

## Student Focus Group Guide (Phase 1, Year 7 Students)

### *Aims and Objectives*

1. Evaluate the acceptability of *Operation Smoke Storm* and identify ways to improve/refine the resource.
2. Explore views of what the booster component should include and its format (classroom-based, teacher-led etc.).
3. Explore ways the intervention package could be developed by adding a family component to prevent uptake.

### *Introduction*

- Introduce the interviewers
- We are here to talk about what you thought of *Operation Smoke Storm*, which you have been doing in your PSHE lessons. We want to hear about what you learnt, what you liked/disliked, and how you think it could be improved.
- Whilst we would like you to be honest, at the same time we want you to feel comfortable, so please do not feel that you have to say anything if you don't want to.
- We will be voice recording the focus group, so that we remember what you say later on.
- Statement on confidentiality: We will keep your thoughts and views on *Operation Smoke Storm* confidential. The voice recording of this focus group and any quotes that we might use in project reports will not identify you in any way. It is OK for you to stop taking part at any time without giving a reason.
- Ask if participants have any questions before starting the focus group.
- Check students are still happy to take part and that consent form has been signed.
- Ground rules: Listen carefully to the questions; only one person talking at a time; listen to what each other says.
- Pass consent forms to moderator for UoN signature

### *Operation Smoke Storm*

1. What did you think about *Operation Smoke Storm*?
  - What did you like?
  - Was there anything you did not like?
  - Workbook, activities, group work, time to complete activities – any difficulties?

2. What did you learn that was new to you?
  - What's in a cigarette, health effects of smoking, the tobacco industry.
  
3. How could we make lessons better if you had to do them again?
  
4. Did you talk about *Operation Smoke Storm* with your family?
  - If yes, what did you talk about?
  - If no, was there any reason why you didn't?
  
5. What did you think about smoking before the OSS lessons?
  - What do you think about it now?
  
6. Do you think taking part in OSS might make people of your age want to try smoking?
  - If yes, can you think of anything we could include as part of OSS that might stop people wanting to try smoking?

### *Development of OSS*

To build on this work that you have done during Year 7, we want to develop additional resources for you to use in Year 8 that will remind you about the topic. We are going to show you some ideas of what we could develop; we would really like to hear what you think of them.

### *Game*

7. What sort of games do you play? (board games, smartphone/tablet, online, PlayStation/Xbox etc)
  - Try to get names of popular games.
  - What do you play games on –access to tablets/smartphones/computers?
  - How often played?
  - Who do they play with (ask specifically about family if they don't mention)?

8. Show or describe R.I.Payne levels game (Angry Birds pen portrait)

- What do you think of this idea?
- What do you like/dislike about it?
- Would you play this game?
- Would you encourage your friends and family to play the game too?
- Would you like being able to compete against other people and see who gets the best score? (If yes, probe who would they like to compete with friends/ family/ at school or through Twitter – show ‘Dumb ways to die’ tweet your death picture)
- If we were to design a game for several people to play at the same time, e.g. working as a team to beat R.I.Payne, who would you play with? (probe around family/friends)

### *Film creation*

9. Here is an example of a short film created by secondary school students to try to encourage children their own age not to smoke – show video

- Would you like to have a go at making a short film with your friends?
- At school or home? (probe)
- If you have a smartphone, have you ever used/do you know how to use the video recorder?
- What do you think about having a competition to select the best film made by the people in your school year, or a competition between schools?

### *Booklet*

10. We thought we could also give you a booklet to take home and share with your parents, which told them a little bit about what you had learnt about *Operation Smoke Storm*, and perhaps a quiz to test their knowledge.

- What do you think of this idea? Would it be likely to get home to your parents?
- Do you think your parents would read it?

*Summing up*

11. Of all the ideas we have talked about (list them), which is your favourite? Why?

- Which are you most likely to play/use with your family?

12. Can you think of any other ideas of things you could do in Year 8 to remind you about *Operation Smoke Storm*, or things to get your families involved?

*Closing questions/remarks*

- Is there anything that we haven't talked about that is important to you about your experience of *Operation Smoke Storm*?
- Any questions?
- Thank participant for their time.

## Year 7 PSHE Teacher Interview Guide (Phase 1)

### *Aims and Objectives*

1. Evaluate the acceptability of *Operation Smoke Storm* and identify ways to improve/refine the resource.
2. Explore views of what the booster component should include and the format (classroom-based, teacher-led etc).
3. Explore ways the intervention resource could be developed by adding a family/caregiver component to prevent uptake.

### *Introduction*

- Explain the purpose of the interview in general.
- We would like to hear your honest views and opinions of the *Operation Smoke Storm* resource in order to improve it in the future. In particular, we are interested in finding out what you thought of the resource, your views on delivering the resource, and how it could be improved.
- Statement on confidentiality, right to withdraw consent, recording of the interview: We would like to reassure you that all data you provide will be kept strictly confidential by the research team. The voice recording of this interview and any quotes used in study reports will not identify you in any way. Your participation is entirely voluntary and you are free to withdraw at any time without giving a reason.
- Check they have read the information sheet.
- Read information sheet and gain verbal consent on tape (telephone interview only).
- Ask if the participant has any questions before starting the interview.
- Check still happy to take part and that consent form has been signed (telephone interview – ask participant to type name on to form and email back to you).

### *Smoking Delivery via PSHE*

1. Have you ever received any training on how to address smoking?

- When and how often e.g. during your PGCE, inset days?

### *Operation Smoke Storm*

2. Before the start of the lessons how confident did you feel in what you were doing?
  - How did you find the level of information you were given beforehand?  
Ask if they came to the session where we met them to introduce ourselves and the project. How could we improve it for next time?
  - What did you think of the lesson plans?
  - How much time did you spend preparing? How did you prepare?
3. What did you think about the *Operation Smoke Storm* resource?
  - Was there anything in particular that you liked?
  - Anything you didn't like?
  - Was it too long/not enough time?
  - Was there enough variety in the activities for the students?
  - Did you experience any problems? E.g. IT issues.
  - Was the resource appropriate for the ability level of the students (e.g. did it suit different levels of literacy)?
4. What did the students think of *Operation Smoke Storm*?
  - How did they respond generally?
  - Were there any aspects that they found difficult?
  - Were there any aspects that they did not enjoy?
  - Did it raise any concerns among students?
  - Immediately/later
  - Did you feel able to respond to their concerns/questions? (Explore use of crib sheet, knowledge and confidence, is additional support required?)
  - Explore whether there were any family responses.

5. Can you think of any ways the resource could be improved for future Year 7 students?

### *Research Process*

6. How did you find research activities around the delivery of *Operation Smoke Storm* – if we progress to a bigger trial in other schools we want to know if there's anything we can improve in terms of logistics around questionnaire completion/collection, focus groups etc.
  - Were the instructions clear on what you needed to do with respect to the questionnaires and focus groups?
  - Did students require help completing the questionnaires?
  - Can you think of any ways in which this process could be improved?

### *Developing Booster Component*

To help to reinforce the work that has already been done with students during Year 7 we want to develop a booster session to be delivered to students in Year 8. We also want to encourage families to be involved in some way, as research suggests effective interventions comprise of multiple components tackling a range of influences on smoking uptake. We would really like your opinions and help to develop these aspects.

7. Do you have any thoughts on what an effective booster session could involve?
  - Would you want to deliver another session in Year 8? (Did you like being handed an 'off-the-shelf' lesson, how confident were you in teaching this topic?)
  - Classroom-based, teacher-led/online/home-based activity? Probe access to computer rooms.
  - Likely uptake by students? (only if not in classroom)
  - One-off lesson or several, similar to the Year 7 format?

### *Game*

8. Show and describe R.I.Payne levels game (Angry Birds pen portrait)

- What do you think of this idea?
- What do you like/dislike about it?
- Do you think this idea could work well in a classroom? Would students be allowed to play it at school if they could access a computer room, or would they be able to use mobile phones in class?
- Unpick how it could be introduced in the classroom (e.g. would they want a lesson plan).

### *Film*

#### 9. Show and describe the short film

- What do you think of this idea?
- What do you like/dislike about it?
- Do you think this idea could work well in a classroom? Unpick what resources they would need to help them to deliver this (e.g. lesson plans, examples of previous short films, would students be allowed to use mobiles for recording, does school have access to video cameras)
- Would it be feasible to set this as a homework activity? (is homework usually set in PSHE, is group work outside of lesson time feasible)

### *Booklet*

#### 10. We thought we could also give students a booklet to take home and share with their parents, which told them a little bit about what students had learnt about *Operation Smoke Storm*, and perhaps a quiz to test their knowledge.

- What do you think of this idea?
- What do you like/dislike about it?
- Do you think it will make it home to parents/parents will read it?

#### 11. Can you think of any other ways that we could encourage parent/caregivers to engage with *Operation Smoke Storm* and encourage them to support their children not to start smoking?



- Probe any examples of how schools have successfully engaged families in the past, for PSHE in general, smoking in particular, or other areas of the curriculum.

*Closing questions/remarks*

- Any questions?
- Check if they have any more questionnaires to return/ number of children that opted out.
- Check their box of folders are with the Head of PSHE for safe keeping until next year
- Any questions?
- Thank participant for their time.

## Head of PSHE Interview Guide (Phase 1)

NB: Neither of the PSHE leads taught a Y7 class and so did not deliver *Operation Smoke Storm* themselves.

### *Aims and Objectives*

1. Identify how smoking education is currently delivered at the school.
2. Evaluate the acceptability of *Operation Smoke Storm* and identify ways to improve/refine the resource.
3. Explore views of what the booster component should include and the format (classroom-based, teacher-led etc.).
4. Explore ways the intervention resource could be developed by adding a family/caregiver component to prevent uptake.

### *Introduction*

- Explain the purpose of the interview in general.
- We would like to hear your honest views and opinions of the *Operation Smoke Storm* resource in order to improve it in the future. In particular, we are interested in finding out what you thought of the resource, your views on delivering the resource, and how it could be improved.
- Statement on confidentiality, right to withdraw consent, recording of the interview: We would like to reassure you that all data you provide will be kept strictly confidential by the research team. The voice recording of this interview and any quotes used in study reports will not identify you in any way. Your participation is entirely voluntary and you are free to withdraw at any time without giving a reason.
- Check they have read the information sheet.
- Read information sheet and gain verbal consent on tape (telephone interview only)
- Ask if the participant has any questions before starting the interview.
- Check still happy to take part and that consent form has been signed.

### *Smoking Delivery via PSHE*

1. Prior to the study, could you briefly describe how smoking was covered as part of PSHE?
  - How many lessons/ how much time devoted to the topic?

- What is done according to student year group?
  - Who teaches PSHE (and the smoking component in particular) e.g. form tutors, subject specialists, other teachers, outside experts?
2. What resources have you used?
- Where were these from?
  - What did you think of them?
3. How effective do you think this was in preventing uptake of smoking by students?
- What did students think of the teaching?
4. Has there been any organised training for staff around addressing smoking?
- What/where/when?
5. Are there any aspects related to smoking and families/communities that are covered in PSHE?
- e.g. passive smoking/second hand smoke, impact of role models who smoke
6. Are parents/caregivers invited to be involved in any aspect of PSHE?
- In general and also for smoking work.
  - Probe how e.g. homework tasks, parents invited into school.
  - If yes, did it work, how good was uptake? How do you try to encourage maximum family uptake?

### *Operation Smoke Storm*

7. Have you looked over the *Operation Smoke Storm* resource at all?
- If yes, what did you think of it? E.g. the format, how easy to use.
  - What did you like about the resource?

- Was there anything you did not like?
8. Did any of the teachers approach you to discuss anything relating to the delivery of the *Operation Smoke Storm* resource?
- Any problems?
  - Were they confident in delivering?
  - Did they have any problems with the lesson plans?
9. Can you think of any ways the resource could be improved for future Year 7 students?
- Have you received any feedback from staff/students?

### *Research Process*

10. How did you find research activities around the delivery of *Operation Smoke Storm* – if we progress to a bigger trial in other schools we want to know if there's anything we can improve in terms of logistics around questionnaire completion/collection, organising focus groups etc?
- Probe thoughts on contacts with the research team, practicalities of organisation etc.
  - Can you think of any ways in which this process could be improved?

### *Developing the Booster and Family Components*

To help to reinforce the work that has already been done with students during Year 7 we want to develop a booster session to be delivered to students in Year 8. We also want to encourage families to be involved in some way, as research suggests effective interventions comprise of multiple components tackling a range of influences on smoking uptake. We would really like your opinions and help to develop this aspect.

11. Is anything done around smoking with students in Year 8? (Only ask if this didn't come out in Q1)
- What format does this take?
  - How does this follow on from Year 7?

12. Do you have any thoughts on what an effective booster session could involve?

- Would you/the other teachers want to deliver another session in Year 8?
- Did you like being handed an 'off-the-shelf' lesson?
- Classroom-based, teacher-led/online/home-based activity?
- Likely uptake by students? (only if not in classroom)
- One-off lesson or several, similar to the Year 7 format?
- Explore organisation of classes in Year 8, such as mixed ability/ability groups and how/whether this needs to be taken into account
- In Year 8 are all students likely to receive PSHE at the same time? Probe access to computer rooms.

### *Game*

13. Show or describe R.I.Payne levels game (Angry Birds pen portrait)

- What do you think of this idea?
- What do you like/dislike about it?
- Do you think this idea could work well in a classroom? Would students be allowed to play it at school if they could access a computer room, or would they be able to use mobile phones in class?
- Unpick how it could be introduced in the classroom (e.g. would they want a lesson plan).

### *Film*

14. Show and describe the short film

- What do you think of this idea?
- What do you like/dislike about it?
- Do you think this idea could work well in a classroom? Unpick what resources they would need to help them to deliver this (e.g. lesson

plans, examples of previous short films, would students be allowed to use mobiles for recording, does school have access to video cameras)

- Would it be feasible to set this as a homework activity? (is homework usually set in PSHE, is group work outside of lesson time feasible)

### *Booklet*

15. We thought we could also give students a booklet to take home and share with their parents, which told them a little bit about what students had learnt about *Operation Smoke Storm*, and perhaps a quiz to test their knowledge.

- What do you think of this idea?
- What do you like/dislike about it?
- Do you think it will make it home to parents/caregivers and will they read it?

16. Can you think of any other ways that we could encourage parent/caregivers to engage with *Operation Smoke Storm* and encourage them to support their children not to start smoking?

### *Closing questions/remarks*

- Is there anything that we haven't talked about that is important to you about your experience of *Operation Smoke Storm*?
- Any questions?
- Thank participant for their time.