even if the man withdraws his penis (pulls out) before ejaculating (cuming).	[ ]	[ ]	[ ]
	<i>(Tick one box per line)</i> [✓]	True	False	Not Sure



Contraception (when used correctly) provides as much protection against pregnancy as not having sex.	[ ]	[ ]	[ ]
The withdrawal method ( <i>when the man pulls out before ejaculating/cuming</i> ) is as safe as using a condom in preventing pregnancy.	[ ]	[ ]	[ ]
When teenagers have sex <u>for the first time</u> , most of them use condoms.	[ ]	[ ]	[ ]
Teenage men can seek advice from pregnancy counsellors.	[ ]	[ ]	[ ]
More than half of all teenagers in the UK have had sex by the time they are 16.	[ ]	[ ]	[ ]

34.	<p>What is the legal age of consent (the age at which you can legally first have sex) in the UK?</p> <p>Write in... _____ years</p>	
-----	---	---

35.	Where can you get the following?	
	Free Contraception	<p>(Write in one answer only)</p> <p>_____ </p>
	Advice on sexual health (e.g. pregnancy, sexually transmitted infections – STI)	<p>(Write in one answer only)</p> <p>_____ </p>

36.	Can you think of any websites which provide reliable information on sexual health, relationships and pregnancy?	
	Write in...	<p>_____ </p>

ATTITUDES & BELIEFS

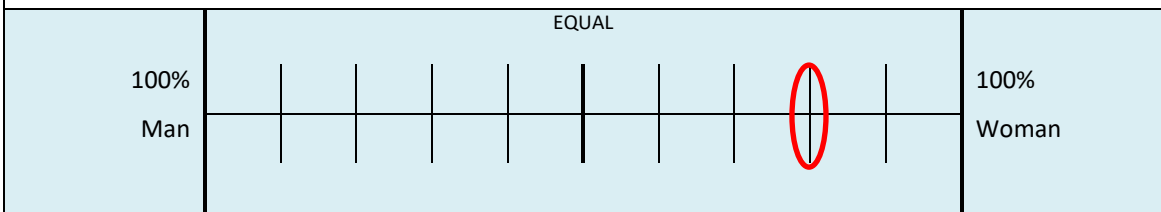
In the following section a 'sexual partner' means someone you have had sex with.

37. Whose responsibility is it to prevent unintended pregnancy?

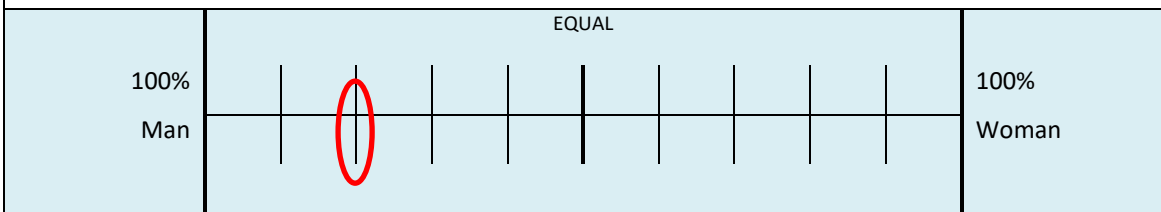
Circle the line below to show how much responsibility you think men and women should have.

Here are some examples to help you:

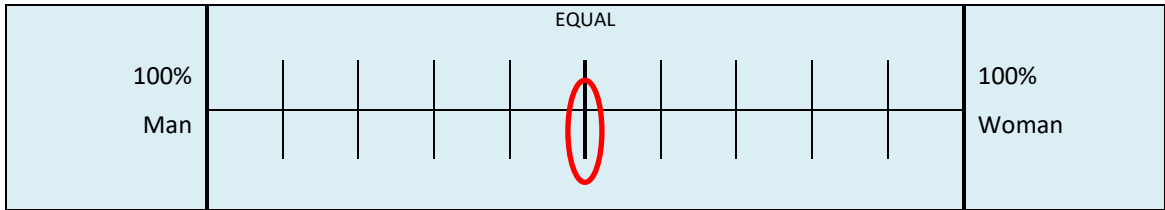
EXAMPLE 1: This person thinks women have more responsibility than men



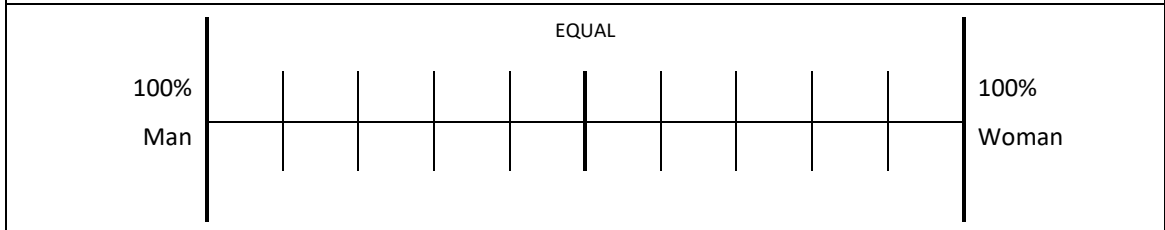
EXAMPLE 2: This person thinks men have more responsibility than women



EXAMPLE 3: This person thinks men and women have equal responsibility



Now, circle the line to tell us what you think...



38. In this section, we want to know how comfortable or uncomfortable you might be doing different things now or in the future. Being “uncomfortable” means it is difficult for you and makes you nervous and uneasy. For each item, tick the box that describes you best.

How comfortable would you be...				
<i>(Tick one box per line)</i> [✓]	Extremely Comfortable	Comfortable	Uncomfortable	Extremely Uncomfortable
Talking with a boyfriend/girlfriend about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]

Talking with parents/carers about avoiding pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking with a health professional about avoiding pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39.	In a sexual relationship now or in the future, how easy or difficult do you think it would be for you to:				
	<i>(Tick one box per line)</i> <input checked="" type="checkbox"/>	Very Easy	Easy	Difficult	Very Difficult
	Tell your partner you don't want to have sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Do something sexual ( <i>kissing with tongues, petting</i> ) with your partner without feeling you have to have sex (penis-in-vagina)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Talk to your partner about using contraception (e.g. condoms or the pill)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Say no to having sex without contraception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Decide not to have sex if you are drunk or on drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Choose who you want to have sex with and when	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Refuse to do something sexual ( <i>kissing with tongues, petting</i> ) that you don't feel comfortable doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be able to get condoms/contraception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Talk to a doctor or other health professional about contraception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Talk about being sexually inexperienced with your sexually experienced peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Say no to having sex with someone that you don't want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Say no to having sex with someone who is drunk or on drugs	[ ]	[ ]	[ ]	[ ]
Wait until you are ready to have sex	[ ]	[ ]	[ ]	[ ]

40.	Please mark the box that matches your opinion about these statements concerning a <u>man's role</u> . Mark one box only for each question.				
	<i>(Tick one box per line) [✓]</i>				
		Strongly Agree	Agree	Disagree	Strongly Disagree
	It is essential for a man to get respect from others.	[ ]	[ ]	[ ]	[ ]
	A man always deserves the respect of his wife/partner and children.	[ ]	[ ]	[ ]	[ ]
	I admire a man who is sure of himself.	[ ]	[ ]	[ ]	[ ]
	A man will lose respect if he talks about his problems.	[ ]	[ ]	[ ]	[ ]
	A man should be physically tough, even if he is not big.	[ ]	[ ]	[ ]	[ ]
	It bothers me when a man acts feminine/ 'like a girl'.	[ ]	[ ]	[ ]	[ ]
	I don't think that a man should have to do housework.	[ ]	[ ]	[ ]	[ ]
Men are always ready for sex.	[ ]	[ ]	[ ]	[ ]	

41.	Read the statements below and choose the response that best describes how you feel about each statement. Tick only one response for each statement.					
	<i>(Tick one box per line) [✓]</i>					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	My mother/female carer would feel okay about me having sex with different people.	[ ]	[ ]	[ ]	[ ]	[ ]
	I am uncomfortable around people who talk about their sexual experiences.	[ ]	[ ]	[ ]	[ ]	[ ]
	My father/male carer would feel upset if he thought I was having sex with different people.	[ ]	[ ]	[ ]	[ ]	[ ]
	Among my friends, men who have the most sexual experience are the most popular.	[ ]	[ ]	[ ]	[ ]	[ ]

My friends disapprove of being involved with someone who is known to have had sex with more than one person.	[ ]	[ ]	[ ]	[ ]	[ ]
According to my parents/carers, having sex is an important part of my becoming an adult.	[ ]	[ ]	[ ]	[ ]	[ ]
Most of my friends don't approve of having sex with more than one person.	[ ]	[ ]	[ ]	[ ]	[ ]
My friends and I enjoy telling each other about our sexual experiences.	[ ]	[ ]	[ ]	[ ]	[ ]
My parents/carers emphasise that sex and intimacy ( <i>feeling close to someone</i> ) should always be linked.	[ ]	[ ]	[ ]	[ ]	[ ]

<i>(Tick one box per line) [✓]</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Most of my friends believe that you should only have sex in a serious relationship.	[ ]	[ ]	[ ]	[ ]	[ ]
Among my friends, alcohol is used to get people to have sex with you.	[ ]	[ ]	[ ]	[ ]	[ ]
My parents/carers would disapprove of me being sexually active.	[ ]	[ ]	[ ]	[ ]	[ ]
My friends approve of being involved with someone just for sex.	[ ]	[ ]	[ ]	[ ]	[ ]
My friends boast about their sexual experiences.	[ ]	[ ]	[ ]	[ ]	[ ]
My friends suggest sexual partners to each other who they know have had sex with people before.	[ ]	[ ]	[ ]	[ ]	[ ]
My parents/carers encourage me to have sex with different people before I get married.	[ ]	[ ]	[ ]	[ ]	[ ]
Among my friends, people rarely discuss their sexuality.	[ ]	[ ]	[ ]	[ ]	[ ]
Among my friends, women who have the most sexual experience are the most popular.	[ ]	[ ]	[ ]	[ ]	[ ]
My father/male carer would feel okay about me having casual sex.	[ ]	[ ]	[ ]	[ ]	[ ]
My mother/female carer would only approve of me having sex in a serious relationship.	[ ]	[ ]	[ ]	[ ]	[ ]
My mother/female carer never says anything about sex.	[ ]	[ ]	[ ]	[ ]	[ ]
My father/male carer never says anything about sex.	[ ]	[ ]	[ ]	[ ]	[ ]



42.	<p>How do you feel about the questions you were asked in this questionnaire? Did you feel... <i>(Tick one box) [✓]</i></p> <p style="text-align: right;"> <input type="checkbox"/> Comfortable answering all the questions  <input type="checkbox"/> Comfortable answering most of the questions  <input type="checkbox"/> Uncomfortable answering most of the questions  <input type="checkbox"/> Uncomfortable answering all the questions </p>
-----	---

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

ONLY DO THIS IF YOU FINISH EARLY!

Sudoku Easy

	4						8	
		9		3		2	7	
1		7	2					5
7	3					1		
						4	2	
								9
		2	9		7		1	8
4	9			8	3			
		1						

Word Searches

What are the first 3 words you see?

H	E	L	P	F	U	L	C	G	S	L	P	K	G	K	B	G	M
I	B	M	I	B	P	U	O	R	V	O	A	I	R	I	E	I	V
F	F	D	N	E	O	E	M	E	M	Y	T	N	A	N	L	V	E
C	O	G	S	A	S	M	P	A	H	A	I	D	T	D	I	I	F
O	R	R	I	U	I	P	A	T	A	L	E	N	E	N	E	N	O
M	G	A	G	T	T	A	S	E	P	K	N	E	F	E	V	G	B
M	I	T	H	I	I	T	S	F	P	I	C	S	U	S	E	T	I
I	V	I	T	F	V	H	I	U	I	N	E	S	L	S	H	R	O
T	I	T	F	U	E	E	O	L	N	D	F	W	H	H	E	U	H
T	N	U	U	L	G	T	N	A	E	N	A	E	U	A	L	S	R
E	G	D	L	O	M	I	A	E	S	E	I	E	M	R	P	T	Q
D	U	E	L	D	E	C	T	J	S	S	T	T	B	I	F	S	E
C	O	M	M	I	T	M	E	N	T	S	H	Y	L	N	U	A	X
C	A	R	I	N	G	E	N	E	R	O	U	S	E	G	L	F	S
F	A	I	T	H	F	U	L	B	E	L	I	E	F	S	O	E	A
H	A	P	P	Y	C	R	E	L	I	A	B	L	E	B	V	M	A
C	H	O	P	E	F	U	L	F	R	I	E	N	D	Y	E	Q	N
H	O	P	E	E	H	J	O	Y	F	A	I	R	C	B	J	Y	A

Sudoku Medium

8	7				6			
3		5						
	2							
		2		7	8			1
	1		4	5		3		
			7	6				8
				1			2	5
1			5	8		4	6	

Sudoku Hard

	8						6	
		1			3		7	
		7						8
		3			9		5	
8		2		5				3
	6						8	9
	2			7				1
	7		5		6			
			9				2	6

### The Simpsons Characters

A	M	E	L	A	P	A	L	E	N	N	Y	N	O
T	P	W	I	L	L	I	E	C	C	O	T	E	R
T	I	U	D	T	L	L	O	M	L	A	O	L	B
R	M	S	M	H	Y	R	T	C	M	A	H	S	K
L	E	R	W	P	S	A	T	L	N	M	O	O	R
S	Y	E	T	A	A	C	O	E	M	L	M	N	U
K	R	H	I	T	I	B	O	T	H	E	E	T	S
R	B	T	Y	T	T	T	Y	U	P	S	R	O	T
B	A	I	S	Y	E	E	G	S	L	T	E	I	Y
O	R	M	I	S	N	R	B	I	A	Y	A	T	R
I	T	S	L	R	A	D	E	U	R	H	R	E	T
E	O	M	A	M	R	E	I	I	S	I	T	T	R
A	N	B	P	T	L	N	C	M	A	R	G	E	O
Y	E	A	B	O	B	W	O	H	S	E	D	I	S

- NELSON
- RALPH
- OTTO
- PATTY
- BART
- SIDESHOW BOB
- LENNY
- HOMER
- KRUSTY
- WILLIE
- NED
- SMITHERS
- CLETUS
- GRAMPA
- SELMA
- MOE
- MARGE
- BARNEY
- APU
- CARL

*This project was funded by the National Institute for Health Research Public Health Research Programme (NIHR/PHR 15/181/01).*

*The views and opinions expressed therein are those of the authors and do not necessarily reflect those of the Public Health Research Programme, NIHR, NHS or the Department of Health.*

  
**National Institute for  
Health Research**

## 5.10 Student follow up questionnaire

# Young People's Relationships and Teenage Pregnancy

## QUESTIONNAIRE

FOLLOW-UP

2020



By answering the questions you will help us find out more about teenagers and unintended pregnancy.

Don't worry about getting the answer 'right' or 'wrong'. We just want to know what you think and about your experience.

Don't spend much time on any one question; make a choice and move to the next question or leave it and come back to it later.

This is a private survey so don't ask others how they are answering their questions or how they think you should answer yours.

#### YOUR ANSWERS ARE CONFIDENTIAL

Your family, friends and school will not find out what you write, so please be honest about how you feel and what you think!

PLEASE NOTE: If you are upset or worried about anything, DO NOT write about it in the questionnaire. The questionnaires are scanned by a computer so we may not see what you write. If anything is worrying you, you should speak to your parents/guardians or teacher or you can contact Child Line free on 0800 1111

Young people do sexual things at different ages.

We know that some young people may not have had any sexual experiences, while others have, this is okay.

We are interested in your ideas and experiences whatever they are, so please answer these questions as fully and honestly as possible.

You can skip any questions that you do not feel comfortable answering!

If there are any questions you don't understand, look at the list of definitions on the next page but please ask one of the members of the research team if you need any help.

## DEFINITIONS OF WORDS USED IN QUESTIONNAIRE

Please read the definitions of words used in the questionnaire before you get started. You can also come back to this page and check it if you come across any words you do not understand. You can also ask members of the research team if there are any words you don't know!

Word	Definition
Sex	Sex can mean different things for different people and there are many different ways to have sex. As we are interested in young people's <u>experiences of contraception and pregnancy, in this questionnaire</u> , 'sex' means a man putting his penis into a woman's vagina (also sometimes called 'going the whole way', 'going all the way', sexual intercourse, vaginal intercourse or making love).
Unintended pregnancy	A pregnancy that is not planned or not expected.
Contraception	Ways of avoiding pregnancy. Condoms and 'the pill' are types of contraception. Other types are 'Long Acting Reversible Contraception' (LARC) which is a name given to contraception like the implant and the coil
Condom	A rubber sheath worn on a man's penis during sex to prevent semen coming into contact with his sexual partner to prevent pregnancy or STIs.
The Pill	A pill taken by women to prevent pregnancy.
Sexuality	Who a person is attracted to e.g. whether you are attracted to men, women, both men and women, or have never been attracted to anyone.
Sexually active	A way to describe someone who has sex.



Sexual partner	Someone you have had sex with.
Sexually Transmitted Infection (STI)	Infections that can be passed from one person to another during sex e.g. chlamydia, gonorrhoea, genital warts

## ABOUT YOURSELF

1.	Are you...	(Tick one box) [✓]
	<i>Please state sex assigned at birth</i>	<input type="checkbox"/> Male <input type="checkbox"/> Female

2.	What is your date of birth?	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">D</td> <td style="width: 20px; height: 20px; text-align: center;">D</td> <td style="width: 10px; text-align: center;">/</td> <td style="width: 20px; height: 20px; text-align: center;">M</td> <td style="width: 20px; height: 20px; text-align: center;">M</td> <td style="width: 10px; text-align: center;">/</td> <td style="width: 20px; height: 20px; text-align: center;">Y</td> <td style="width: 20px; height: 20px; text-align: center;">Y</td> <td style="width: 20px; height: 20px; text-align: center;">Y</td> <td style="width: 20px; height: 20px; text-align: center;">Y</td> </tr> </table>	D	D	/	M	M	/	Y	Y	Y	Y
D	D	/	M	M	/	Y	Y	Y	Y			
	<p><i>We ask this so that we can check we have given the right person the questionnaire. We will not use your date of birth for any other reason.</i></p>											

3.	I am...	(Tick one box) [✓]
		<input type="checkbox"/> <i>Straight/heterosexual (A woman who is attracted to men or a man who is attracted to women)</i>
		<input type="checkbox"/> <i>Gay/homosexual (A woman who is attracted to women or a man who is attracted to men)</i>
		<input type="checkbox"/> <i>Bisexual (Attracted to both women and men)</i>
		<input type="checkbox"/> <i>Unsure/questioning</i>
		<input type="checkbox"/> <i>Prefer not to say</i>
		<input type="checkbox"/> <i>Other</i>
	If other please write in...	_____

## ABOUT YOUR FAMILY

In the following section the term 'parents' includes adoptive parents

4.	<p>Which adult or adults do you normally live with? <span style="float: right;">(Tick one box) [✓]</span></p> <p style="background-color: #e0f2f1; padding: 2px;">If more than one category applies. Please pick the one that you spend <u>the most</u> time with.</p> <div style="margin-left: 40px;"> <input type="checkbox"/> Both parents in same household  <input type="checkbox"/> Mother only  <input type="checkbox"/> Father only  <input type="checkbox"/> Mother and her partner/step father  <input type="checkbox"/> Father and his partner/step mother  <input type="checkbox"/> Grandparents only  <input type="checkbox"/> Foster care  <input type="checkbox"/> Residential care  <input type="checkbox"/> Others         </div> <p style="margin-top: 10px;">If others please write in...</p>
----	--

5.	<p>How would you describe your parents / guardians?</p> <p>My parents / guardians... <span style="float: right;">(Tick one box per line) [✓]</span></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 85%;"></th> <th style="width: 7.5%; text-align: center;">Strongly Agree</th> <th style="width: 7.5%; text-align: center;">Agree</th> <th style="width: 7.5%; text-align: center;">Unsure</th> <th style="width: 7.5%; text-align: center;">Disagree</th> <th style="width: 7.5%; text-align: center;">Strongly Disagree</th> </tr> </thead> <tbody> <tr style="background-color: #e0f2f1;"> <td>Sense when I'm upset about something</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> </tr> <tr> <td>Try to control everything I do</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> </tr> </tbody> </table>		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Sense when I'm upset about something	[ ]	[ ]	[ ]	[ ]	[ ]	Try to control everything I do	[ ]	[ ]	[ ]	[ ]	[ ]
	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree														
Sense when I'm upset about something	[ ]	[ ]	[ ]	[ ]	[ ]														
Try to control everything I do	[ ]	[ ]	[ ]	[ ]	[ ]														

Encourage me to talk about my difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treat me like a child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## BEHAVIOUR

As we are interested in young people's experiences of contraception and pregnancy, in this questionnaire, 'sex' means a boy/man putting his penis into a girl/woman's vagina or 'going the whole way'

'Contraception' are ways of avoiding pregnancy.

'Condoms' or 'the pill' are both examples of contraception.

'Unintended pregnancy' is a pregnancy that is not planned and not expected.

There are more definitions at the beginning of the questionnaire or you can put your hand up and ask if you don't understand a word.

6.	Have you ever had sex (penis-in-vagina) with another person?	(Tick one box) [✓]
		<input type="checkbox"/> Yes (GO TO QUESTION 7)
		<input type="checkbox"/> No (GO TO QUESTION 21)

7.	How many people have you had sex with EVER?	(Tick one box) [✓]
		<input type="checkbox"/> One
		<input type="checkbox"/> Between 2 and 5

	<input type="checkbox"/> Between 6 and 10
	<input type="checkbox"/> More than 10

8	Have you had sex without using any contraception in the last 12 months? ( <i>including condoms</i> )
	(Tick one box) [✓]
	<input type="checkbox"/> Yes (GO TO QUESTION 8a)
	<input type="checkbox"/> No (GO TO QUESTION 9)

8a.	If yes, why not?	(Tick one box) [✓]
		<input type="checkbox"/> None available at the time
		<input type="checkbox"/> I didn't want to use anything
		<input type="checkbox"/> My partner didn't want to use anything
		<input type="checkbox"/> I didn't think it was important at the time
		<input type="checkbox"/> Other
	If other, please write in...	_____

9.	The <u>last time</u> you had sex, did you or your partner use any form of contraception?
	(Tick one box) [✓]
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

I don't know/Can't remember

10. The last time you had sex, did you or your partner use withdrawal (*pulling out before ejaculating/cuming*) or natural family planning/rhythm method (*only having sex at certain times of the month*)?

(Tick one box) [✓]

Yes

No

11. What type of contraception did you or your partner use the last time you had sex?

(Tick all that apply) [✓]

I did not use contraception

The pill, contraceptive patch, or contraceptive vaginal ring

Condoms (including female condoms)

Emergency contraceptive pill (morning after pill)

Injection

Contraceptive implant

Intrauterine device (coil/IUD/IUS)

Diaphragm or cap or spermicide

Don't know name of the contraception

Other

If other, please write in name... \_\_\_\_\_

--	--

12.	If you used the Emergency Contraceptive pill (morning after pill) the <u>last time</u> you had sex, is this because other contraception failed?  <p style="text-align: right;">(Tick one box) [✓]</p> <p style="text-align: right;"><input type="checkbox"/> Yes</p> <p style="text-align: right;"><input type="checkbox"/> No</p>
-----	--

13.	Thinking about the <u>last time</u> you had sex, would you say you and your partner were both equally willing to have intercourse or was one of you more willing than the other? <i>If you are not sure yet, tick what you think is most likely.</i>  <p style="text-align: right;">(Tick one box) [✓]</p> <p style="text-align: right;"><input type="checkbox"/> Both equally willing</p> <p style="text-align: right;"><input type="checkbox"/> I was more willing</p> <p style="text-align: right;"><input type="checkbox"/> My partner was more willing</p>
-----	---

14.	How many times have you had sex in the last 12 months?  <p style="text-align: right;">(Tick one box) [✓]</p> <p style="text-align: right;"><input type="checkbox"/> Once</p> <p style="text-align: right;"><input type="checkbox"/> Between 2 and 5 times</p> <p style="text-align: right;"><input type="checkbox"/> Between 6 and 10 times</p> <p style="text-align: right;"><input type="checkbox"/> Between 11 and 20 times</p> <p style="text-align: right;"><input type="checkbox"/> More than 20 times</p>
-----	--

15.	How many times in the last 12 months have you had sex without a condom?  <p style="text-align: right;">(Tick one box) [✓]</p> <p style="text-align: right;"><input type="checkbox"/> Never</p>
-----	--

		<input type="checkbox"/> Once <input type="checkbox"/> Between 2 and 5 times <input type="checkbox"/> Between 6 and 10 times <input type="checkbox"/> Between 11 and 20 times <input type="checkbox"/> More than 20 times
16.	Have you had a sexually transmitted infection (STI) in the last 12 months?	(Tick one box) [✓]  <input type="checkbox"/> Yes (GO TO QUESTION 16a) <input type="checkbox"/> No (GO TO QUESTION 17)

16a.	<u>If yes</u> , which ones...	(Tick all that apply) [✓]  <input type="checkbox"/> Chlamydia <input type="checkbox"/> Genital warts <input type="checkbox"/> Herpes <input type="checkbox"/> Gonorrhoea <input type="checkbox"/> Pubic lice (crabs) <input type="checkbox"/> Trichomonas (TV) <input type="checkbox"/> Syphilis <input type="checkbox"/> HIV <input type="checkbox"/> Hepatitis <input type="checkbox"/> Pelvic Inflammatory Disease (PID) <input type="checkbox"/> Can't remember the name
------	-------------------------------	--



	[ ] Other
	_____
	If Other, please write in the name...

17.	<p>If you are a <u>young man</u>: Have you got someone pregnant in the last 12 months?  <i>(Leave this question blank if you are a young woman)</i></p>	<p>(Tick one box) [✓]</p> <p>[ ] Yes, in the past (GO TO QUESTION 18)</p> <p>[ ] Yes, she is now (GO TO QUESTION 18)</p> <p>[ ] No/ Not that I am aware of          (GO TO QUESTION 22)</p>
-----	---	---

18.	<p>If you are a <u>young man</u>: Thinking about the most recent pregnancy you were involved in:  <i>(Leave this question blank if you are a young woman)</i></p> <p><i>(Tick one box per line)</i> [✓]</p>		Yes	No
	Did you mean for her to get pregnant?	[ ]		[ ]
	Did she have a miscarriage (lose the baby)?	[ ]		[ ]
	Did she have an abortion (termination) (or is she going to have one)?	[ ]		[ ]
	Did she have the baby (or is she having the baby)?	[ ]		[ ]
	Is she raising the baby (or will she raise the baby)?	[ ]		[ ]
	Was the baby adopted (or will the baby be adopted)?	[ ]		[ ]

19.	<p>If you are a <u>young woman</u>: Have you been pregnant in the last 12 months?</p> <p><i>(Leave this question blank if you are a young man)</i></p>	<p>(Tick one box) [✓]</p> <p>[ ] Yes, in the past (GO TO QUESTION 20)</p> <p>[ ] Yes, I am now (GO TO QUESTION 20)</p> <p>[ ] No, never (GO TO QUESTION 22)</p>
-----	--	---

20.	<p>If you are a <u>young woman</u>: Thinking about your most recent pregnancy:</p> <p><i>(Leave this question blank if you are a young man)</i></p> <p><i>(Tick one box per line) [✓]</i></p>	
	Yes	No
	[ ]	[ ]
	Did you mean to get pregnant?	
	[ ]	[ ]
	Did you have a miscarriage (lose the baby)?	
	[ ]	[ ]
	Did you have an abortion (termination) (or are you going to have one)?	
	[ ]	[ ]
	Did you have the baby (or are you having the baby)?	
	[ ]	[ ]
	Are you raising the baby (or will you raise the baby)?	
	[ ]	[ ]
	Was the baby given up for adoption (or will the baby be adopted)?	
	[ ]	[ ]

21.	<p><u>If you answered NO to Question 6:</u></p> <p>Which of these reasons best describes why you have never had (penis in vagina) sex?</p>	<p><i>(Tick all that apply) [✓]</i></p>
		[ ] Don't want to/Not interested

	<input type="checkbox"/> I have not had the opportunity
	<input type="checkbox"/> I'm waiting until I'm in a relationship
	<input type="checkbox"/> I'm waiting until I'm older
	<input type="checkbox"/> I'm worried about the risks of STIs/pregnancy
	<input type="checkbox"/> I'm worried about my reputation
	<input type="checkbox"/> Because of my beliefs/values
	<input type="checkbox"/> I'm too nervous/scared
	<input type="checkbox"/> Not interested in that type of sex/sexual partner.
	<input type="checkbox"/> Other

## MORE ABOUT YOU

22.	When thinking about having sex, now or in the future, how likely is it that you would...					
	<i>(Tick one box per line)</i> [✓]	Very likely	Probably likely	Not Sure	Probably unlikely	Very unlikely
	Be able to get contraception	[ ]	[ ]	[ ]	[ ]	[ ]
	Feel okay about saying 'no' if you did not want to have sex	[ ]	[ ]	[ ]	[ ]	[ ]
	Be able to tell that both you and your partner were willing	[ ]	[ ]	[ ]	[ ]	[ ]
	Have sex at about the right time in a relationship	[ ]	[ ]	[ ]	[ ]	[ ]
	Know where to get advice about contraception	[ ]	[ ]	[ ]	[ ]	[ ]
	Think about the outcomes of an unintended pregnancy	[ ]	[ ]	[ ]	[ ]	[ ]
	Say no to sex unless you had contraception	[ ]	[ ]	[ ]	[ ]	[ ]
	Not have sex until you are ready	[ ]	[ ]	[ ]	[ ]	[ ]
	Make up your own mind when you are ready for sex	[ ]	[ ]	[ ]	[ ]	[ ]
	Talk to your partner about using contraception	[ ]	[ ]	[ ]	[ ]	[ ]
	Share the responsibility for using contraception with your partner	[ ]	[ ]	[ ]	[ ]	[ ]
	Resist any peer pressure to have sex	[ ]	[ ]	[ ]	[ ]	[ ]


23.	<p><u>In the last 12 months</u>, how many times have you been to any of the following about your sexual health? <i>If you have not used a service tick No.</i></p>		
	<i>(Tick one box per line)</i> [✓]	Yes, how many times?	No
	A sexual health clinic (for example Brook, family planning association, GUM clinic)	_____ <i>(write in number)</i>	[ ]
	The school nurse or a drop-in session in school about your sexual health	_____ <i>(write in number)</i>	[ ]
	A GP (doctor) about your sexual health	_____ <i>(write in number)</i>	[ ]
	A nurse at a GP practice about your sexual health	_____ <i>(write in number)</i>	[ ]



24.	<p><u>In the last 12 months</u>, how many times have you bought or received the following?  <i>If you have not bought or received an item tick No.</i></p>		
	<i>(Tick one box per line)</i> [✓]	Yes, how many times?	No
	Free condoms	_____ <i>(write in number)</i>	[ ]
	Condoms you had to buy	_____ <i>(write in number)</i>	[ ]
	Other types of contraception	_____ <i>(write in number)</i>	[ ]
	Pregnancy test at a health care service, for example your GP/doctor	_____ <i>(write in number)</i>	[ ]

Check up or test for a sexually transmitted infection (such as chlamydia, gonorrhoea, genital warts, HPV)	_____ (write in number)	[ ]
Emergency contraception (morning after pill)	_____ (write in number)	[ ]

KNOWLEDGE				
25.	Do you think the following statements are 'true' or 'false'? If you don't know that answer tick 'not sure'.  (Tick one box per line) [✓]	True	False	Not Sure
	If a young woman under 16 tells a doctor she may be pregnant, legally the doctor must tell her parents/carers.	[ ]	[ ]	[ ]
	All methods of contraception protect against sexually transmitted infections (STIs).	[ ]	[ ]	[ ]
	A woman <u>can</u> get pregnant even if the man withdraws his penis (pulls out) before ejaculating (cuming).	[ ]	[ ]	[ ]
	(Tick one box per line) [✓]	True	False	Not Sure
	Contraception (when used correctly) provides as much protection against pregnancy as not having sex.	[ ]	[ ]	[ ]
	The withdrawal method (when the man pulls out before ejaculating/ cuming) is as safe as using a condom in preventing pregnancy.	[ ]	[ ]	[ ]
	When teenagers have sex <u>for the first time</u> , most of them use condoms.	[ ]	[ ]	[ ]
	Teenage men can seek advice from pregnancy counsellors.	[ ]	[ ]	[ ]

	<p>More than half of all teenagers in the UK have had sex by the time they are 16.</p> <p style="text-align: right;">[ ]      [ ]      [ ]</p>
--	--

26.	<p>What is the legal age of consent (the age at which you can legally first have sex) in the UK?</p> <p>Write in... _____ years</p> <div style="text-align: right;"></div>
-----	---

27.	Where can you get the following?	
	Free Contraception	<p>(Write in one answer only)</p> <p>_____</p> <div style="text-align: right;"></div>
	Advice on sexual health (e.g. pregnancy sexually transmitted infections – STI)	<p>(Write in one answer only)</p> <p>_____</p> <div style="text-align: right;"></div>

28.	<p>Can you think of any websites which provide reliable information on sexual health, relationships and pregnancy?</p> <p style="text-align: right;">(Write in) _____</p>
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## ATTITUDES & BELIEFS

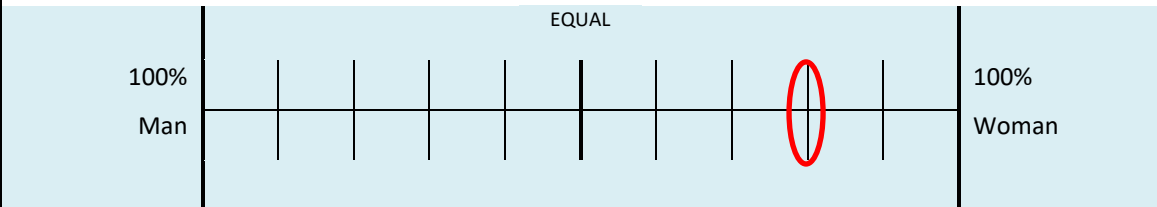
In the following section a 'sexual partner' means someone you have had sex with.

29. Whose responsibility is it to prevent unintended pregnancy?

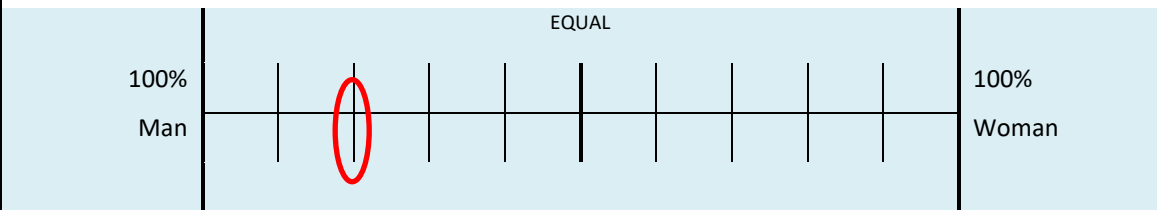
Circle the line below to show how much responsibility you think men and women should have.

Here are some examples to help you:

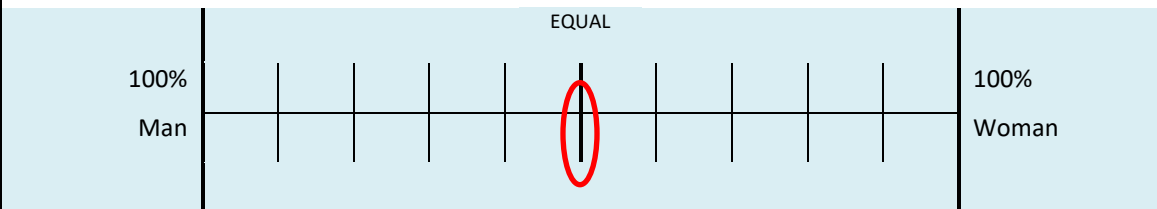
EXAMPLE 1: This person thinks women have more responsibility than men



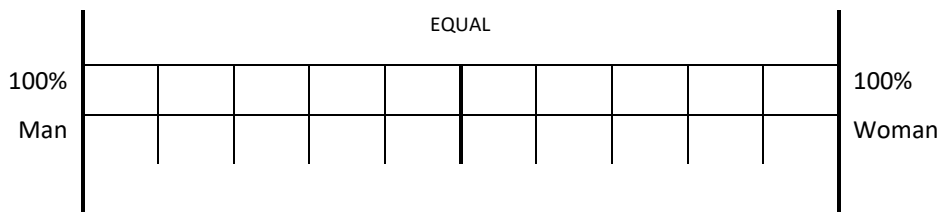
EXAMPLE 2: This person thinks men have more responsibility than women



EXAMPLE 3: This person thinks men and women have equal responsibility



Now, circle the line to tell us what you think...



30. In this section, we want to know how comfortable or uncomfortable you might be doing different things now or in the future. Being “uncomfortable” means it is difficult for you and makes you nervous and uneasy. For each item, tick the box that describes you best.

How comfortable would you be...

*(Tick one box per line)* [✓]

	Extremely Comfortable	Comfortable	Uncomfortable	Extremely Uncomfortable
Talking with a boyfriend/ girlfriend about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]
Talking with parents/carers about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]
Talking with a health professional about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]

31. In a sexual relationship now or in the future, how easy or difficult do you think it would be for you to:

*(Tick one box per line)* [✓]

	Very Easy	Easy	Difficult	Very Difficult
Tell your partner you don't want to have sex	[ ]	[ ]	[ ]	[ ]
Do something sexual ( <i>kissing with tongues, petting</i> ) with your partner without feeling you have to have sex (penis-in-vagina)	[ ]	[ ]	[ ]	[ ]
Talk to your partner about using contraception (e.g. condoms or the pill)	[ ]	[ ]	[ ]	[ ]

Say no to having sex without contraception	[ ]	[ ]	[ ]	[ ]
Decide not to have sex if you are drunk or on drugs	[ ]	[ ]	[ ]	[ ]
Choose who you want to have sex with and when	[ ]	[ ]	[ ]	[ ]
Refuse to do something sexually ( <i>kissing with tongues, petting</i> ) that you don't feel comfortable doing	[ ]	[ ]	[ ]	[ ]
Be able to get condoms/contraception	[ ]	[ ]	[ ]	[ ]
Talk to a doctor or other health professional about contraception	[ ]	[ ]	[ ]	[ ]
Talk about being sexually inexperienced with your sexually experienced peers	[ ]	[ ]	[ ]	[ ]
Say no to having sex with someone that you don't want to	[ ]	[ ]	[ ]	[ ]
Say no to having sex with someone who is drunk or on drugs	[ ]	[ ]	[ ]	[ ]
Wait until you are ready to have sex	[ ]	[ ]	[ ]	[ ]

32.	Please mark the box that matches your opinion about these statements concerning a man's role. Mark one box only for each question.				
	<i>(Tick one box per line) [✓]</i>				
		Strongly Agree	Agree	Disagree	Strongly Disagree
	It is essential for a man to get respect from others.	[ ]	[ ]	[ ]	[ ]
	A man always deserves the respect of his wife/partner and children.	[ ]	[ ]	[ ]	[ ]
	I admire a man who is sure of himself.	[ ]	[ ]	[ ]	[ ]
	A man will lose respect if he talks about his problems.	[ ]	[ ]	[ ]	[ ]
	A man should be physically tough, even if he is not big.	[ ]	[ ]	[ ]	[ ]
	It bothers me when a man acts feminine/ 'like a girl'.	[ ]	[ ]	[ ]	[ ]
	I don't think that a man should have to do housework.	[ ]	[ ]	[ ]	[ ]
Men are always ready for sex.	[ ]	[ ]	[ ]	[ ]	

33.	Read the statements below and choose the response that best describes how you feel about each statement. Tick only one response for each statement.					
	<i>(Tick one box per line) [✓]</i>					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	My mother/female carer would feel okay about me having sex with different people.	[ ]	[ ]	[ ]	[ ]	[ ]
	I am uncomfortable around people who talk about their sexual experiences.	[ ]	[ ]	[ ]	[ ]	[ ]
	My father/male carer would feel upset if he thought I was having sex with different people.	[ ]	[ ]	[ ]	[ ]	[ ]
	Among my friends, men who have the most sexual experience are the most popular.	[ ]	[ ]	[ ]	[ ]	[ ]
	My friends disapprove of being involved with someone who is known to have had sex with more than one person.	[ ]	[ ]	[ ]	[ ]	[ ]

According to my parents/carers, having sex is an important part of my becoming an adult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my friends don't approve of having sex with more than one person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends and I enjoy telling each other about our sexual experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents/carers emphasise that sex and intimacy ( <i>feeling close to someone</i> ) should always be linked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>(Tick one box per line)</i> <input checked="" type="checkbox"/>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Most of my friends believe that you should only have sex in a serious relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Among my friends alcohol is used to get people to have sex with you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents/carers would disapprove of me being sexually active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends approve of being involved with someone just for sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends boast about their sexual experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends suggest sexual partners to each other who they know have had sex with people before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents/carers encourage me to have sex with different people before I get married.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Among my friends, people rarely discuss their sexuality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Among my friends, women who have the most sexual experience are the most popular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My father/male carer would feel okay about me having casual sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My mother/female carer would only approve of me having sex in a serious relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother/female carer never says anything about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My father/male carer never says anything about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34.	<p>How do you feel about the questions you were asked in this questionnaire? Did you feel... <i>(Tick one box) [✓]</i></p> <p><input type="checkbox"/> Comfortable answering all the questions</p> <p><input type="checkbox"/> Comfortable answering most of the questions</p> <p><input type="checkbox"/> Uncomfortable answering most of the questions</p> <p><input type="checkbox"/> Uncomfortable answering all the questions</p>
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THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

ONLY DO THESE IF YOU FINISH EARLY!

Sudoku Easy

9		1		3		
1		6		2	4	
7		3	8			
				4	6	
	8	3		1	9	
2	7					
			9	3		5
6	7		2		8	
	9		4	6		

Sudoku Medium

5				2		8	
							6
	7	1			5	3	
	3		7			5	9
		2		4	8		
7	5			9		1	
	9	8		4	3		
1							
	2	8					5

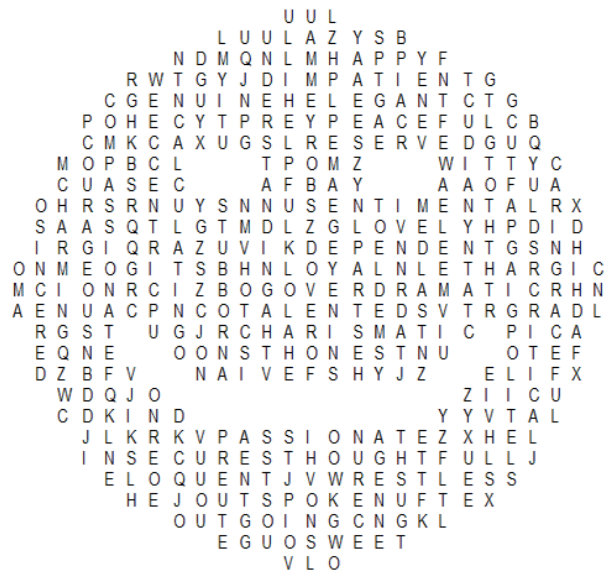
Sudoku Hard

4	5			8		2		
			1					
	2			6	7		9	
		8					3	
5		6				2		1
	1					4		
	8		9	7			6	
					1			
	9		8			5		7

Word searches

leelakeuchi.tumblr.com

The first four words you see describe you.



Spongebob Characters

Y	F	O	O	F	P	E	D	C	I	U	D	O	N	BUBBLE BASS
R	L	S	U	L	H	L	U	N	S	L	D	P	B	SQUIDWARD
S	E	Y	Q	F	I	B	A	H	B	S	R	Y	G	PHIL
F	P	L	M	U	L	A	T	O	R	P	A	U	A	MISS PRISS
S	E	P	G	B	L	M	N	D	R	O	W	N	T	PLANKTON
M	S	L	M	N	U	L	M	K	E	N	D	U	K	KAREN
Y	X	A	J	I	A	B	I	G	X	G	I	Y	A	STRANGLER
S	A	N	D	Y	S	R	B	A	S	E	U	R	R	SQUILLIAM
T	A	K	L	A	A	S	T	L	M	B	Q	R	E	FOOFY
E	Y	T	B	R	D	G	P	S	E	O	S	A	N	LARRY
R	R	O	O	A	A	S	L	R	B	B	Y	L	A	SANDY
Y	S	N	S	R	S	E	O	O	I	J	A	U	S	UDON
K	C	I	R	T	A	P	P	E	E	S	I	S	E	MRS PUFF
N	M	R	S	P	U	F	F	A	S	T	S	M	S	SPONGEBOB
														PATRICK
														JIM
														MYSTERY
														PABLE
														PEARL
														REX



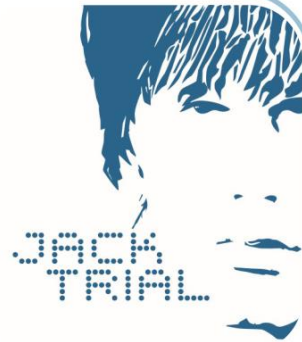
*This project was funded by the National Institute for Health Research Public Health Research Programme (NIHR/PHR 15/181/01).*

*The views and opinions expressed therein are those of the authors and do not necessarily reflect those of the Public Health Research Programme, NIHR, NHS or the Department of Health.*

  
**National Institute for  
Health Research**

5.11 Fieldworker perception form

IF I WERE JACK



**FIELDWORKER  
PERCEPTION  
FORM**



SCHOOL ID: \_\_\_\_\_

FIELDWORKER NAME \_\_\_\_\_

REASON FOR ATTENDING SCHOOL (i.e. baseline data collection/returning to collect absentee questionnaires, follow-up data collection or other)

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Did data collection go according to plan? Y/N (please circle)

If No, what did not go according to plan?

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Any other observation you would like to make

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## 5.12 Instrument reliability and validity

### 3.12.1. Instrument items and scoring procedures

The items that make up each of the secondary outcomes scales, as well as the scoring procedure for each scale are described. This information is intended to supplement the detail provided for each scale in the Methods chapter.

#### Knowledge

*Composite measure based on items from the Mathtech Knowledge Inventory,<sup>1</sup> SKATA<sup>2</sup>.*

The response options for 'Knowledge' items 1-7 were True/False. The response options for items 8 and 9 were open (numeric or text). Correct responses were coded 1; incorrect responses were coded 0. A total knowledge score was derived by totalling the responses to each question, giving a possible score of 0-9, where higher scores indicate greater knowledge.

1. If a young woman under 16 tells a doctor she may be pregnant, legally the doctor must tell her parents/carers.
2. All methods of contraception protect against sexually transmitted infections (STIs).
3. A woman can get pregnant even if the man withdraws his penis (pulls out) before ejaculation (cuming).
4. Contraception (when used correctly) provides as much protection against pregnancy as not having sex.
5. The withdrawal method (when the man pulls out before cuming) is as safe as using a condom in preventing pregnancy.
6. When teenagers have sex for the first time, most of them use condoms.
7. Teenage men can seek advice from pregnancy counsellors.
8. What is the legal age of consent (the age at which you can legally first have sex) in the UK?
9. Can you think of any websites which provide information on sexual health, relationships and pregnancy?

#### Attitudes

*Male Role Attitudes Scale<sup>3</sup>*

Responses to the 'Male Role Attitudes Scale' were based on a four-point Likert scale from 'strongly disagree=1' to 'strongly agree=4'. A total score was derived by totalling responses to each item, giving a possible score of 8-32, where higher scores indicate greater endorsement of traditional male role stereotypes.

1. It is essential for a man to get respect from others.
2. A man always deserves the respect of his wife/partner and children.
3. I admire a man who is sure of himself.
4. A man will lose respect if he talks about his problems.
5. A man should be physically tough, even if he is not big.
6. It bothers me when a man acts feminine/'like a girl'.
7. I don't think that a man should have to do housework.
8. Men are always ready for sex.

## Skills

### *Comfort Communicating Scale<sup>1</sup>*

Responses to the 'Comfort Communicating Scale' were based a four-point Likert scale from 'extremely uncomfortable=1' to 'extremely comfortable=4'. A total score was derived by totalling responses to all three questions, giving a possible score of 3-12 with higher scores indicating greater comfort.

*How comfortable would you be...*

1. Talking with a boyfriend/girlfriend about avoiding pregnancy
2. Talking with parents/carers about avoiding pregnancy
3. Talking with a health professional about avoiding pregnancy

### *Sexual Self-Efficacy Scale<sup>4</sup>*

Responses to the 'Sexual Self-Efficacy Scale' were based on a four-point Likert scale from 'very difficult=1 to very easy=4. The score for this item was the mean response to all 13 items, calculated by totalling the responses to the 13 items and dividing this by 13, giving a possible score of 1-4, with higher scores indicating greater perceived self-efficacy.

*In a sexual relationship now or in the future, how easy or difficult do you think it would be for you to:*

1. Tell your partner you don't want to have sex
2. Do something sexual (kissing with tongues, petting) with your partner without feeling you have to 'go all the way' (have sex)
3. Talk to your partner about using contraception (e.g. condoms or the pill)
4. Say no to having sex without contraception
5. Decide not to have sex if you are drunk or on drugs
6. Choose who you want to have sex with and when

7. Refuse to do something sexually (kissing with tongues, petting) which you don't feel comfortable about
8. Be able to get condoms/contraception
9. Talk to a doctor or other health professional about contraception
10. Talk about being sexually inexperienced to your sexually experienced peers
11. Say no to having sex with someone that you don't want to
12. Say no to having sex with someone who is drunk or on drugs
13. Wait until you are ready to have sex

## Intentions

### *Intentions to avoid a teenage pregnancy scale (TUPS<sup>5</sup>)*

The response options for the 'TUPS' items were based on a five-point Likert scale, from 'very unlikely =1' to 'very likely=5'. An overall intentions score was derived by totalling responses to all items, giving a possible score of 12-60, where higher scores indicate stronger intentions. A number of sub-scales were also derived by totalling responses to different items as follows:

- Contraception sub-scale: sum of items 1, 5, 7, 10, and 11 (possible score of 5-25);
- Willingness sub-scale: sum of items 2,3, and 8 (possible score of 3-15);
- Readiness sub-scale: sum of items 9 and 12 (possible score of 2-10);
- Time sub-scale: based only on response to item 4 (possible score of 1-5);
- Norms sub-scale: sum of items 8, 9, 10, 11, and 12 (possible score of 5-25);
- Attitudes sub-scale: sum of items 5, 6, and 7 (possible score of 3-15).

*When thinking about having sex, now or in the future, how likely is it that you would...*

1. Be able to get contraception
2. Feel Okay about saying 'no' if you did not want to have sex
3. Be able to tell that both you and your partner were willing
4. Have sex at about the right time in a relationship
5. Know where to get advice about contraception
6. Think about the outcomes of an unintended pregnancy
7. Say no to sex unless you had contraception
8. Not have sex until you are ready
9. Make up your own mind when you are ready for sex
10. Talk to your partner about using contraception
11. Share the responsibility for using contraception with your partner
12. Resist any peer pressure to have sex

### 3.12.2. Instrument reliability and validity

Cronbach's alpha is calculated as a measure of internal consistency/reliability for all scales. Overall, the reliability of the measures was satisfactory (see table below). The Overall Intentions, Intentions Norms and Intentions Contraception scales, Sexual Self-Efficacy scale, and Male Role Attitudes scale had high internal consistency (Cronbach's alpha in excess of 0.7), Family Connectedness, Intentions Attitudes, Intentions Willingness, Intentions Readiness, Knowledge, and Comfort Communicating scales had satisfactory internal consistency (Cronbach's alpha: 0.55–0.699).

<u>Scale</u>	<u>Cronbach's Alpha</u>
<i>Sociodemographic Scales</i>	
Family affluence	Scale reliability coefficient: 0.7911
Family connectedness	Scale reliability coefficient: 0.9396
<i>Outcome Scales</i>	
Knowledge	Scale reliability coefficient: 0.9396
Male Role Attitudes	Scale reliability coefficient: 0.9602
Comfort Communicating	Scale reliability coefficient: 0.9587
Sexual Self efficacy	Scale reliability coefficient: 0.9737
Overall intentions*	Scale reliability coefficient: 0.9736
Intentions contraception	Scale reliability coefficient: 0.9409
Intentions willingness	Scale reliability coefficient: 0.9078
Intentions readiness	Scale reliability coefficient: 0.8810
Intentions norms	Scale reliability coefficient: 0.9496
Intentions attitudes	Scale reliability coefficient: 0.9282

\*The 'time' sub-scale is based on just one item; therefore, no reliability/validity data is reported for this scale.



## 5.13 RSE provision questionnaire



### THE JACK TRIAL SCHOOL RELATIONSHIP AND SEXUALITY EDUCATION (RSE) PROVISION QUESTIONNAIRE

School ID \_\_\_\_\_

Teacher

ID \_\_\_\_\_

The purpose of this questionnaire is to gain a better understanding of the nature, quantity and quality of RSE currently taught within the school and the facilitators and barriers to current RSE provision within the school. It is important for the research team to be able to make a clear assessment of what *If I Were Jack* might be replacing and what was delivered before and may be delivered after you have engaged with the *If I Were Jack* educational resource. Your responses and the identity of your school will be kept strictly confidential.

#### GENERAL APPROACH

Please describe in your own words the general approach to RSE in your school

Have there been recent changes to this approach?

Does the school have a written ethos/policy for RSE?(Please circle) Y/N

3a. If yes, how was that drawn up? Who did the School consult?

Who within the school is closely involved in developing and overseeing RSE (i.e. Principal/Head Teacher, nominated person responsible for pastoral care)?

#### HOW MUCH RSE PROVISION

How many lessons per term would you think the students receive in RSE? (tick one answer)

<p><b>YEAR 8/YEAR 7/S?</b></p> <p><input type="checkbox"/> Under 5</p> <p><input type="checkbox"/> Between 6 and 10</p> <p><input type="checkbox"/> 11- 20</p> <p><input type="checkbox"/> 20-30</p> <p><input type="checkbox"/> Approximately weekly across all terms</p> <p><input type="checkbox"/> Fortnightly across all terms</p> <p><input type="checkbox"/> Other _____</p>	<p><b>YEAR 9/YEAR 8/S1</b></p> <p><input type="checkbox"/> Under 5</p> <p><input type="checkbox"/> Between 6 and 10</p> <p><input type="checkbox"/> 11- 20</p> <p><input type="checkbox"/> 20-30</p> <p><input type="checkbox"/> Approximately weekly across all terms</p> <p><input type="checkbox"/> Fortnightly across all terms</p> <p><input type="checkbox"/> Other _____</p>
<p><b>YEAR 10/YEAR 9/S2</b></p> <p><input type="checkbox"/> Under 5</p> <p><input type="checkbox"/> Between 6 and 10</p> <p><input type="checkbox"/> 11- 20</p> <p><input type="checkbox"/> 20-30</p> <p><input type="checkbox"/> Approximately weekly across all terms</p> <p><input type="checkbox"/> Fortnightly across all terms</p> <p><input type="checkbox"/> Other _____</p>	<p><b>YEAR 11/YEAR 10/S3</b></p> <p><input type="checkbox"/> Under 5</p> <p><input type="checkbox"/> Between 6 and 10</p> <p><input type="checkbox"/> 11- 20</p> <p><input type="checkbox"/> 20-30</p> <p><input type="checkbox"/> Approximately weekly across all terms</p> <p><input type="checkbox"/> Fortnightly across all terms</p> <p><input type="checkbox"/> Other _____</p>

WHO

DELIVERS IT?

What sorts of teachers are generally asked? Is the School nurse involved?

Have they received any training in teaching RSE? Y/N (Please circle)

7a. If Yes, what sort of training have they received?

Do any external agents come in to deliver RSE training? Y/N (Please circle)

8a. If Yes, who?

Please describe any advantages to having external people deliver the RSE?

Please describe any disadvantages to having external people deliver the RSE?

Do school students themselves ever deliver RSE components?

## IN RELATION TO CONTENT

Do you cover any of the following.....? (tick as many as apply)

YEAR 8/YEAR 7/S?	YEAR 9/YEAR 8/S1
<input type="checkbox"/> Contraception	<input type="checkbox"/> Contraception
<input type="checkbox"/> Abstinence/delaying sex	<input type="checkbox"/> Abstinence/delaying sex
<input type="checkbox"/> Consent	<input type="checkbox"/> Consent
<input type="checkbox"/> Teenage pregnancy	<input type="checkbox"/> Teenage pregnancy
<input type="checkbox"/> Sexually transmitted infections	<input type="checkbox"/> Sexually transmitted infections
<input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender	<input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender

<input type="checkbox"/> Pornography <input type="checkbox"/> Access to local services <input type="checkbox"/> Accessing information on the internet	<input type="checkbox"/> Pornography <input type="checkbox"/> Access to local services <input type="checkbox"/> Accessing information on the internet
<b>YEAR 10/YEAR 9/S2</b> <input type="checkbox"/> Contraception <input type="checkbox"/> Abstinence/delaying sex <input type="checkbox"/> Consent <input type="checkbox"/> Teenage pregnancy <input type="checkbox"/> Sexually transmitted infections <input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender <input type="checkbox"/> Pornography <input type="checkbox"/> Access to local services <input type="checkbox"/> Accessing information on the internet	<b>YEAR 11/YEAR 10/S3</b> <input type="checkbox"/> Contraception <input type="checkbox"/> Abstinence/delaying sex <input type="checkbox"/> Consent <input type="checkbox"/> Teenage pregnancy <input type="checkbox"/> Sexually transmitted infections <input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender <input type="checkbox"/> Pornography <input type="checkbox"/> Access to local services <input type="checkbox"/> Accessing information on the internet

What are the key messages delivered in **RSE** in your school?

Are there specific materials you use when delivering **RSE**, in particular any external resources you may access? If so, please describe.

Will you continue to use these alongside the *If I Were Jack* educational resource? Y/N (Please circle)

#### IN RELATION TO QUALITY

In your own view, what do you think of the quality of RSE delivered in your school?

How do you think the students view the quality of RSE within the school?

#### IN RELATION TO BARRIERS AND FACILITATORS

Please describe anything in relation to your school that you feel makes teaching high quality RSE difficult.

Please describe anything in relation to your school that you feel helps with the delivery of high quality RSE.

GENERAL

What would you describe as the gaps and the greatest outstanding needs in the nature of the current RSE provision within the school?

What are your experiences of informing/including parents in RSE?

Please write any further comments here.



*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01).*

*The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*

  
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## 5.14 School background questionnaire



### THE JACK TRIAL

### SCHOOL BACKGROUND INFORMATION QUESTIONNAIRE

School ID: \_\_\_\_\_

Your role in the school:

Length of time at this school:

Length of time teaching:

Please describe your school (e.g. number of staff, management structure, deprived/affluent area etc.)

Please describe your pupil demographic (e.g. number of pupils, male/female split, ethnicities etc.)

In general, what is your school approach to sex education?

What is the school experience of unintended teenage pregnancy?

What is the school experience of dealing with pupils and/or their parents who do not speak English as their first language, in particular those who may not understand English at all?

5a. We have parent information sheets available in Polish, Punjabi, Urdu, Mandarin and Arabic. Would you suggest any further languages that might be necessary for your school? (Please note that funding restrictions may not permit us to accommodate all translation requirements).

Please indicate holidays/closures within the coming year.

Please advise if your school has recently, is currently, or about to be involved in any other research.

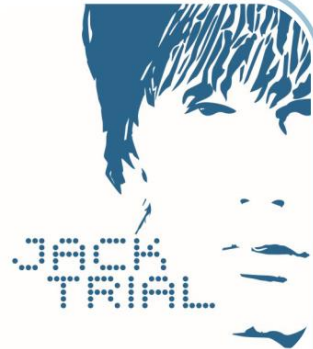
Please let us know about anything that you are aware of that has the potential to impede the school's continuing participation in the research study.

Please write any further comments here.

*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*

  
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IF I WERE JACK



# TEACHER IMPLEMENTATION LOG



We would like to find out how closely you delivered *If I Were Jack* to the way activities are outlined in the classroom materials. The following questions relate to the this.

If you deliver the resource to multiple classes, please provide estimates for each class group. You may need to use additional sheets. Whether you are using Programme Outline A (four 50-60 minute lessons) or Programme Outline B (six 35-45 minute lessons) please describe what you did as best you can.

Please try to record this information after each lesson so that it is as accurate as possible.

This form will be collected from you by a researcher when they interview you at the end of the study.

OFFICE USE ONLY

SCHOOL ID: \_\_\_\_\_

TEACHER CODE: \_\_\_\_\_

**LESSON 1 (Delivery Option A or B)**

Please use additional sheets if you teach more than two groups.

TEACHER CODE: \_\_\_\_\_

	Class Group 1		Class Group 2	
Are you using Delivery Option A or B?				
Number of pupils usually in class				
Number of pupils present				
Please circle the activities that you used during Lesson 1	Deliver <u>Y</u> Option <u>A</u>  Ground Rules  IVD  Pause: Fast-forward: Re-wind	Deliver <u>Y</u> Option <u>B</u>  IVD  If I had a Baby	Deliver <u>Y</u> Option <u>A</u>  Ground Rules  IVD  Pause: Fast-forward: Re-wind	Deliver <u>Y</u> Option <u>B</u>  IVD  If I had a Baby
If you did not deliver all of the activities indicate why here				
Note here anything you added and indicate why				
How well do you think the class group engaged with the activities during the lesson? (please circle)	Totally engaged  Somewhat engaged  Not engaged at all		Totally engaged  Somewhat engaged  Not engaged at all	
Note here any reasons for lack of engagement				
Note here any problems with the activities/resources used				
Note here any other thoughts				



# LESSON 2 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

Please use additional sheets if you teach more than two groups.

	Class Group 1		Class Group 2	
Number of pupils present				
Please circle the activities that you used during Lesson 2	Deliver <u>    y    </u> Option <u>    A    </u>  IVD recap  What about Emma?  If I had a Baby  Fact or Fiction?	Deliver <u>    y    </u> Option <u>    B    </u>  Ground Rules  IVD recap  Pause: Fast-forward: Re-wind  What about Emma?	Deliver <u>    y    </u> Option <u>    A    </u>  IVD recap  What about Emma?  If I had a Baby  Fact or Fiction?	Deliver <u>    y    </u> Option <u>    B    </u>  Ground Rules  IVD recap  Pause: Fast-forward: Re-wind  What about Emma?
If you did not deliver all of the activities indicate why here				
Note here anything you added and indicate why				
How well do you think the class group engaged with the activities during the lesson? (please circle)	Totally engaged  Somewhat engaged  Not engaged at all		Totally engaged  Somewhat engaged  Not engaged at all	
Note here any reasons for lack of engagement				
Note here any problems with the activities/resources used				
Note here any other thoughts				

# LESSON 3 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

Please use additional sheets if you teach more than two groups.

	Class Group 1		Class Group 2	
Number of pupils present				
Please circle the activities that you used during Lesson 3	Deliver <u>    y    </u> Option <u>    A    </u>  Homework review (JACK Wallet Card)  JACK Forum Dilemmas  Online Scavenger Hunt  Parent/Guardian Survey	Deliver <u>    y    </u> Option <u>    B    </u>  Fact or Fiction?  JACK Forum Dilemmas	Deliver <u>    y    </u> Option <u>    A    </u>  Homework review (JACK Wallet Card)  JACK Forum Dilemmas  Online Scavenger Hunt  Parent/Guardian Survey	Deliver <u>    y    </u> Option <u>    B    </u>  Fact or Fiction?  JACK Forum Dilemmas
If you did not deliver all of the activities indicate why				
Note here anything you added and indicate why				
How well do you think the class group engaged with the activities during the lesson? (please circle)	Totally engaged  Somewhat engaged  Not engaged at all		Totally engaged  Somewhat engaged  Not engaged at all	
Note here any reasons for lack of engagement				
Note here any problems with the activities/resources used				
Note here any other thoughts				

# LESSON 4 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

Please use additional sheets if you teach more than two groups.

	Class Group 1		Class Group 2	
Number of pupils present				
Please circle the activities that you used during Lesson 4	Deliver <u>    y    </u> Option <u>    A    </u>	Deliver <u>    y    </u> Option <u>    B    </u>	Deliver <u>    y    </u> Option <u>    A    </u>	Deliver <u>    y    </u> Option <u>    B    </u>
	Homework review (Parent/Guardian Survey)	Homework review (JACK Wallet Card)	Homework review (Parent/Guardian Survey)	Homework review (JACK Wallet Card)
	Staying Safe Scenarios	Online Scavenger Hunt	Staying Safe Scenarios	Online Scavenger Hunt
	Controversial Statements		Controversial Statements	
	My Plan		My Plan	
If you did not deliver all of the activities indicate why				
Note here anything you added and indicate why				
How well do you think the class group engaged with the activities during the lesson? (please circle)	Totally engaged  Somewhat engaged  Not engaged at all		Totally engaged  Somewhat engaged  Not engaged at all	
Note here any reasons for lack of engagement				
Note here any problems with the activities/resources used				
Note here any other thoughts				

**LESSON 5 (Delivery Option B only)**

TEACHER CODE: \_\_\_\_\_

	Class Group 1	Class Group 2
Number of pupils present		
Please circle the activities that you used during Lesson 5	Staying Safe Scenarios Homework: Parent Survey	Staying Safe Scenarios Homework: Parent Survey
If you did not deliver all of the activities indicate why		
Note here anything you added and indicate why		
How well do you think the class group engaged with the activities during the lesson? (please circle)	1. Totally engaged 2. Somewhat engaged 3. Not engaged at all	1. Totally engaged 2. Somewhat engaged 3. Not engaged at all
Note here any reasons for lack of engagement		
Note here any problems with the activities/resources used		
Note here any other thoughts		

# LESSON 6 (Delivery Option B only)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

	Class Group 1	Class Group 2
Number of pupils usually in class		
Number of pupils present		
Please circle the activities that you used during Lesson 6	<p>Homework review (Parent/Guardian Survey)</p> <p>Controversial Statements</p> <p>My Plan</p>	<p>Homework review (Parent/Guardian Survey)</p> <p>Controversial Statements</p> <p>My Plan</p>
If you did not deliver all of the activities indicate why here		
Note here anything you added and indicate why		
How well do you think the class group engaged with the activities during the lesson? (please circle)	<p>1. Totally engaged</p> <p>2. Somewhat engaged</p> <p>3. Not engaged at all</p>	<p>1. Totally engaged</p> <p>2. Somewhat engaged</p> <p>3. Not engaged at all</p>
Note here any reasons for lack of engagement		
Note here any problems with the activities/resources used		
Note here any other thoughts		

**THANK YOU FOR COMPLETING THIS  
QUESTIONNAIRE.**

*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*

  
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## 5.16 Focus group and interview topic guides

JACK TRIAL

### FOCUS GROUP AND INTERVIEW TOPIC GUIDES

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Teacher-Trainer Interview (These four interviews will be completed via telephone by Northern Ireland Trial Co-ordinator)

#### School-specific questions

How many teachers were present at the training session in this school?  
- Of the teachers present, how many were delivering?

What impressions did you get about the school from your time there?  
Did they mention their priorities or the school's ethos?

Perceived teachers' reactions  
Were they excited/enthusiastic or not about the resource?  
How did they receive the resource?

Perceived level of teacher competence?

What challenges did you face in this school?

Did this school stand out? (For what reasons?)

Anything else about this school?

#### General questions about teacher training

How did you find implementation of the teacher-trainer protocol?

What did you think of the quality of the teacher-training material (content, length, pitch)

How was the IVD received?

How did teachers view the interactive element? Quality, local accents etc

How was the gender dimension of the resource received?

The focus on male roles in UTP

How could the training session be improved?

Did you feel like you were training teachers how to use the Jack resources or were you answering questions more broadly about how to teach/talk about sex and relationships?

What do you think the roll out of this intervention would be like at the national level? Any ideas on sustainability or scale up?

Anything else about Jack teacher training in general?

Teacher Interview/focus group [Eight case-study intervention schools – post intervention delivery]

General information about your school

Tell me about your school

How would you describe it/challenges faced?

What is the student body like at the school?

What is the neighbourhood or catchment area like?

What are the priorities of the Senior Leadership Team this year?

focus etc

How would you describe the schools ethos? E.g. faith-based?

About the Jack Research

Why do you think your school participated in the Jack trial/research?

reasons for participation and retention

Why do you think some parents and/or students opted out of the research?

About the teacher training session

What did you think of the quality of the training experience

Trainer, content, length, pitch,

How do you think the training session could be improved?



About the *If I Were Jack* resource

What are your overall impressions of the resource?

Impressions and thoughts on the film

Impressions on the focus on men's roles in UTP?

How was the intervention delivered at your school?

Did you make any changes, what were they and why were they needed?

How did you feel about the different modes or delivery? (E.g. small or large group discussions, individual reflections, worksheets...)

What worked best in the classroom?

Why?

What did not work so well?/ Why

Did you face any problems with the technical requirements of the study?

Having enough laptops? Passwords? Unblocking websites?

What were your perceptions of pupils' reactions to the resource?

Were pupils engaged?

Do you think they understood the key messages?

Did you notice any interesting patterns in who did or did not engage?

Were factors like gender, academic attainment, history of behavioural problems, religiosity, or SES affect engagement?

Would you/ the school be willing to implement the *If I Were Jack* programme in the future?

Why/why not? (If not, why not?)

What would you change next time?

Do you think the intervention created any change?

If so, What (beliefs, skills, knowledge)

How (e.g. by improving self-awareness, providing clarity on values... And for whom)?

As a final question may I ask, where do you think young people go to get information about sex and relationships?

Anything else?

Parent Interview/focus group [Eight case-study intervention schools – post intervention delivery]

About your child's school

How would you describe your child's school?

What do you think are the school's priorities?

About the *If I Were Jack* resource

What did you think about your child's school delivering a curriculum on preventing teenage pregnancy and promoting positive sexual health?

What do you think about your child's school delivering an intervention on sex and relationships involving young men?

Did your child prompt any discussion with you after the intervention?

If so, what prompted those discussions and how did it go?

Did you talk to your child about the Jack study/curriculum or their RSE/PSHE provision?

Overall impressions of the Jack resource

Good/bad aspects. Did your child understand the key messages?

What did you think of Jack and Emma's story?

Impressions of the animated films

Thoughts on parent-child homework exercise

Any problems accessing resource materials on the website?

Have you noticed any changes in your child in terms of behaviour, attitudes or beliefs? regarding UTP?

If yes, what?

How might we encourage more parents to engage with RSE?

May I ask, where do you think young people go to get information about sex and relationships?

Anything else?

Pupil Interview/focus group [Eight case-study intervention schools – post intervention delivery]

About your school

If you could describe your school in a few words, what would they be?

What is your school like?

What sort of things do your teachers care most about?

About the Jack Research

Why did you take part in the research?

questionnaires, focus groups, interviews etc

About the *If I Were Jack* resource

Overall, what did you think of the *If I Were Jack* lessons?

Good and bad things and why?

What did you think about the video drama?

Interactive element?

Did you relate to the actors? Were they believable?

Could you see yourself in Jack or Emma? (Why or why not?)

Which activities did you like the best and least and why?

Go through activities list

What types of activities do you think were most helpful to you? (Individual reflections, small or large group exercises? Why?

Did you prefer small or large group exercises? Why?

What did you think about the facts presented in the lessons?

Did you believe them? (give reminders of facts e.g., minority of young people having sex before age 16)

Did the answers surprise you?

What did you think about the focus on the role of males in UTP?  
Do you think it might encourage young men to be more open/take more responsibility in preventing UTP/having sex when both partners are ready?

Did you and your friends chat about Jack/Emma afterwards?  
What did you talk about?

What about your teachers? Were you comfortable talking to your teachers during the activities?

Would it have been better if it had been someone else doing it?

Who would you have preferred?

Is your teacher suited to teaching this kind of thing?

What was the atmosphere like in the class during the RSE lessons?

Boys/girls/teacher

Were some students finding it hard to focus?

Did things get out of control at any stage?

Do you think any people in your class particularly enjoyed the lessons more than others?

Boys v girls? Who and why?

Did everyone seem to enjoy it?

Were you engaged? Did your peers seem engaged?

How did these lessons compare to other RSE lessons that you've had?

Content, atmosphere

Did any of you do the parent/pupil homework exercise?

If no, why not? If yes, how did it go?

Were there problems accessing online materials?

If you were in charge of making some changes to this programme, what would you change and why?

Did you notice any changes in how you or your friends think about UTP?

How to prevent it/ delay sex/ avoid unprotected sex?

Where do you think young people go to get information about sex and relationships?

Probe them for sources e.g. what about family, friends, health professionals, teachers, online sources (*don't specifically ask them about porn*)?

For each source they mention, probe:

Do you think most young people go there? Are there certain groups of young people that are more likely to go there than others (e.g. girls/boys, older/younger)?

Do you think young people use this source for certain things and not others (e.g. it is good for information about sexual health but not information about understanding healthy relationships)?

Why do you think young people use this source over others, what is it that young people like about this source?

Where would an ideal source of information and advice about sex and relationships come from, what would it look like, and how could you get young people to use it?

Anything else?

### Head Teacher/Trial Champion Telephone Interview [Intervention Non-case study schools – post intervention delivery]

About your school

Tell me about your school?

What sorts of challenges are you facing?

What are your students like?

### About the Jack Research

Why did you decide to join the study?

How was your experience of taking part in the research?

Was there ever a point during which you wanted to pull out from the study?

What happened and what made you stay?

Did your school incur additional costs? (over the reimbursable £100)

How would you describe the £1000 incentive in your decision to join the trial?

Any implications for implementation going forward in a non-research capacity?

### About the If I Were Jack Resource

How does this project fit into the school's ethos or strategic plan?

How was your/your teachers' experience receiving the training and using the resource?

What were the good/bad things about it?

How did your students receive/understand the key messages of the resource?  
Go through key messages. Did some components work better for some subgroups than others? Who?

Did anything make it difficult to use the resource?

Have you received any other feedback from students, parents, and teachers?  
What was it?

Have you noticed any changes in your students in terms of behaviour, attitude or beliefs?

Will you continue using it?  
Why/why not?  
Would you recommend it to others? Why/why not?

If this curriculum were to be implemented across the UK, what would you recommend be changed?

EDUCATION/POLICY SPECIALISTS (One or two in each nation)

Can you provide an overview of the current context of RSE policy in UK/nation

Are there any plans for future developments that you are aware of?

What are your perceptions of how this might influence the uptake and implementation of the *If I Were Jack* resource in schools?

Can you think of any general barriers and facilitators to implementing RSE in schools

What challenges, if any, have you encountered doing research in schools in recent years?

Anything else?

## 5.17 Student engagement questionnaire

Please read the following carefully and follow the instructions given.  
We would like you to answer the questions below so that we can find out some things about what you thought of the *If I Were Jack* programme. Your answers will help us think about any improvements that we can make to the resource in the future.

Everything you tell us today is confidential. That means we will not show your answers to anyone, not even your teachers or your parents.

When you have finished answering the questions, please put your sheet into the envelope that your teacher has left at the back of the room.

Please Write the Name of Your School

---

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Today's Date

Day

	Month	Year

---

Are you Male or Female?

(Please circle sex assigned at birth)

Male

Female

*If you wish to mark another sex*

*here, please do*

---

Was the *If I Were Jack* resource delivered to your class in one day, two days, four weeks or six weeks?

(Please circle your answer)

(Please circle your answer)

How well was the *If I Were Jack* programme explained to the class by your teacher?

One Day

Two Days

Four Weeks

Six Weeks

Very well

Well

Poorly

Very Poorly



What did you think of the video about Jack and Emma? *(Write in Answer)*

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Which classroom activity did you like the Most and why?: *(Write in Answer )*

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Which classroom activity did you like the Least and why?: *(Write in Answer )*

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Did your parents/ carers get involved in the homework activities? *(Circle your Answer)* Yes No

Please answer the following questionnaire with how much you disagree or agree with the statements based on your experience of the *If I Were Jack* programme lessons and activities.

<i>Tick the box to mark your answer</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
I enjoyed the <i>If I Were Jack</i> lessons and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <i>If I were Jack</i> lessons and activities helped me learn more about sexual health, relationships and pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <i>If I Were Jack</i> lessons and activities ran smoothly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class as a whole enjoyed the <i>If I Were Jack</i> lessons and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

activities				
The teacher was confident at delivering the <i>If I Were Jack</i> lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt more motivated to learn during <i>If I Were Jack</i> lessons than in other Relationship and Sex Education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think <i>If I Were Jack</i> would be useful for other young men and women the same age as me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parent/ carer enjoyed getting involved in the <i>If I Were Jack</i> homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.18 Parent online survey

### THE JACK TRIAL ONLINE PARENTS'/CARERS' SURVEY

(Survey is completed on survey monkey)

Dear Parent/Carer,

Thank you for responding to the JACK Trial survey. We welcome your views on the *If I Were Jack* parents' animations and the parent-student homework exercise.

If you wish to be entered in a draw for £100, please provide your contact details at the end of the survey. Your responses will remain completely confidential.

Thank you from the JACK Trial team!

1. Has your child discussed their experiences of using the *If I Were Jack* resource with you?

1. Yes

2. No

3. Enter any comments about this here (FREE TEXT)

2. As part of the *If I Were Jack* programme parents/guardians were sent links to two animated films from their child's school via text message or email. Did you watch the short animation called 'Think again – Teenage Pregnancy'?

1. Yes

2. No

3. Did you watch the longer animation called 'How to talk to teenagers about sex and pregnancy'?

1. Yes

2. No

4. If you did not watch either of the two animations, why not?

1. I did not have time

2. They did not interest me

3. I forgot to watch them

4. I did not know about the animated films

5. Other reason (please specify) (FREE TEXT)

5. If you did watch the shorter 'Think again - Teenage Pregnancy' animation, please rate the animation on a scale of poor to excellent.

Poor

Fair

Average

Good

Excellent

N/A I did not view this animation

6. If you did watch the longer 'How to talk to teenagers about sex and pregnancy' animation, please rate the animation on a scale of poor to excellent.

Poor

- Fair
- Average
- Good
- Excellent
- N/A I did not view this animation

7. Did the parents' animations help prepare you to talk to your child about sex and pregnancy?

- 1. Yes
- 2. No
- 3. I'm not sure
- 4. I did not watch the animations
- 5. Write any other comments about the parents' animations here (FREE TEXT)

8. Did you watch the *If I Were Jack* film (interactive video drama) which tells the story of Jack and Emma?

Yes

No

Write any comments about the film here (FREE TEXT)

9. Did you complete the Jack parents' survey with your child?

- 1. Yes
- 2. No. I did not know about it
- 3. No. I did not have time

4. No. My child was not comfortable doing it

5. No. I was not comfortable doing it

6. I don't remember

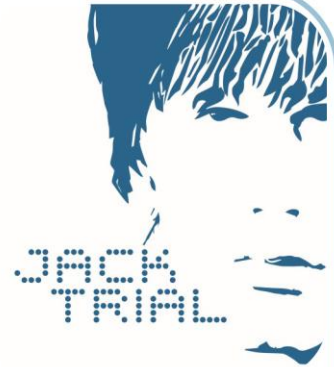
5. Write any comments about the parents' survey here (FREE TEXT)

10. Please provide your name and email address/telephone number here if you would like to be entered in the prize draw for £100. Your responses are confidential. We will only use these details to contact the winner.

FREE TEXT

5.19 Lead fieldworker observation form (classroom observation)

IF I WERE JACK



# LEAD FIELDWORKER OBSERVATION FORM

OFFICE USE ONLY

SCHOOL ID: \_\_\_\_\_

TEACHER CODE: \_\_\_\_\_



## LESSON 1 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

Lesson 1 – Viewing <i>If I Were Jack</i> interactive video drama (IVD) inside/outside classroom	Delivery Option A ( 1 of 4 lessons)	Delivery Option B (1 of 6 lessons)
Is the teacher using Delivery Option A (4 lessons) or B (6 lessons)?		
Number of pupils present		
How long did the lesson last?		
What activities were used during Lesson 1?  (please circle)	<p style="text-align: center;">Ground Rules</p> <p style="text-align: center;">IVD</p> <p style="text-align: center;">Pause: Fast-forward: Re-wind</p> <p style="text-align: center;">Other _____</p>	<p style="text-align: center;">IVD</p> <p style="text-align: center;">If I had a Baby</p> <p style="text-align: center;">Other _____</p>
If the teacher did not deliver all of the activities indicate why here (if known)		
Note here anything that was added to Lesson 1 and indicate why (if known)		
How well do you think the class group engaged with the activities during the lesson? (please circle)	<p>1. Totally engaged</p> <p>2. Somewhat engaged</p> <p>3. Not engaged at all</p>	<p>1. Totally engaged</p> <p>2. Somewhat engaged</p> <p>3. Not engaged at all</p>
Note here any reasons for lack of engagement during Lesson 1.		
Note here any problems with the activities/resources used during Lesson 1.		
Note here any other thoughts or observations about Lesson 1.		
Did the teacher assign homework? Note pupil reaction to homework (if applicable)		



**LESSON 2 (Delivery Option A or B)**

TEACHER CODE: \_\_\_\_\_

Lesson 2 – Discussion of potential consequences of unintended pregnancy for characters in the IVD	Delivery Option A ( 2 of 4 lessons)	Delivery Option B (2 of 6 lessons)
Number of pupils present		
How long did the lesson last?		
What activities did the teacher use during Lesson 2?  (please circle)	IVD recap  What about Emma?  If I had a Baby  Fact or Fiction?  Other_____	Ground Rules  IVD recap  Pause: Fast-forward: Re- wind  What about Emma?  Other_____
If the teacher did not deliver all of the activities indicate why here		
Note here anything that was added to Lesson 1 and indicate why (if known)		
How well do you think the class group engaged with the activities during the lesson? (please circle)	1. Totally engaged  2. Somewhat engaged  3. Not engaged at all	1. Totally engaged  2. Somewhat engaged  3. Not engaged at all
Note here any reasons for lack of engagement during Lesson 1.		
Note here any problems with the activities/resources used during Lesson 2.		
Note here any other thoughts or observations about Lesson 2.		
Did the teacher assign homework? Note pupil reaction to homework (if applicable)		

## LESSON 3 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

Lesson 3- Further discussion of potential consequences of unintended pregnancy for characters in the IVD & practice communicating about issues involved.	Delivery Option A ( 3 of 4 lessons)	Delivery Option B (3 of 6 lessons)
Number of pupils present		
How long did the lesson last?		
What activities did the teacher use during Lesson 3?  (please circle)	Homework review (JACK Wallet Card)  JACK Forum Dilemmas  Online Scavenger Hunt  Parent/Guardian Survey Other _____	Fact or Fiction?  JACK Forum Dilemmas  Other _____ -
If the teacher did not deliver all of the activities indicate why here (if known)		
Note here anything that was added to Lesson 1 and indicate why (if known)		
How well do you think the class group engaged with the activities during the lesson? (please circle)	1. Totally engaged  2. Somewhat engaged  3. Not engaged at all	1. Totally engaged  2. Somewhat engaged  3. Not engaged at all
Note here any reasons for lack of engagement during Lesson 1.		
Note here any problems with the activities/resources used during Lesson 3.		
Note here any other thoughts or observations about Lesson 3.		
Did the teacher assign homework? Note pupil reaction to homework (if applicable)		

## LESSON 4 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

Lesson 4 – Discussion of gender stereotypes related to teenage pregnancy and practice communicating about issues involved.	Delivery Option A ( 4 of 4 lessons)	Delivery Option B (4 of 6 lessons)
Number of pupils present		
How long did the lesson last?		
What activities did the teacher use during Lesson 4?  (please circle)	<p>Homework review (Parent/Guardian Survey</p> <p>Staying Safe Scenarios</p> <p>Controversial Statements</p> <p>My Plan</p> <p>Other_____</p>	<p>Homework review (JACK Wallet Card)</p> <p>Online Scavenger Hunt</p> <p>Other_____</p>
If the teacher did not deliver all of the activities indicate why here (if known)		
Note here anything that was added to Lesson 1 and indicate why (if known)		
How well do you think the class group engaged with the activities during the lesson? (please circle)	<p>1. Totally engaged</p> <p>2. Somewhat engaged</p> <p>3. Not engaged at all</p>	<p>1. Totally engaged</p> <p>2. Somewhat engaged</p> <p>3. Not engaged at all</p>
Note here any reasons for lack of engagement during Lesson 1.		
Note here any problems with the activities/resources used during Lesson 4.		
Note here any other thoughts and observations about Lesson 4.		
Did the teacher assign homework? Note pupil reaction to homework (if applicable)		

**LESSON 5 (Delivery Option B Only)**

TEACHER CODE: \_\_\_\_\_

Lesson 5 – Discussion of gender stereotypes related to teenage pregnancy and practice communicating about issues involved.	Delivery Option B (5 of 6 lessons)
Number of pupils present	
How long did the lesson last?	
What activities did the teacher use during Lesson 4?  (please circle)	Staying Safe Scenarios  Homework: Parent Survey  Other _____
If the teacher did not deliver all of the activities indicate why here (if known)	
Note here anything that was added to Lesson 1 and indicate why (if known)	
How well do you think the class group engaged with the activities during the lesson? (please circle)	1. Totally engaged  2. Somewhat engaged  3. Not engaged at all
Note here any reasons for lack of engagement during Lesson 1.	
Note here any problems with the activities/resources used during Lesson 4.	
Note here any other thoughts and observations about Lesson 4.	
Did the teacher assign homework? Note pupil reaction to homework (if applicable)	

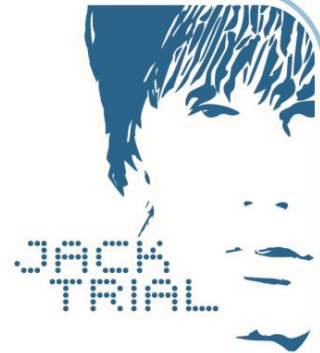
## LESSON 6 (Delivery Option B Only)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

<u>Lesson 6</u>	Delivery Option B (6 of 6 lessons)
Number of pupils present	
How long did the lesson last?	
What activities did the teacher use during Lesson 4?  (please circle)	Homework review (Parent/Guardian Survey  Controversial Statements  My Plan  Other _____
If the teacher did not deliver all of the activities indicate why here (if known)	
Note here anything that was added to Lesson 1 and indicate why (if known)	
How well do you think the class group engaged with the activities during the lesson? (please circle)	1. Totally engaged  2. Somewhat engaged  3. Not engaged at all
Note here any reasons for lack of engagement during Lesson 1.	
Note here any problems with the activities/resources used during Lesson 4.	
Note here any other thoughts and observations about Lesson 4.	
Did the teacher assign homework? Note pupil reaction to homework (if applicable)	

IF I WERE JACK



# TEACHER RESOURCE USE QUESTIONNAIRE



We would like to find out what resources are used in the delivery of *If I Were Jack*. The following questions relate to the time input and resources required for each component of the resource.

If you deliver these components to multiple classes, please provide estimates of the time input and resources for each class group. You may need to use additional sheets. Whether you are using Delivery Option A (four 50-60 minute lessons) or Delivery Option B (six 35-45 minute lessons) please estimate the input for each lesson component as best you can.

Please try to record this information after each lesson so that it is as accurate as possible.

OFFICE USE ONLY

SCHOOL ID: \_\_\_\_\_

TEACHER CODE: \_\_\_\_\_

# LESSON 1 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

Please use additional sheets if you teach more than two groups.

	Class Group 1	Class Group 2
How many pupils are usually in this class? How many were present for the lesson?		
Time input for class preparation (e.g. reading resources, accessing websites etc.)	mins	mins
Time input for photocopying classroom materials	mins	mins
Did you photocopy them yourself? (please circle)	Yes / No	Yes / No
If you circled "No", who did?  (please provide a job role e.g. office administrator, please do not provide a name)		
Other time input not already listed on this sheet.  (please provide some details e.g. discussed lesson with colleagues)	mins	mins
What other resources (if any) did you use during Lesson 1 (e.g. had to book audio-visual equipment)?		

Teacher Resource Use Questionnaire



**LESSON 2 (Delivery Option A or B)**

TEACHER CODE: \_\_\_\_\_

	Class Group 1	Class Group 2
How many pupils are usually in this class? How many were present for the lesson?		
Time input for class preparation (e.g. reading resources, accessing websites etc.)	mins	mins
Time input for photocopying classroom materials	mins	mins
Did you photocopy them yourself? (please circle)	Yes / No	Yes / No
If you circled "No", who did?  (please provide a job role e.g. office administrator, please do not provide a name)		
Other time input not listed on this sheet already.  (please provide some details e.g. discussed lesson with colleagues)	mins	mins
What other resources (if any) did you use during Lesson 2?  (please circle)		

## LESSON 3 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

	Class Group 1	Class Group 2
<p>How many pupils are usually in this class?</p> <p>How many were present for the lesson?</p>		
<p>Time input for class preparation (e.g. reading resources, accessing websites etc.)</p>	mins	mins
<p>Time input for photocopying classroom materials</p>	mins	mins
<p>Did you photocopy them yourself? (please circle)</p>	Yes / No	Yes / No
<p>If you circled "No", who did? (please provide a job role e.g. office administrator, please do not provide a name)</p>		
<p>Other time input not listed on this sheet already. (please provide some details e.g. discussed lesson with colleagues)</p>	mins	mins
<p>What other resources (if any) did you use during Lesson 3? (please circle)</p>		

## LESSON 4 (Delivery Option A or B)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

	Class Group 1	Class Group 2
How many pupils are usually in this class? How many were present for this lesson?		
Time input for class preparation (e.g. reading resources, accessing websites etc.)	mins	mins
Time input for photocopying classroom materials	mins	mins
Did you photocopy them yourself? (please circle)	Yes / No	Yes / No
If you circled "No", who did?  (please provide a job role e.g. office administrator, please do not provide a name)		
Other time input not listed on this sheet already.  (please provide some details e.g. discussed lesson with colleagues)	mins	mins
What other resources (if any) did you use during Lesson 4?  (please circle)		

## LESSON 5 (Delivery Option B only)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

	Class Group 1	Class Group 2
How many pupils are usually in this class? How many were present for this lesson?		
Time input for class preparation (e.g. reading resources, accessing websites etc.)	mins	mins
Time input for photocopying classroom materials	mins	mins
Did you photocopy them yourself? (please circle)	Yes / No	Yes / No
If you circled "No", who did?  (please provide a job role e.g. office administrator, please do not provide a name)		
Other time input not listed on this sheet already.  (please provide some details e.g. discussed lesson with colleagues)	mins	mins
What other resources (if any) did you use during Lesson 5?  (please circle)		

# LESSON 6 (Delivery Option B only)

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

	Class Group 1	Class Group 2
How many pupils are usually in this class? How many were present for this lesson?		
Time input for class preparation (e.g. reading resources, accessing websites etc.)	mins	mins
Time input for photocopying classroom materials	mins	mins
Did you photocopy them yourself? (please circle)	Yes / No	Yes / No
If you circled "No", who did?  (please provide a job role e.g. office administrator, please do not provide a name)		
Other time input not listed on this sheet already.  (please provide some details e.g. discussed lesson with colleagues)	mins	mins
What other resources (if any) did you use during Lesson 6?  (please circle)		

# FINALLY...

OFFICE USE ONLY

TEACHER CODE: \_\_\_\_\_

These questions are concerned with the activities you would have been doing if you had not delivered *If I Were Jack*

<p>What would you normally have been doing during the time you spent being trained to deliver <i>If I Were Jack</i>? _____ _____</p>	
<p>What would you normally have been doing during the time you spent preparing the lessons for <i>If I Were Jack</i>? _____</p>	
<p>What would you normally have been doing during the time you spent delivering the lessons for <i>If I Were Jack</i> in the classroom?</p>	
<p>Do you feel anything was sacrificed which would have been of benefit to pupils because of the time spent using <i>If I Were Jack</i>? <i>(please circle)</i></p>	<p>Yes / No</p> <p>If Yes, please provide some details below.</p>
<p>Do you feel that by using <i>If I Were Jack</i> you saved time normally spent looking for RSE resources / planning RSE activities? <i>(please circle)</i></p>	<p>Yes / No</p> <p>If Yes, please provide some details below.</p>

**THANKYOU FOR COMPLETING THIS  
QUESTIONNAIRE.**

*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*

  
**National Institute for  
Health Research**

## 5.21 Integration of process evaluation with experimental design methods to achieve research objectives

### Integration of Process Evaluation with Experimental Design Methods

to achieve Research Objectives







## 5.22 Teacher training – Information, consent and evaluation forms

### 3.22.1. Audio recording information and consent forms for teachers



## The JACK Trial

### Audio-Recording of Training Information and Consent Form

We are researchers from [INSERT UNIVERSITY NAME]. We are working with [INSERT TRAINING PROVIDER] and your school to evaluate a programme called 'If I Were Jack': a new sex and relationships education programme for secondary schools across the UK. As previously outlined when you signed up to take part in the JACK Trial, we would like to audio-record the training you will receive as part of this programme. This is to ensure that you received the course as it was designed to be delivered.

The trainer will advise you when the recording starts and stops. Following the training, the research team will listen to the recording to check if all the components of the course were covered. Only the research team will listen back to the recording. Anything you say on the recording will be kept entirely confidential by the researcher and your name will not be linked to the recording. The recording of the training and this consent form will be stored separately in our offices on a computer that only members of the research team can access. We will write reports that include data on how accurately the training was delivered.

It is up to you whether or not you want to participate in this research. If you are happy for the training to be audio recorded, please complete the box below and return it to the trainer.

If you are not happy for the training to be audio recorded, please speak directly to the trainer who is leading the session today.

If you have any questions, concerns or complaints about this research please contact [INSERT TC NAME] who is leading the research at your school (telephone: XXXXXXXXXX or email XXXXXXXXXX).

*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*



## The JACK Trial

Audio-Recording of Training Consent Form

Full Name .....

I have read the attached information sheet.

I have been given the opportunity to ask questions.

I understand that I can choose to take part or not.

I agree for the training to be audio-recorded.

I agree to take part in this study

Signed ..... Date .....



### 3.22.2. Satisfaction survey information and consent for teachers



## The JACK Trial

### Teacher Training Satisfaction Survey

#### Information and Consent Form

We are researchers from [INSERT UNIVERSITY NAME]. We are working with [INSERT TRAINING PROVIDER] and your school to evaluate a programme called 'If I Were Jack': a new sex and relationships education programme for secondary schools across the UK. As part of our evaluation, we would you to complete a short satisfaction survey following the training you receive as part of the *If I Were Jack* programme. The survey only takes a few minutes to complete.

Your responses will only be seen the research team and not by other people in your school or those who are training you. Anything you write will be kept completely confidential by the research team and your name will not be linked to your responses. Your response to the survey and this consent form will be stored separately in our offices on a computer that only members of the research team can access. We will write reports that include data on how well the training was received by participants, but will not include your name, the name of your school or any other identifying features in our reporting.

It is up to you whether or not you want to complete the survey. You can stop taking part at any time and do not have to answer any questions you do not want to.

If you have any questions, concerns or complaints about this research please contact [INSERT TC NAME] who is leading the research at your school (telephone: XXXXXXXXXX or email XXXXXXXXXX).

If you are happy for to participate in the survey, please complete the form below.

*This research was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.*



**National Institute for  
Health Research**

## The JACK Trial

Teacher Training Satisfaction Survey Consent Form

Full Name .....

I have read the attached information sheet.

I have been given the opportunity to ask questions.

I understand that I can choose to take part or not.

I agree to take part in this survey

Signed ..... Date .....



### 3.22.3. Teacher training feedback form



School ID: \_\_\_\_\_

## The JACK Trial

### Teacher Training Feedback Sheet

This survey is part of the evaluation of the *If I Were Jack* programme. It should only take a couple minutes to complete. Your responses will only be seen by the research team. Your name, school or any other identifying information will not be used in our reporting. Please complete the questions below, seal the sheet in the envelope provided then post it in the collection box.

What is your role at this school?

Please tick all that apply:

- Teacher                       Member of SLT                       Teaching Assistant                       SENCo
- School nurse                       PSHE/SRE/PD/RSE Lead                      Other \_\_\_\_\_

Please tick one response for each question:

1) How well do you think the following topics were covered by this training?					
	Very well	Well	Okay	Not well	Not at all well

Aims of <i>If I Were Jack</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theory of change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How the resource should be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <i>If I Were Jack</i> Classroom Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <i>If I Were Jack</i> Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to access the resource materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Did the training provide sufficient opportunities:	
To make a plan for delivering the resource	Yes <input type="checkbox"/> No <input type="checkbox"/>
For group discussion	Yes <input type="checkbox"/> No <input type="checkbox"/>
To ask questions and seek clarification	Yes <input type="checkbox"/> No <input type="checkbox"/>

3) Overall, how confident do you feel about delivering the 'If I Were Jack' resource?		
Very, confident	Confident	Not, very confident

4) Would you recommend this training to colleagues?	
Yes	No

5) Overall, how would you rate this training?

Poor	Fair	Good	Excellent
------	------	------	-----------

6) Which bit of the training did you find most useful? Why?

--

7) Is there anything else you would have liked the training to include?

--

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***National Institute for  
Health Research***

### 3.22.4. Information and consent form for teacher trainer interviews



## THE JACK TRIAL INFORMATION FOR TEACHER TRAINERS TAKING PART IN INTERVIEWS

Dear Teacher Trainer,

Thank you for delivering Jack teacher training in intervention schools participating in the Jack Trial. The research team would now like to invite you to take part in an interview (max 60mins) about your experiences of delivering the training in schools. The purpose of the interview is to capture your perspectives in two main areas relating to the Jack teacher-trainer experience. Firstly, issues relating to delivery of training to schools on a school-by-school basis including how the resource was received by teachers and any issues or challenges you encountered in delivering the teacher training in individual schools. Secondly, the interview will explore your experiences of delivering the teacher training more generally, including your perspectives on issues such as sustainability of the resource at a broader level.

Anything you say in the interview will be treated as confidential. However, if you tell us something that indicates you or someone else is in danger or there have been instances of malpractice, we will have to discuss this and if necessary, report it to a relevant authority.

You may withdraw from the interview at any time and ask for your data to be deleted. The interview will be audio recorded and transcribed verbatim. Interview transcriptions will be password protected and held on university computers with access restricted to the Jack research team. Transcriptions will be anonymised. We may use some of what you say in reports and/or publications, but we will take care that you will not be identifiable from these.

If you are happy to take part in an interview, please complete the attached consent form and return to Dr Theresa McShane | Trial Coordinator (NI) The Jack Trial | The School of Nursing and Midwifery | Queen's University Belfast | Medical Biology Centre | 97 Lisburn Road Belfast BT9 7BL | Email: [t.mcshane@qub.ac.uk](mailto:t.mcshane@qub.ac.uk) | Tel: +44 (0)28 9097 5854.

Many Thanks  
The Jack Research Team

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The JACK Trial  
TEACHER TRAINER CONSENT FORM

If you are happy to be interviewed as part of the JACK Trial research study, please fill in the box below and return it to Dr Theresa McShane ([t.mcshane@qub.ac.uk](mailto:t.mcshane@qub.ac.uk)) at The School of Nursing and Midwifery, Queen’s University Belfast.

Name ..... (Write in capitals)

Participant ID \_\_\_\_\_

Please tick each box

I agree to the interview being audio recorded and used by the research team for research purposes.

I understand that I can ask to stop the interview at any time and that I am free to withdraw from the study and ask for deletion of the data I provided.

I agree to the use of anonymous quotations from the interview for research purposes.

I understand that all the information I will provide will be treated confidentially, unless I relate something that indicates I or other people are in danger of harm or abuse.

I agree to take part in the interview and the study.

Signed .....Date .....

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### 3.22.5. Fidelity checklist for teacher training audio



#### JACK Trial Fidelity Checklist for Teacher Training

(checked via audio-recording of training session)

Date of training? ...../...../...../

School being trained (ID Number)? .....

Researcher analysing recording .....

Topic	Activity	Covered y/n?
1. INTRO & OVERVIEW OF SESSION		
Introductions	Individual one by one introductions	
Overview of session	Trainer presentation	
2. OVERVIEW OF THE RESOURCE		
What is <i>If I Were Jack</i> ?	Trainer presentation	
Key messages of the resource	Trainer presentation	
Aims of the Resource	Trainer presentation	
Theory of Change	Trainer presentation and handouts of TOC	
How should the resource be used – fit in curriculum	Trainer presentation	



How should the resource be used – delivery options A and B	Trainer presentation	
How should the resource be used – reminder of fit with ethos	Trainer presentation	
Opening for Questions	Trainer presentation and questions from participants	
3. DELIVERING <i>IF I WERE JACK</i>		
Explanation of IVD use	Trainer presentation	
Demonstration of IVD	Trainer presentation	
Demonstration of menu feature	Trainer presentation	
Accessing the IVD	Trainer presentation	
Caution on pairs/small groups	Trainer presentation	
Caution on space	Trainer presentation	
Recommendation to watch in full	Trainer presentation	
Opening for Questions	Trainer presentation and questions from participants	
4. CLASSROOM MATERIALS		
Overview of materials	Trainer presentation and handout materials	
Ground Rules	Trainer presentation	
Pause: Fast-forward: Rewind	Trainer presentation	
What about Emma?	Trainer presentation	
If I had to Look After a Baby	Trainer presentation	
Fact or Fiction	Trainer presentation	
Jack Wallet Card	Trainer presentation	
Jack Forum Dilemmas	Trainer presentation	
Online Scavenger Hunt	Trainer presentation	
Parent/Carer Survey	Trainer presentation	

Notes on variations and cautions of Parent/Carer survey	Trainer presentation	
Staying Safe Scenarios	Trainer presentation	
Controversial Statements	Trainer presentation	
My Plan	Trainer presentation	
Opening for Questions	Trainer presentation and questions from participants	
5. DELIVERING THE RESOURCE		
Caution to do all activities	Trainer presentation	
Caution to deliver as instructed	Trainer presentation	
Caution that any changes should be noted	Trainer presentation	
Opening for Questions	Trainer presentation and questions from participants	
6. HOW TO ACCESS THE RESOURCE		
Instructions for online access	Trainer presentation	
Instructions for hard copies	Trainer presentation	
Note about IT technician	Trainer presentation	
Caution confidentiality	Trainer presentation	
Opening for Questions	Trainer presentation and questions from participants	
Advice from Students	Trainer presentation	
7. TEACHER IMPLEMENTATION LOG AND RESOURCE USE QUESTIONNAIRE	Trainer presentation	
How should the resource be used – caution on making any changes	Trainer presentation	
8. QUESTIONS AND WRAP-UP	Trainer presentation	
9. TRAINING SATISFACTION QUESTIONNAIRE / TEACHER CONSENT	Trainer presentation	



## 5.23 Information and consent forms for focus groups, interviews and questionnaires

### 3.23.1. Request for student interview focus group participation and consent



## The JACK Trial STUDENT FOCUS GROUP PARTICIPATION

In schools that use the Jack resource, we will ask for six student volunteers to take part in a focus group discussion with a researcher. The purpose of the focus group is to give you an opportunity to talk about your experiences of using the Jack resource and give your honest opinions what you think are its good and bad points. The discussion will last around an hour and a half and take place in school during school time. During all discussions we will comply with the concept of RICE.

R: Respect for individual's contributions which we can demonstrate by listening to one another's views

I: Involvement in the discussions and activities

C: Confidentiality– that we are not going to talk about our own personal/individual stories but we can talk about relationships in general; and

E: Equality - we want to acknowledge that everyone's experience and opinions are equally valid.

Please fill in your name below and let us know if you would like to volunteer to take part in a focus group discussion. We will pick volunteers from the list of students who answer 'yes' below. You can change your mind later if you decide that you no longer want to take part by letting your teacher or a researcher know.

Return this sheet (separately, not tucked within your questionnaire) to the researcher when they are collecting your student questionnaire.

Name .....(Write in capitals)

Yes, I would be happy to take part in a focus group discussion with a researcher.

No, I do not want to take part in a focus group discussion with a researcher.

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**NHS**  
**National Institute for  
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### 3.23.2. Parent and student interview focus group consent form



## The JACK Trial STUDENT FOCUS GROUP PARTICIPATION

In schools that use the Jack resource, we will ask for six student volunteers to take part in a focus group discussion with a researcher. The purpose of the focus group is to give you an opportunity to talk about your experiences of using the Jack resource and give your honest opinions what you think are its good and bad points. The discussion will last around an hour and a half and take place in school during school time. During all discussions we will comply with the concept of RICE.

R: Respect for individual's contributions which we can demonstrate by listening to one another's views

I: Involvement in the discussions and activities

C: Confidentiality– that we are not going to talk about our own personal/individual stories but we can talk about relationships in general; and

E: Equality - we want to acknowledge that everyone's experience and opinions are equally valid.

Please fill in your name below and let us know if you would like to volunteer to take part in a focus group discussion. We will pick volunteers from the list of students who answer 'yes'

below. You can change your mind later if you decide that you no longer want to take part by letting your teacher or a researcher know.

Return this sheet (separately, not tucked within your questionnaire) to the researcher when they are collecting your student questionnaire.

Name .....(Write in capitals)

Yes, I would be happy to take part in a focus group discussion with a researcher.

No, I do not want to take part in a focus group discussion with a researcher.

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**National Institute for  
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3.23.3. Teacher consent form (interviews)



The JACK Trial

TEACHER CONSENT FORM

If you are happy to participate in the Jack Trial (in accordance with the MoU agreed with the school), and to be interviewed or participate in a focus group discussion as part of the JACK Trial research study, please fill in the box below and return it to **[INSERT NAME]**.

Name .....(Write in capitals)

School ID\_\_\_\_\_

I have read and understood the MoU provided to the school.

I understand that I can choose to take part or not.

Please tick each box

I understand that I can stop taking part at any time.

I understand that data collected during the interview or focus group discussion (the transcript), may be seen by individuals



from the research team. I give permission for these individuals  
to have access to this data and for the data to be retained on  
university premises.



Signed .....Date .....

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### 3.23.4. Information and consent form for policy specialists



## THE JACK TRIAL INFORMATION FOR EDUCATION/POLICY SPECIALISTS TAKING PART IN INTERVIEWS

Dear Education/Policy Specialist,

The research team would like to invite you to take part in an interview (max 60mins) about your perspectives on current **RSE/SRE** policy in **[INSERT NATION]**, any plans for future development you may be aware of and how this might influence the uptake and implementation of the *If I Were Jack* resource in schools. We would also like to explore your perceptions on general barriers and facilitators to implementing **RSE/SRE** in schools. Finally, we would like to hear about challenges, if any, you have encountered doing research in schools in recent years.

Anything you say in the interview will be treated as confidential. However, if you tell us something that indicates you or someone else is in danger or there have been instances of malpractice, we will have to discuss this and if necessary, report it to a relevant authority.

You may withdraw from the interview at any time and ask for your data to be deleted. The interview will be audio recorded and transcribed verbatim. Interview transcriptions will be password protected and held on university computers with access restricted to the Jack research team. Transcriptions will be anonymised. We may use some of what you say in reports and/or publications, but we will take care that you will not be identifiable from these.

If you are happy to take part in an interview, please complete the attached consent form and return to Dr Theresa McShane | Trial Coordinator (NI) The Jack Trial | The School of Nursing and Midwifery | Queen's University Belfast | Medical Biology Centre | 97 Lisburn Road Belfast BT9 7BL | Email: [t.mcshane@qub.ac.uk](mailto:t.mcshane@qub.ac.uk) | Tel: +44 (0)28 9097 5854.

Many Thanks  
The Jack Research Team

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THE JACK TRIAL  
 EDUCATION/POLICY SPECIALISTS CONSENT FORM

If you are happy to be interviewed as part of the JACK Trial research study, please fill in the box below and return it to Dr Theresa McShane ([t.mcshane@qub.ac.uk](mailto:t.mcshane@qub.ac.uk)) at The School of Nursing and Midwifery, Queen’s University Belfast.

Name ..... (Write in capitals)

Participant ID \_\_\_\_\_

Please tick each box

I agree to the interview being audio recorded and used by the research team for research purposes.

I understand that I can ask to stop the interview at any time and that I am free to withdraw from the study and ask for deletion of the data I provided.

I agree to the use of anonymous quotations from the interview for research purposes.

I understand that all the information I will provide will be treated confidentially, unless I relate something that indicates I or other people are in danger of harm or abuse.

I agree to take part in the interview and the study.

Signed .....Date .....

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