

Crime and Criminal Justice



SCOTTISH EXECUTIVE

Review of Choices for Life



REVIEW OF CHOICES FOR LIFE

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Ipsos MORI

Scottish Executive Social Research
2006

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EXECUTIVE SUMMARY

1. In April 2006, the Scottish Executive commissioned Ipsos MORI to conduct a review of Choices for Life – a number of events designed to promote healthy lifestyles and provide drug, alcohol and tobacco awareness to Primary 7 pupils before they make the transition to secondary school. The aim of the review was to determine whether they were successful in promoting awareness of these issues.
2. The research consisted of two surveys of Primary 7 pupils, including pupils who had not attended an event, one before the event and one after the event. We also conducted depth interviews with teachers, discussion groups with Primary 7 pupils and discussion groups with S1 pupils who had attended an event in 2005.
3. The key findings from the research were:
 - Overall, the Choices for Life events were successful in entertaining and stimulating pupils and in making them think about the issues relating to drugs, alcohol and smoking. The key messages promoted by Choices, i.e. not to take part in underage drinking, smoking or drug taking, were taken on board and reinforced messages that had already been communicated to pupils by other means.
 - Although there were pre-event notes for use in the classroom before the events, there was little consistency in the use of these notes across schools. Some said they did not receive them and not all of those that received them used them. When they were used, they were found to be helpful and to fit well with the curriculum.
 - Pupils were knowledgeable about health issues prior to the events. They also held strong views about drugs, alcohol and smoking; these were all thought to be unhealthy with drugs viewed the most negatively.
 - Of the specific aspects of the events, views on the bands and choir were mixed, while pupils and teachers were generally quite negative about Family Fortunes. The elements that worked well were the video (Stacey's Choice) and the PACE play. Pupils found it easy to follow the storylines and could relate to the characters. The use of drama to promote these messages was particularly praised.
 - Rather than teaching the pupils facts, the play and video made pupils think about issues surrounding peer pressure and what they would do if they were offered drugs, alcohol or cigarettes. In particular, they felt more confident about dealing with such situations. However, this 'confidence' was based on significant misunderstandings about these types of situations. There is no indication that the pupils are well equipped to deal with the more likely, less threatening, situations that may present themselves.
 - Two-thirds of pupils felt that they had learnt a great deal from the event although the messages appeared to be more emotive than factual. That said, due to the very negative views already held by the pupils about drugs, alcohol and smoking before they attended an event, there was little scope for opinions to become **more** negative. This means that

the surveys recorded very little **change** in opinions. Instead, Choices appeared to reinforce existing attitudes.

- It was not possible to measure the impact of Choices for Life on behaviour because of the short period between the events and the follow-up survey. However, the great majority of pupils said they did not intend to try drugs, although many thought they were likely to try alcohol.
- Despite Choices for Life leaving children enthused, there was limited follow-up education to capitalise on this interest. This was mainly due to the events taking place at the end of term just before the summer holidays. Although there is no evidence from this research about the effect of this on Choices' impact, this raises two questions. First, might there be more scope for follow-up work with pupils if the events take place at the start of the school term? Second, if this would enhance the effectiveness of Choices, when would be the best time – at the start of Primary 7 or the start of S1?

CHAPTER 1: INTRODUCTION

BACKGROUND

1.1 Tackling alcohol and drug misuse, eliminating smoking and promoting healthier lifestyles have long been regarded as essential components in the campaign to improve Scotland's health. Led by the Scottish Crime and Drug Enforcement Agency (SCDEA), Choices for Life events aim to promote healthy lifestyles and provide drug, alcohol and tobacco awareness to Primary 7 pupils, before they make the transition to secondary school.¹

1.2 Choices for Life started in Glasgow in 1997 as an annual local event, which continued until 2004. In 2005 and 2006, Choices for Life became a national event held in seven locations across the country. All of Scotland's local authority and independent schools were invited to attend. In 2006, it was estimated that 46,500 pupils attended one or other of the events.

1.3 It is important to ensure that education is delivered in the most appropriate way and that the key messages regarding drugs, alcohol and smoking are received and understood by young people. Therefore, the Scottish Executive commissioned Ipsos MORI to conduct a review of Choices for Life and to assess its impact on children's knowledge, their attitudes and their behaviour.

1.4 The research project was commissioned at the end of April, with initial discussions of the research brief in early May. Due to the timing of the Choices for Life events, this meant that the scope for conducting the pre-event research was extremely limited. As a result, we were unable to comment on the whole process of Choices for Life and the education received by pupils about the topic areas prior to the events. The review focuses primarily on usage of the pre- and post-lesson notes and the event itself.

METHODOLOGY

1.5 Quantitative and qualitative research methods were used to evaluate Choices for Life.

- Primary 7 pupils completed questionnaires before and after the events – including pupils who had not attended an event. A total of 1,714 pre-event questionnaires and 1,691 post-event questionnaires were completed.
- Eight depth interviews with Primary 7 teachers were completed.
- Sixteen discussion groups were held with Primary 7 pupils who had attended an event in 2006. Each discussion group had a maximum of 6 pupils.
- Sixteen discussion groups with S1 pupils who had attended an event last year were also conducted to look at any longer-term impact of Choices for Life.

Full details on the methodologies employed are provided in the appendix.

RESEARCH AIMS AND OBJECTIVES

1.6 The overarching aim of the review was to determine the success of the events in promoting drug, alcohol and smoking awareness. Initially the brief supplied by the Scottish

¹ More information on Choices for Life events can be found at www.choicesforlife.com

Executive requested that the review ascertain changes in behaviour of pupils pre- and post-event. This aim was revised, as it is not possible to measure changes in behaviour in the timescale of the project. The revised research aims were to measure:

- Awareness of healthy living and current habits
- Awareness and experience of drugs, alcohol and smoking
- Views on the Choices for Life events
- Key messages taken from the Choices for Life event
- The impact of the events on pupils' knowledge, attitudes and behaviour regarding drugs, alcohol and smoking
- Pupils perceptions of how Choices for Life may affect their future behaviour.

STRUCTURE OF THE REPORT

1.7 Subsequent chapters present the main findings. The chapters are in chronological order. Chapter 2 presents the views of pupils and teachers before the event. Chapter 3 presents an analysis of views about the event and the following chapter focuses on after the event, i.e. the impact on knowledge, attitudes and behavioural intentions. The final chapter draws the findings together and presents the conclusions.

1.8 In the reporting of the results, where percentages do not sum to 100%, this may be due to computer rounding, the exclusion of 'don't know' categories or multiple answers. Throughout the report, an asterisk (*) denotes any value of less than half of one per cent. Only differences that are significant and can be related to the population as a whole have been commented on.

CHAPTER 2: BEFORE THE EVENT

2.1 To set the findings of the review in context it is important to investigate the knowledge and general views of pupils towards the issues covered by Choices for Life prior to the event. This section covers these issues but looks first at the preparation and planning carried out by teachers and pupils before the event as well as the communication and advertising around the event.

Key findings

Teachers viewed the organisation of the Choices for Life events positively; those that had attended events in previous years felt the organisation had substantially improved in 2006.

The use and receipt of lesson notes prior to events was not universal. Where the notes were used they were found to be helpful and fitted well with the curriculum but there was little evidence that Choices for Life was actively merged into the current curriculum of drugs, alcohol and tobacco education.

Many pupils were unsure of what to expect from Choices for Life prior to attending. Misconceptions existed about the format of the event, however, pupils generally knew that the topics covered would be drugs, alcohol and tobacco.

Pupils were knowledgeable about healthy living prior to the event. A high proportion of pupils said they ate fruit and vegetable and drank water at least once a day. Additionally, the majority took part in exercise several times a week.

Activities such as smoking, drinking alcohol and taking drugs were viewed as unhealthy by pupils. Drugs in particular were viewed very negatively prior to the event.

The negative view of drugs, reinforced through school education, parents and friends, meant that very few pupils had tried drugs and very few felt they would in the future. Taking drugs was seen as almost unrealistic, pupils particularly those in Primary 7 could not comprehend either themselves or their friends taking drugs.

Prior to the event, most pupils had tried alcohol with their parents' consent; very few had tried alcohol without their parents' consent. Very low proportions had tried smoking (8%), solvents (2%) or other drugs (1%).

Generally, pupils felt they might try alcohol and smoking when they were older, usually around 14 or 15 years old. It was felt that this was when their peers may begin to experiment. Prior to the event, it was evident that pupils' exposure to situations where they had witnessed or been invited to use alcohol, drugs or tobacco was extremely limited.

PREPARATION, PLANNING AND COMMUNICATION

2.2 In preparation for Choices for Life, schools were provided with lesson notes to be used in class before and after the events. There was no consistency in the use of these lesson notes across schools. Not all teachers knew about the lesson notes and not all of those who received lesson notes used them. This was sometimes due to having already covered the topics with pupils or not having enough time. Those who received and used the notes felt that they fitted well with the 5-14 curriculum and were useful.

2.3 Teachers' views on the information provided prior to the event were not consistent across the police force areas. While some teachers felt they had received a lot of background knowledge about the event, others felt they had little or no knowledge about what to expect. There was little mention of advertising prior to the event, although some had seen Choices for Life covered on the television news. That said, the majority of the teachers had either heard of the event through their head teacher or had been to an event before. None of the teachers interviewed had seen posters relating to the event, nor had they been asked to participate in the planning or preparation of the events.

2.4 When asked about the organisation of the Choices for Life events, teachers were extremely positive. It was generally felt that the execution of the events was excellent and there were little or no problems encountered.

That was one thing, I thought it was really slick and safe.

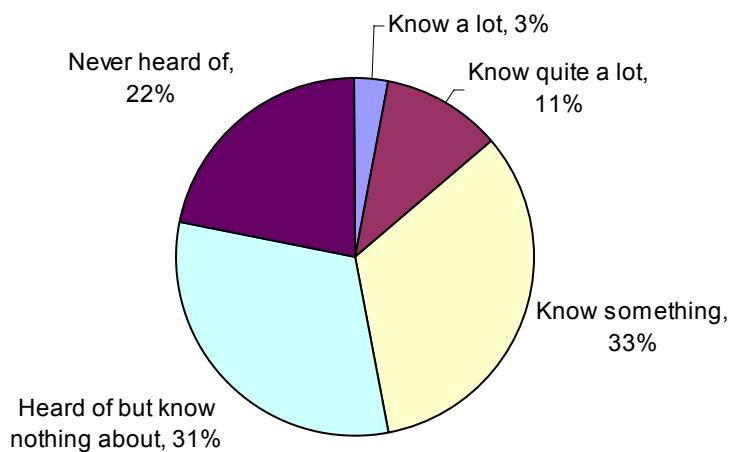
Teacher

2.5 The teachers who had been going to Choices events for a number of years generally felt that the organisation had improved substantially over the years.

PUPILS' EXPECTATIONS OF THE EVENT

2.6 Pupils were generally unsure of what to expect from the event, particularly in relation to the structure of the event and to a lesser extent the subject matter. Almost half (45%) of Primary 7 pupils felt they knew at least something about Choices for Life before going to the event, this raised to over half (52%) of those who were attending a Choices for Life event.

Figure 1: Knowledge of Choices for Life before the event



Base: All (1,714)

2.7 Before attending an event, most of the pupils thought that Choices for Life was about drugs. However, during the discussions a variety of other subjects were mentioned such as help with making subject choices at secondary school or the type of work/further study to undertake after school. The event was often imagined to be small scale with a few other primary schools present, while the content was often predicted to be a ‘boring lecture’.

They seemed to think that it was going to high school and making choices about subjects and things like that

Teacher

I thought it was going to be a wee small rubbish talk, I didn’t know there was going to be like bands there and everything.

S1 pupil, male

2.8 In the survey, however, high numbers expected drugs, health, alcohol and smoking to be covered in the Choices for Life events – shown in Table 1. These subjects had also been taught or talked about in class over the weeks preceding the events.

Table 1: Subjects covered in class time and likely to be included in Choices for Life

Qa What subjects have been taught or talked about in class time over the last few weeks, if any?

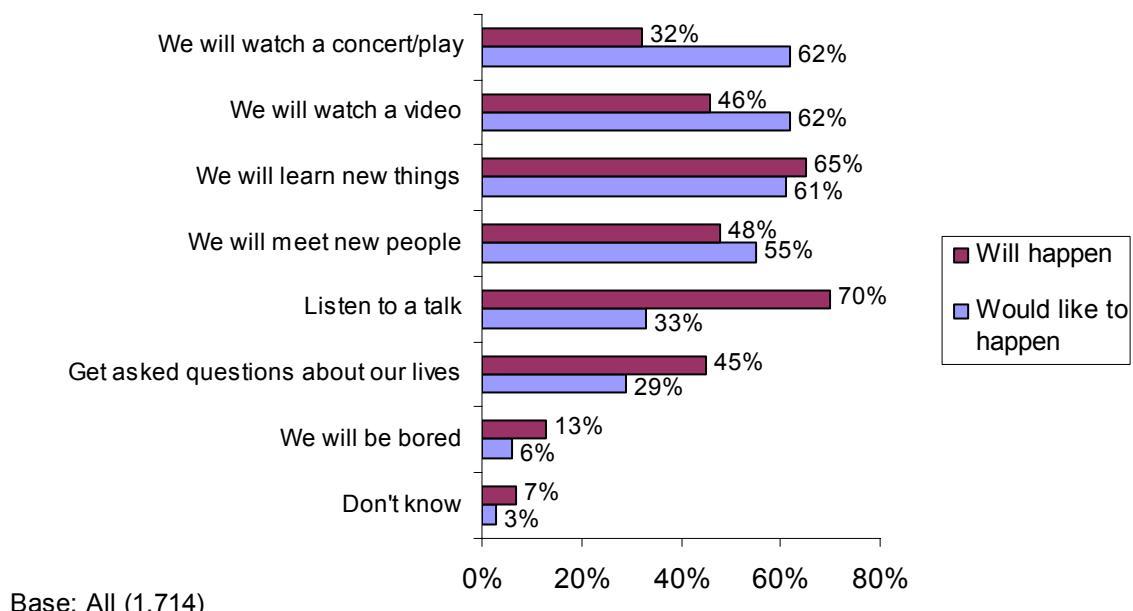
Qb What subjects will be talked about during the Choices for Life event?

	Subjects taught in Class %	Subjects thought to be covered at Choices for Life %
Moving to high school	82	33
Health	81	65
Drugs	79	80
Bullying	74	51
Alcohol	71	77
Smoking/tobacco	70	74
Sex education	66	32
Sport and Leisure	51	26
Friends and family	44	26
Crime	41	59

Base: All (1,714)

2.9 In terms of the format of the event, figure 2 shows the differences between what pupils would have liked to happen at the events, compared with what they expected to happen. Almost two thirds said they would like to watch a video and a concert/play, but fewer thought this was likely to happen. While only a third would like to listen to a talk, seven in ten thought this was likely to happen.

Figure 2: Expectations of Choices for Life



2.10 Although many teachers had been to an event before and knew about the scale and the nature of the event, they often did not correct the pupils' misunderstandings, feeling that this would spoil what they felt would be a surprise. Other teachers were attending for the first time and were also unsure what to expect.

I thought it was going to be like little plays and talks and things like that. I think most of the children thought that as well so it was quite a surprise the first time I went.

Teacher

PUPILS' CURRENT LIFESTYLES AND KNOWLEDGE OF HEALTH ISSUES

2.11 Both Primary 7 and S1 pupils could give good definitions of "being healthy". Eating five portions of fruit or vegetables a day, exercising and drinking water were mentioned spontaneously. Some examples of the definitions of healthy are:

Having a balanced diet...meat, fish, fruit and vegetables and lots of water

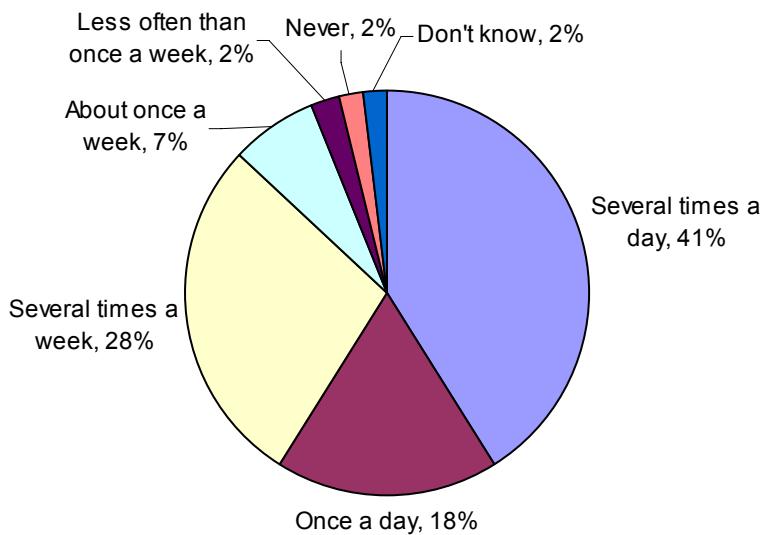
P7 pupil, female

You don't smoke, don't drink, don't take drugs. You go out for walks, runs

P7 pupil, male

2.12 In the survey, questions on pupils' current health behaviours were included. A high proportion of pupils said that they ate fruit, vegetables and drank water at least once a day. Pupils in Primary 7 were also clearly active, with almost nine in ten taking part in sport several times a week. Furthermore, over half took part in sport or physical activity every day outwith school hours. Boys were more likely to do so than girls, as were those from the least deprived areas compared with the most deprived.

Figure 3: Frequency of taking part in sport and physical activity



Base: All (1,714)

2.13 When asked what would encourage them to take part in sports and physically active games more often, the most common responses were to have more types of sports/games on offer in the area (65%), if more of their friends took part (55%) and more facilities in the area (52%).

2.14 Pupils also had a good understanding of what it meant to be unhealthy. Smoking, taking drugs (unless prescribed by a doctor) and drinking alcohol were viewed as unhealthy. Some examples of definitions of unhealthy were:

Being unhealthy is eating lots of sweets and fatty foods

P7 pupil, male

Smoking, alcohol, drugs...you don't like the way you are basically

P7 pupil, female

EXPERIENCE OF DRUGS, ALCOHOL AND SMOKING

2.15 Almost two thirds of primary pupils said they had tried alcohol with their parents' permission and one in ten without their parents' permission. Slightly fewer had tried smoking (8%), while 2% had tried solvents, 1% had tried cannabis and under 1% had tried other drugs such as cocaine, LSD, ecstasy and heroin. Two fifths of Primary 7 pupils said that they expect to drink alcohol without their parents' consent over the next five years (i.e. before they are 18 years old), but around one in ten expect to try smoking. It is worth noting that within this 9% who think they will try smoking, only a third have tried smoking before.

2.16 The group discussions provided more detail on the context within which these experiences were gained. Pupils who had tried alcohol with their parents' permission said they had done so for a special occasion such as Christmas or New Year. Having a few drinks on special occasions was seen as socially acceptable. Many young people see their parents drinking alcohol and view alcohol as something that almost everyone does when they are older. However, the danger of alcohol as potentially addictive was still acknowledged and drinking every day or binge drinking was considered to be unhealthy.

If you don't drink too much of it, if you're just having it at Christmas, that's fine, but you can get addicted to it.

P7 pupil, male

2.17 Few S1 and Primary 7 pupils admitted to having tried alcohol on their own. Most of the S1 pupils felt they would try alcohol without their parents' permission when they were around 15 or 16 years old, while Primary 7 pupils thought they might wait a bit longer. The views of S1 pupils were influenced by what they had seen and heard about older pupils' behaviour. For example, S3-S4 was commonly viewed by younger pupils as the year group where drinking at the weekends becomes commonplace. There was little surprise among S1 pupils that a recent survey² showed that half of all 15 year olds said they had been drunk in the previous week.

Basically, everyone will try drink or everyone of 15 will do it so there's nothing people can do to stop them

S1 pupil, female

2.18 There was a general view among pupils that most people start drinking with friends and that peers influence the use of alcohol. Although most had not tried alcohol without their parents consent, pupils' perceptions of their older peers at secondary school led to this belief.

2.19 Pupils knew of the risks associated with smoking, such as cancer, breathing problems and dying younger. Many knew people who smoked including their parents, grandparents, older siblings and friends. Although some pupils had already tried smoking, most did not think it was something they would do in the future. There was also a belief that most people would try smoking but actually taking up the habit was viewed as pointless: a way to spend a lot of money, become unhealthy and to lose interest in sports and other physical activities.

I just think it's normal because everyone does it. Everyone tries smoking.

S1 pupil, female

You know it's going to ruin your life. It says on the packet 'do not smoke' so what's the point.

P7 pupil, male

² Smoking, drinking and drug use among young people in England in 2004. A survey carried out on behalf of the NHS Health and Social Care Information Centre by the National Centre for Social Research and the National Foundation for Educational Research.

2.20 Young people thought a person would be more likely to try, or take up smoking if their friends smoked. Additionally, smoking was often viewed as being taken up by people who want to look older or ‘hard’.

Some folk are under peer pressure because if you don't want to smoke they're all egging you on, everything like that. You do it because your pals do it and if you don't they're not going to like you cause you never done it.

S1 pupil, male

2.21 All pupils viewed illegal drugs negatively. People who take drugs were thought of as ‘losers’, ‘junkies’ and generally as having problems in their lives. Some S1 pupils thought there was a hierarchy of drugs with cannabis viewed as the least harmful and drugs such as heroin and cocaine viewed as more harmful. Others misunderstood the seriousness of some drugs.

You can get hash anywhere but I don't seriously think that's a major drug

S1 pupil, female

I thought the main ones were just heroin and cannabis, and they were really strong, but I didn't think that ecstasy was something serious

P7 pupil, female

2.22 Many of the pupils felt the message about not to take drugs had been “hammered into them” through education in schools and adverts on TV. Few had tried drugs and among those who admitted doing so, it was cannabis that had been smoked. It was very clear that pupils did not think they would take drugs in the future, and did not expect their friends to start either.

2.23 It was also clear that there had been no or very limited exposure to situations where someone may be offered drugs among this age group, therefore being offered drugs by a friend was often viewed as unrealistic. This is backed up in the SALSUS study³ where in 2004 a third of 13 year olds said they had been offered drugs compared to almost two thirds (63%) of 15 year olds.

³ Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2004: Interim Report <http://www.drugmisuse.isdscotland.org/publications/04dmss/excel/salsus.xls>

CHAPTER 3: THE EVENT

3.1 The events lasted around two hours and were held in various locations across Scotland in late May and early June 2006. Venues varied in size from very large venues such as the SECC (Scottish Exhibition and Conference Centre), AECC (Aberdeen Exhibition and Conference Centre) and Royal Highland Centre to smaller venues in Shetland, Orkney, Stornoway and Aviemore. The events included live music from various bands, a school choir singing the Choices for Life song, a quiz about drugs, alcohol and smoking (*Family Fortunes*), video clips (*Stacey's Choice*) and a play (performed by PACE).

Stacey's Choice – Throughout the Choices for Life event four video clips were shown called Stacey's Choice. The clips centred around two friends Becky and Stacey. The clips showed how a friendship can be tested when someone becomes involved in drugs.

PACE Play – The drama performed by the PACE theatre company covered the transition from primary school through secondary school from first to fourth year. Specific aspects covered included peer pressure, underage drinking, drug use and smoking.

Family Fortunes – The quiz format of television programme 'Family Fortunes' was used during the Choices for Life event this year. Two groups of young people competed against each other answering questions on alcohol, drugs and smoking. The team with the most correct answers won.

Who Wants to be Drugs Aware? – This game show, based on the format of television programme Who Want to be a Millionaire? was used during the Choices for Life events in 2005. The format similar to the TV show was a quiz where a nominated individual answered questions about drug, alcohol and tobacco use.

Key Findings

Overall, the Choices for Life events were a success in that they entertained and stimulated pupils and made them think about the issues relating to drug, alcohol and smoking.

The scale and format of the events creates a euphoria that could not be recreated in the classroom. This adds to the lasting impression created by Choices for Life.

The key messages from Choices, i.e. not to take part in underage drinking, smoking or drug taking, generally reinforced messages taught to pupils by other means.

Other messages also emerged, these centred around peer pressure and increased confidence to deal with a situation in which they were offered drugs. However, this 'confidence' is based on significant misunderstandings about the types of situations where offers of drug and alcohol use or smoking arise. It is highly unlikely that a stranger will offer them drugs at knifepoint and that 'running away' would get them out of such a situation. There is no indication that these pupils are well-equipped to deal with the more likely, less threatening, situations that may present themselves.

The specific aspects of the events that worked well were Stacey's Choice and the PACE play. These were thought to be particularly powerful due to the associations pupils made with the characters. The mediums used to portray the messages were also praised.

The bands were generally enjoyed. However, there were some criticisms, namely that some of the songs and bands were unfamiliar.

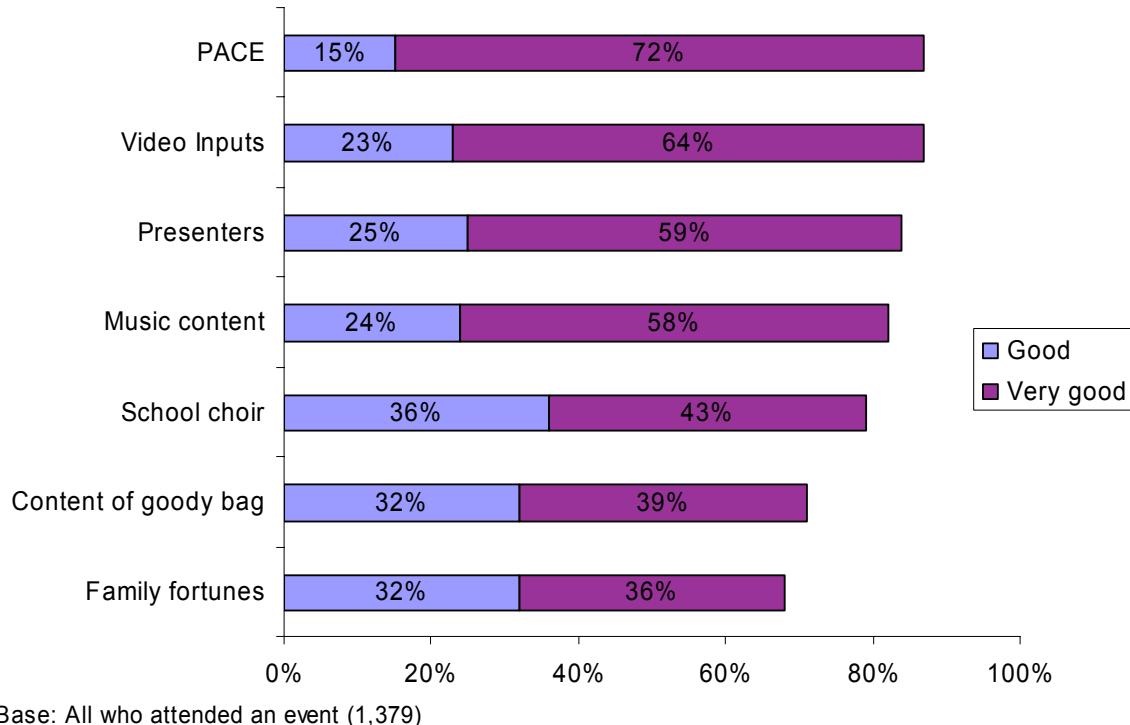
Family Fortunes was thought to be weak and lacked audience participation, this was the element of Choices least enjoyed by pupils and teachers alike. A key problem was the lack of clarity in the answers given; pupils often did not understand why answers they had been taught in schools did not appear. A common view was that it was too ‘staged’. In contrast, Who Wants to be Drugs Aware?, the game show used in 2005 was well received.

Finally, the content of the goody bag was criticised. It was thought that something more fun, such as the inclusion of a CD/DVD similar to that given in 2005 would have been beneficial.

3.2 Generally, both teachers and pupils thoroughly enjoyed the events. Teachers felt that the event was understood by pupils and provided a good balance of entertainment and education. The event exceeded pupils' expectations for those that attended this year and last year and almost all were enthusiastic about the scale of the event, the different types of entertainment and the "rock concert" format.

3.3 Pupils and teachers were asked what they thought of each of the different aspects of the event: e.g. Family Fortunes, the Stacey's Choice video and the P.A.C.E. play. The graph below shows the percentage of Primary 7 pupils rating each of these aspects as 'good' or 'very good' in the survey. The remainder of this chapter covers each of these aspects in turn.

Figure 4: Rating of each aspect of the event



ADVERTS/PRESENTERS/MUSIC CONTENT/SCHOOL CHOIR

3.4 The pupils were asked about the adverts shown at the start of the event in the group discussions. This was considered a good way to start the event as the pupils found the adverts very informative, entertaining and an interesting way get them thinking about the relevant topics.

Basically, it's [the adverts] telling you about what it is [the event] plus it's making you think about the dangers of it [drugs] already and it hasn't even started.

P7 pupil, male

3.5 In the survey responses, the presenters, music content and school choir received consistently good ratings. Looking first at the presenters, the pupils were excited about seeing people they had heard on the radio. Despite this, some of the teachers commented that the presenters were not well prepared and appeared to be reading a script, which affected their delivery.

3.6 Views on the music content were mixed. There is no doubt that the pupils who attended the events appreciated the bands and the concert atmosphere and many said that they liked the bands' music. Many also said that they would have liked to have seen better bands singing songs that they knew, or more well-known bands, so that they could have sung along. Some also suggested that the music content could be more tied in with the messages of Choices for Life.

3.7 There were also mixed views on the school choir. Some of pupils who attended in 2005 did not remember that there was a school choir at the event. Others did remember and this was due to the song being included in the CD/DVD received in the goodie bag. Among those attending this year, some liked the choir and enjoyed singing along while others thought it was "cheesy".

VIDEO: STACEY'S CHOICE

3.8 The majority of pupils in the survey rated Stacey's Choice as "very good" or "good" (87%). This positive view was also reflected in the group discussions.

3.9 The main impact of the video was that it encouraged the pupils to think about what they would do if they found themselves in situations where they were being offered drugs or alcohol. Overall, the pupils were absorbed by the storyline of the video, which they found realistic, and could relate to the characters. Those who had seen the video one year previously could still recount the storyline in detail and could talk about their feelings towards it.

3.10 Teaching by way of a video format was considered successful overall. It was seen as a teaching approach that was "a wee bit different" and preferable to being given a lecture or asked questions.

You'd never remember the Stacey's Choice video if someone just told us the story. You remember because you can actually remember seeing it.

S1 pupil, female

*It was telling you all the things your teachers told you in school
but it was fun*

S1 pupil, female

3.11 When asked how they felt when watching the video, many said that they felt sad for the characters, while others felt apprehensive about their transition to secondary school. In particular, the video generated other discussions about how people would feel if one of their friends started taking drugs and if they were offered drugs. During these discussions, it became clear that many of the pupils had caricatured views of drug use.

3.12 If a friend started taking drugs, the majority view was that that person could no longer be a friend. Some said they would try to help their friend and perhaps tell an adult. When asked what they thought they would do if they were offered drugs, however, many thought they would run away. Despite Stacey's Choice showing them a reasonably "realistic" account of one friend offering another drugs, the pupils believed that they would be likely to be offered drugs by a stranger and threatened if they did not take them. Some described scenarios that would involve violence and knives and their reaction if they found themselves in this situation would simply be to run away.

I'd run away... I'd phone the police and say 'my pal's going to take drugs'.

S1 pupil, male

3.13 In terms of improvements to the video, many felt that the video was left unfinished and that another episode was needed to explain exactly what happened to the main characters, Stacey and Becky. Some felt this would be beneficial in showing more of what could happen to people who take drugs, which might stop some pupils from taking them.

3.14 Teachers also viewed the video favourably particularly due to the age of the actors being similar to that of the pupils and the way in which pupils could relate to Stacey and Becky. That said, teachers also felt that the drama remained unfinished – what happened to Stacey and Becky after they were caught?

PACE PLAY

3.15 Of all the segments of the event, the PACE play was the one that pupils and teachers felt really "hit home". In the survey, the highest proportion of pupils (72%) rated the play as "very good".

3.16 In the groups, the pupils were very enthusiastic about the play. Pupils who had seen it in 2005 or 2006 could recount the events in the play and were eager to discuss them. It was viewed positively because it portrayed the transition from primary school to secondary school and it covered the first few years of secondary school. Like the video, the play was felt to be realistic and was better than just being told what would happen.

Because it was the acting, it was like reality

P7 pupil, male

Cause you could see what could happen, not just people telling you what might happen

P7 pupil, male

3.17 Like the Stacey's Choice video, the play also made Primary 7 pupils slightly apprehensive about moving to secondary school. The S1 pupils recalled that they also felt this way a year earlier. While some still maintained that the play was realistic, most acknowledged that they had not seen anything like the situations in the play happening in their school. That said, many thought this was because they were not yet old enough and it would happen when they reached third or fourth year.

I can't wait 'til I go to secondary school but you start to get scared...what happens if one of your friends is capable of starting drugs?

P7 pupil, female

I was worried that's what it would be like in secondary school, everybody taking drugs and stuff...but it's not really like that.

S1 pupil, male

3.18 When asked what they had learnt from the play, the pupils focused on the idea that they would be able to cope with choices regarding drugs, alcohol and smoking in secondary school. Thus, the play appeared to reinforce the key messages from the video. It also highlighted the dangers of taking various drugs, of which many pupils were not aware and some said this made them more aware of why they would not take drugs.

I felt shocked cause I didn't think ecstasy was that strong...everyone was quiet after that [character in the play dying after taking ecstasy].

P7 pupil, female

I always thought I would never smoke, drink, take drugs. I've always really thought that but it's just made me more aware of why I wouldn't do it.

S1 pupil, male

3.19 Teachers also felt the play was an accessible way to teach: pupils could relate to the issues more easily because the actors were young. It was acknowledged that the play showed an extreme view of what can happen when young people take drugs, although it was often felt this was the only or best way to demonstrate the dangers. They also mentioned the effect that the play had on the pupils. At the time, it was felt that the pupils were shocked by it and it had some lasting effect over them.

I think the PACE theatre thing gives them a bit of a shock ... it was the thing that really stuck out and they were completely silent when they were watching it, really, really absorbed by it

Teacher

FAMILY FORTUNES/WHO WANTS TO BE DRUGS AWARE

3.20 While the format of Choices for Life was almost identical in 2006 compared to 2005, one aspect which changed was the quiz. In 2005, the quiz show replicated the format of Who Wants to be a Millionaire? (although renamed Who Wants to be Drugs Aware?). The quiz format was changed this year to that of Family Fortunes where a panel of young people competed against each other rather than a one on one like Millionaire. During both quizzes pupils were encouraged to participate by shouting out the answers.

3.21 Family fortunes received the least positive ratings of all aspects of the event. Nonetheless, a high proportion of survey respondents (68%) said it was “very good” or “good”.

3.22 During the group discussions, there were mixed opinions about Family Fortunes. Some pupils said that it was a good way to learn the facts about drugs, alcohol and smoking and found it preferable to just being told. However, it was criticised by pupils because:

- there was little opportunity for them to be involved in the game
- the teams gave some wrong answers before giving the correct answer which confused many of the pupils watching
- some thought that the wrong answers were ‘stupid’ and this reduced the credibility of the whole quiz.
- some thought of other answers that they considered correct and which were not included in the quiz. This caused further confusion because the quiz appeared to be teaching things that did not fit with what they had previously been taught and thought they knew.

They said some weird answers

P7 pupil, male

I didn't find that very good because it went on for too long...they weren't asking the audience...it was a set up.

P7 pupil, female

3.23 It was generally felt that nothing new was learnt from the quiz and during the group discussions, when asked some of the questions included in the quiz, it was clear that some pupils were confused about the correct answers.

3.24 Teachers also felt that Family Fortunes did not work well. Those that had been to last year’s event thought that “Who Wants to be Drugs Aware?” worked much better.

3.25 The opinions of the pupils who attended in 2005 and watched “Who Wants to be Drugs Aware?” were certainly more positive than the pupils’ views on Family Fortunes. They thought the questions and answers were informative and felt that they had learnt some useful facts about drugs, alcohol and smoking. Nevertheless, a more interactive format would have been preferred with more opportunity for the audience to contribute to the quiz.

GOODY BAGS

3.26 One criticism of Choices for Life 2006 events was the goody bags. Both pupils and teachers felt they could have contained something more interesting or fun that would retain the interest of the pupils. Very few of the pupils read the leaflets. They noted that some of the leaflets were not in English, were labelled for adults or parents so not for them to read. Some pupils suggested that they would have preferred not to have received the goody bags and the money saved could be better spent elsewhere.

3.27 In contrast, the goody bags in 2005 were well received by pupils. The element that was particularly liked was receiving the CD/DVD of the Choices for Life song and the clips from Stacey's Choice. More also said they read and appreciated the leaflets and found them interesting and informative. Some of the pupils said they still listened to the Choices for Life CD; certainly many had listened to it with their friends in the weeks after attending the event. They said this helped in reinforcing the messages of Choices for Life.

CHAPTER 4: AFTER THE EVENT

4.1 As stated in the aims and objectives the extent to which the events led to changes in knowledge of, attitudes towards and in their health behaviours related to drugs, alcohol and smoking is extremely difficult to measure. Below we explore the data from the pre and post questionnaires to and comment on any changes in attitudes. We also explore the opinions of pupils and teachers from the group discussions.

Key Findings

Due to the very negative views about drugs, alcohol and smoking held by pupils prior to attending Choices for Life there was little scope for opinions to become more negative. Therefore, changes in opinion after the event were minimal. That said, two thirds of pupils felt they had learnt a great deal from Choices.

Instead of changing pupils' attitudes towards drugs, alcohol and smoking, Choices appeared to reinforce the pupils' negative attitudes towards these.

Pupils who attended Choices for Life in 2005 still had a high level of recall about the event. Many had not yet tried drugs, alcohol or tobacco and believed that the messages from Choices for Life reinforced other messages not to do so.

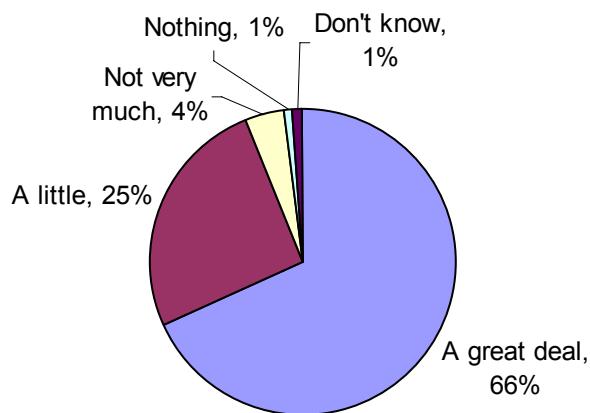
Follow-up education after Choices for Life was limited. The timing of events meant teachers often felt they had little time to build on the messages of Choices for Life.

Pupils were interested in receiving more information and follow-up after Choices for Life.

KNOWLEDGE AND UNDERSTANDING OF DRUGS, ALCOHOL AND SMOKING

4.2 Pupil responses in the self-completion questionnaires showed that two-thirds thought that they had learnt a great deal from the Choices for Life and a further quarter thought they had learnt a little.

Figure 5: Amount learnt from Choices for Life



Base: All who attended an event (1,379)

4.3 However, during the discussions the pupils did not feel the event had substantially improved their knowledge or understanding of the facts about drugs, alcohol and smoking. The teachers' views corresponded with this. This is at first surprising given that so many survey respondents indicated that they had learnt something. As discussed in the previous chapter, however, the key messages gained from the events are more 'emotive': rather than facts, the events communicated more about issues such as peer pressure and the way in which young people can become involved in drug use and underage drinking and the consequences of their actions.

I don't think they learned any more at the actual event about drugs and which drugs did what, but I think what could happen to them was brought home through Choices for Life, the dangers

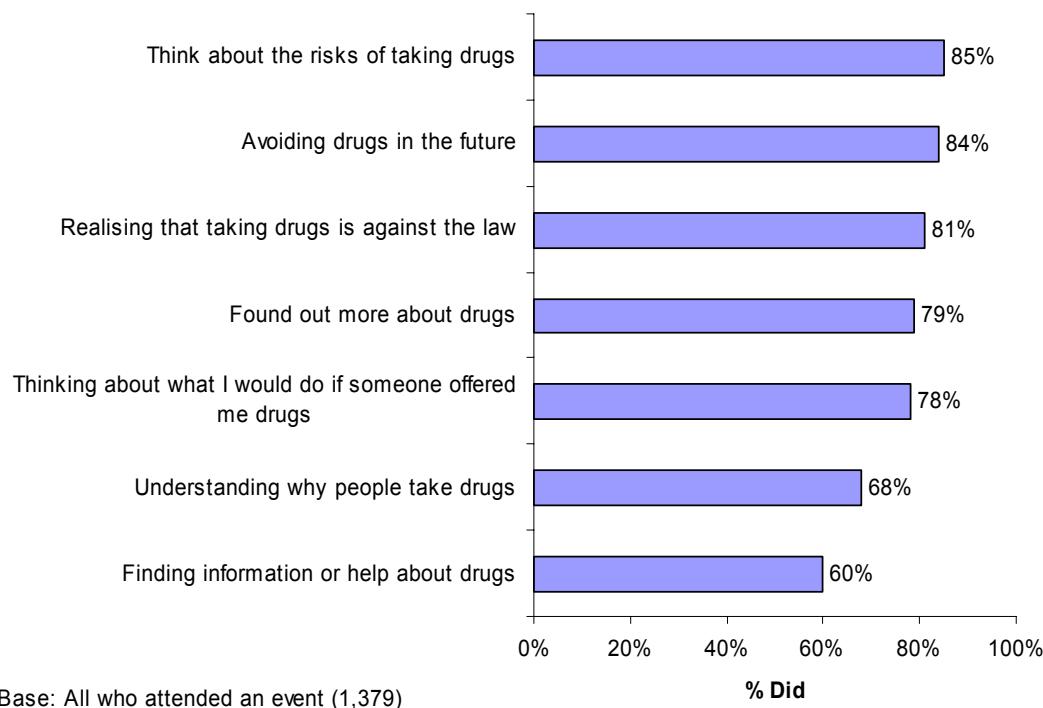
Teacher

I don't think they learn anything new from it. I think it's just presented to them in a different way

Teacher

4.4 Supporting this are the findings from a series of statements asked of pupils after the events. Over four in five pupils felt the event made them think about the risk of taking drugs (85%), avoiding drugs in the future (84%) and realising taking drugs is against the law (81%) (shown in Figure 6).

Figure 6: Things done because of the events



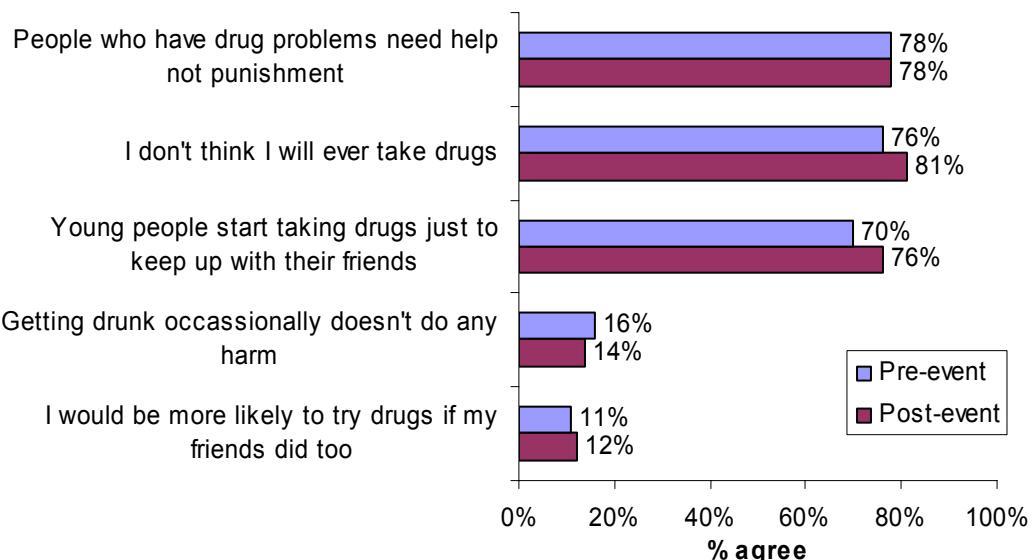
4.5 Analysis of subgroups shows that four in five (80%) pupils living in the least deprived areas felt they learnt a great deal as a result of attending Choices while this dropped to three in five (58%) of those in the most deprived. That said, those in the most deprived areas were more likely to say that Choices had made them think about the risks of taking drugs, avoiding drugs in the future and thinking about what they would do if someone offered them drugs compared to those in the least deprived areas.

ATTITUDES TOWARDS DRUGS, ALCOHOL AND SMOKING

4.6 The pre- and post-event surveys measured attitudes towards alcohol, drugs and smoking. Overall, there was little difference between pupils' attitudes before the event and after the event. There was also little difference between the attitudes of those who attended an event and those who did not attend an event.

4.7 Figure 7 shows a selection of the attitude statements used in the survey. Details of all attitude statements are included in the findings in the appendix.

Figure 7: Attitudes towards drugs and alcohol before and after the events



Base: Pre-event (1,714), Post-event all who attended an event(1,379)

4.8 These results suggest the events had only a marginal impact on pupils' attitudes. Of course, for a large majority, attitudes before the event were already negative towards taking drugs, alcohol or smoking, but for each statement there is a minority – up to 30% in the case of pre-event agreement about peer pressure – who do not agree. While there might be limited scope for most people's attitudes to become more negative towards these substances, the lack of change suggests that attitudes are reasonably firmly set before the event, particularly among the minority whose views were not negative before the event and remain so afterwards. In the group discussions, it became clear that instead of generating attitude *change*, negative attitudes particularly towards drugs and smoking and to a lesser extent alcohol were *reinforced* by the events.

4.9 This lack of change in views is also evident when pupils were asked about the risks associated with drugs, alcohol and cigarettes. As

Table 2 shows, there are no significant differences between the pre and post-event opinions.

Table 2: Risk of harm from alcohol, drugs and smoking

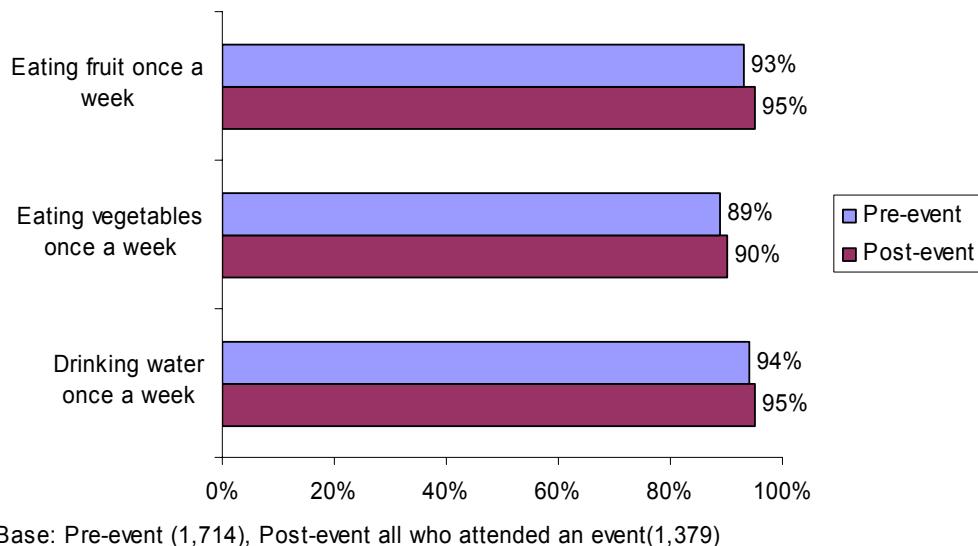
	Before the event			After the event		
	No risk %	Slight risk %	Great risk %	No risk %	Slight risk %	Great risk %
Drink of alcohol with permission	46	44	2	48	44	2
Drink of alcohol without permission	5	41	49	4	44	45
Cigarettes	3	20	73	2	21	71
Cannabis	2	5	87	2	4	88
Solvents	3	12	78	2	9	81
Other drugs	2	2	89	2	2	91

Base: Pre-event (1,714), Post-event All those that attended an event (1,379)

HEALTH BEHAVIOURS AND INTENTIONS

4.10 There was little difference between results of the pre and post-event surveys regarding the amount of fruit, vegetables or water consumed or in levels of sport participation.

Figure 8: Health behaviours before and after the events



4.11 Intention to try drugs, alcohol or smoking also does not show any change but it would be difficult to measure any behavioural or even intentional change using a survey, particularly when so few say they are likely to try drugs, alcohol or smoking in the pre-event questionnaire.

4.12 The likelihood that pupils will try drugs, alcohol or smoking has also been discussed in the previous chapters where it was clear that the majority do not believe that they will take drugs. The messages from Choices for Life appeared to strengthen pupils' resolve not to use drugs.

Choices for Life, after seeing that, I was like “nah I’m not going to go down the road the same way. It’s only losers that take drugs”.

S1 pupil, female

4.13 When looking at future intentions, of most relevance is the discussion with pupils who attended an event in 2005 since the impact of the events is more likely to become apparent as the pupils get older (due to pupil perceptions that they are more likely to try alcohol, drugs and smoking when they are older). Very few of the first year pupils said they had tried alcohol, drugs or smoking and many said they were still influenced by what they saw in the video and play shown at the events. Of those who had tried drugs, smoking or alcohol, they said they thought about the messages from Choices for Life but wanted to “fit in” nonetheless. Some described the effect that peer pressure can have on them.

If they just offered it to you and then you say ‘no, I don’t drink’ they’ll probably go ‘Oh XX doesn’t drink. How fancy is he. He

doesn't do that' and then they just start taking the piss out of you ...

S1 pupil, male

EDUCATION FOLLOWING UP CHOICES FOR LIFE

4.14 As well as notes to use before the event, teachers were provided with notes to use after the event. When the post-event notes were used they were found to be helpful, however, due to the events being held near the end of the school term many teachers felt unable to follow up from Choices for Life due to other curriculum and school commitments. It was clear that Primary 7 is a busy year for pupils and teachers and that much of the drug, healthy living and alcohol education is given during this time.

Primary 7 is always top heavy with health. It's like the Scottish Office [sic] thinks we'll do everything in Primary 7 before they go to secondary school. It's like a mad rush on and in a way it's difficult for the P7's because there's other things to study. It would help if the health topics maybe started in primary 5.

Teacher

4.15 It was also evident that both teachers and pupils felt that some sort of follow-up to Choices for Life would be welcome.

4.16 As the events are held at the end of term, there is no opportunity for primary teachers to build on the messages of Choices for Life. It would be possible to follow up in secondary school but this currently does not happen. When speaking to secondary school teachers it was clear that many of them had not heard of Choices for Life. The S1 pupils also noted that while they received large amounts of health education in primary school, this has declined somewhat since arriving at secondary school.

4.17 Pupils said that they would benefit from another Choices for Life style event later in secondary school. There were two main reasons for this. Firstly, there was a concern that they would not remember the key messages when they are older and more likely to encounter drugs, alcohol and smoking. Secondly, they thought that as they would be older and more mature they would be capable of understanding more about the physical and emotional effects of drugs.

I think we should have another one when we are about 15 and stuff because like if people were to start taking drugs then they wouldn't remember that time in P7.

S1 Pupil, female

CHAPTER 5: CONCLUSIONS

5.1 There are three broad conclusions that arise from this review. First, children and teachers are enthused by the event. There is no doubt that the large-scale ‘rock concert’ format is extremely popular and makes for an exciting day out. The scale of the event has a major impact on the way the children perceive the event, the atmosphere created by the thousands of children in attendance creates a euphoria that could not be recreated in the classroom.

5.2 Second, this review does not show a significant shift in factual knowledge, relating to drugs, alcohol or smoking as a result of the event. Instead, messages about drugs, alcohol and smoking provided by other methods are reinforced. However, the events provide more affective or emotional messages: the pupils now feel they have more awareness of what could happen if they use drugs and feel they have more confidence to handle situations where they are offered them. However, the pupils hold misconceptions of how these situations are likely present themselves, begging the question of how well equipped they would be to deal with real life situations.

5.3 Although the Choices for Life event is still remembered after a year has passed, we cannot say whether the event has any impact more than one year into the future. This is important as it is later in secondary school that we would expect that a significant proportion of young people might experiment with drugs, alcohol or smoking⁴. That almost all 11 and 12 year olds say they currently have no intention to try drugs is unrealistic considering that current evidence suggests that a substantial proportion will by the time they are 15 years old.

5.4 The important feature of Choices for Life is its ability to enthuse young people about these issues and reinforce messages. However, it seems likely that its input is limited by taking place at the end of the school term.

⁴ Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2004: Interim Report states that there are major differences between 13 year olds and 15 year olds. (13 years olds – 6% are regular smokers, 13% weekly drinkers, 7% used drugs in the last month compared to 15 year olds - 19% regular smokers, 34% weekly drinkers, 20% used drugs in the last month)

CHAPTER 6: RECOMMENDATIONS

6.1 Our first recommendation relates to the content of the events. We would recommend replacing the Family fortunes element of the events. This was the most unpopular element and appeared to make little impact on knowledge or understanding. One suggestion would be to revert back to the “Who Wants to be Drugs Aware?” quiz used in 2005. Further recommendations include using the bands to deliver more messages related to Choices for Life and possibly singing cover versions of songs with which the pupils are familiar.

6.2 Second, we would recommend continuing to gain the opinions of pupils who attended Choices for Life in 2005 and 2006 as they progress through secondary school. Over the long term, this would allow actual behaviour to be related to attend at Choices events rather than relying on current perceptions of future behaviour. In particular, pupils’ reactions to their exposure to drugs, alcohol and smoking (if it occurs) would add to the data gathered in this review.

6.3 Choices appears to be very successful in generating enthusiasm and raising important questions that will face young people. The major concern lies in the extent to which those with an interest in communicating messages about healthy living are able to capitalise on the opportunity created by Choices. In terms of attempting to incorporate Choices for Life more into the curriculum and continuing education, there may be some advantage in changing the timing of Choices for Life to enable educators to use the event as a ‘launch pad’ to educate young people on the issues covered. This review has demonstrated that Choices for Life is viewed as the culmination of drugs, alcohol and smoking education and follow-up from the event is limited at best. In terms of the timing of the events, there are two options: at the start of P7 or the start of S1. On balance, we would favour the start of S1 because at the start of P7, starting secondary school is still a year away and the issues will still be distant. At the start of S1, pupils will be at secondary but will not have fully made the transition to secondary. The point where pupils will be meeting new peers and embarking on a new stage in their education seems an appropriate time to introduce the concept of making choices for life.

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PRE EVENT TOPLINE RESULTS

JN 27764

SERIAL NO

Choices for Life – Before the Event

Ipsos MORI was commissioned by the Scottish Executive to conduct a review of Choices for Life an event open to all primary seven pupils in Scotland. This document presents the topline findings from the questionnaire administered before pupils attended a Choices for Life event.

- The review took place between the 8th and 29th of June 2006
- 1,714 Primary 7 pupils completed a questionnaire prior to the event
- Data is unweighted
- Results are based on all pupils who gave an answer
- An asterisk (*) represents a value of less than one half of one percent, but not zero
- Where results do not add to 100% this is due to the inclusion of multiple responses or computer rounding
- Base: All (1,714) unless otherwise stated

Section A – About you

QA. **How old are you? PLEASE WRITE IN**

Age	(%)
11	66
12	34
13	*
Not stated	*

QB. **Are you a boy or a girl? PLEASE TICK ✓ ONE BOX ONLY**

	(%)
I am a boy	50
I am a girl	50

QC. **What is your home postcode?**

PLEASE FILL IN YOUR POSTCODE IN THE BOXES

This information is used for the index of
multiple deprivation

Section B – About Choices for Life

Q1. **Each year Primary 7 pupils are invited to an event called Choices for Life. How much, if anything, do you know about Choices for Life?**
PLEASE TICK ✓ ONE BOX ONLY

	(%)
Know a lot about it	3
Know quite a lot about it	11
Know something about it	32
Heard of it but don't know anything about it	31
Never heard of it	22

- Q2. **A. From the list below, what subjects have been taught or talked about in class time over the last few weeks, if any?**

PLEASE TICK ✓ ALL BOXES THAT APPLY

- B. What subjects do you think will be talked about during the Choices for Life event, if any?**

PLEASE TICK ✓ ALL CIRCLES THAT APPLY

	(%) A	(%) B
Subjects in class	Choices for Life	
Moving to high school	82	33
Health	81	65
Drugs	79	80
Bullying	74	51
Alcohol	71	77
Smoking/tobacco	70	74
Sex education	66	32
Sport and leisure	51	26
Friends and family	44	26
Crime	41	59
Don't know	*	4

- Q3. **A. If you were to go to a Choices for Life event, what would you like to happen?**

PLEASE TICK ✓ ALL BOXES THAT APPLY

- B. What do you think will actually happen at the Choices for Life event?**

PLEASE TICK ✓ ALL CIRCLES THAT APPLY

	(%) A	(%) B
Would like to happen	Will happen	
We will watch a video	62	46
We will watch a play/concert	62	32
We will learn new things	61	65
We will meet new people	55	48
Listen to a talk	33	70
Get asked questions about our lives	29	45
We will be bored	6	13
Don't know	3	7

Section C – Being healthy

Q4. **A. How often, if at all, do you eat fruit?**

PLEASE TICK ✓ ONE BOX ONLY

B. How often, if at all, do you eat vegetables?

PLEASE TICK ✓ ONE CIRCLE ONLY

C. How often, if at all, do you drink water?

PLEASE TICK ✓ ONE TRIANGLE ONLY

	(%) A	(%) B	(%) C
	Fruit	Veg	Water
Several times a day	45	29	69
Once a day	28	32	14
Several times a week	16	21	10
About once a week	4	7	1
Less often	3	4	3
Never	1	3	1
Don't know	2	3	1

Q5. **Thinking about when you are not at school, how often, if at all, do you take part in sports or physically active games?**

PLEASE TICK ✓ ONE BOX ONLY

	(%)
Several times a day	41
Once a day	18
Several times a week	28
About once a week	7
Less often than once a week	2
Never	2
Don't know	2

Q6. **What, if anything, would make you want to take part more in sports and physically active games?**

PLEASE TICK ✓ AS MANY BOXES AS APPLY

	(%)
More types of sports/games on offer in my area	65
If more of my friends took part	55
More facilities, e.g. sports centre in my area	52
If there were more clubs available in my area	39
If it was cheaper	34
If I had more information about what I could do	29
If transport was available to and from the venue	20
If I was allowed out on my own	12
Nothing, I'm not interested in taking part in sport.	2

**THE NEXT QUESTIONS ARE ABOUT ALCOHOL, DRUGS AND SMOKING.
PLEASE BE HONEST WITH YOUR ANSWERS AND REMEMBER THAT NO ONE
AT SCHOOL WILL FIND OUT WHAT YOU'VE SAID.**

- Q7. **Please look at the list below. Which of these have you heard of?
PLEASE TICK ✓ AS MANY BOXES AS APPLY**

	(%)
Alcohol	98
Cigarettes/Tobacco	98
Cannabis (weed, grass, hash)	94
Cocaine powder or crack	92
Heroin (smack)	92
Solvents (glues, gas, aerosols)	82
LSD (acid, trips) or magic mushrooms	74
Ecstasy ('E')	70
Amphetamine (speed, whizz)	67

- Q8. **A. Now, looking at the list below which, if any, have you ever tried?**

PLEASE TICK ✓ ALL BOXES THAT APPLY

- B. And looking at the list again, which if any have you tried more than once?**

PLEASE TICK ✓ ALL CIRCLES THAT APPLY

	(%) A	(%) B	Tried more than once
Tried			
A drink of alcohol <u>with</u> your parent's permission (e.g. beer, wine, spirits, WKD)	64	53	
A drink of alcohol <u>without</u> your parent's permission (e.g. beer, wine, spirits, WKD)	13	8	
Cigarettes/Tobacco	8	3	
Cannabis (weed, grass, hash)	1	*	
Solvents (glue, gas, aerosols)	2	1	
Other drugs (e.g. Cocaine, LSD, Ecstasy, Heroin).	*	*	
None of these	16	18	

- Q9. **A. Looking at the same list again which, if any do you think you are likely to take in the next year? PLEASE TICK ✓ ALL BOXES THAT APPLY**

- And which, if any do you think you are likely to take in the next 5 years?**

PLEASE TICK ✓ ALL CIRCLES THAT APPLY

	(%) A	(%) B	Next 5 years
Next year			
A sip or small drink of alcohol <u>with</u> your parent's permission (e.g. beer, wine, spirits, WKD)	60	56	
A drink of alcohol <u>without</u> your parent's permission (e.g. beer, wine, spirits, WKD)	14	40	
Cigarettes/Tobacco	3	9	
Solvents (glue, gas, aerosols)	1	2	
Cannabis (weed, grass, hash)	*	2	
Other drugs (e.g. Cocaine, LSD, Ecstasy, Heroin).	*	2	
None of these	22	11	

Section D – Personal opinions

Q10a Which of these things do you think are the main reasons that young people take drugs? PLEASE TICK ✓ BOXES IF YOU THINK IT APPLIES TO DRUGS

	(%)
Their friends do	81
Makes them look and feel older	60
Deep down they are unhappy with themselves	56
They just want to try it	55
Feel like no-one cares about them	51
Don't know any better	42
Because they enjoy it	35
They are bored	31
Their parents tell them not to	27
They are cheap	14
Don't know	2

Q10b Which of these things do you think are the main reasons that young people take alcohol? PLEASE TICK ✓ CIRCLES IF YOU THINK IT APPLIES TO ALCOHOL

	(%)
Their friends do	75
They just want to try it	60
Makes them look and feel older	59
Because they enjoy it	46
Deep down they are unhappy with themselves	44
Feel like no-one cares about them	41
Don't know any better	38
They are bored	33
Their parents tell them not to	28
They are cheap	17
Don't know	2

Q10. Which of these things do you think have the biggest effect on stopping young people from taking drugs? PLEASE TICK ✓ BOXES IF YOU THINK IT APPLIES TO DRUGS

	(%)
Worry about getting caught by the police.....	70
The fear of being caught	63
Worry about how their parents might react	61
Worry about what will happen	61
Knowing what might happen	53
The fear of being punished	51
They are too expensive	45
What their friends think	41
Getting a good education	36
Having a mentor/someone to look out for them	31
Having interesting things to do in their spare time.	27
Don't know	4

Q11. Which of these things do you think have the biggest effect on stopping young people from taking alcohol? PLEASE TICK ✓ CIRCLES IF YOU THINK IT APPLIES TO ALCOHOL

	(%)
Worry about how their parents might react	53
Worry about getting caught by the police.....	50
The fear of being caught	49
Worry about what will happen	45
The fear of being punished	45
Knowing what might happen	44
What their friends think	34
They are too expensive	33
Getting a good education	32
Having a mentor/someone to look out for them	28
Having interesting things to do in their spare time.	25
Don't know	3

Q12. How much crime, if any, do you think is related to drug or alcohol use?

PLEASE TICK ✓ BOXES IF YOU THINK IT APPLIES TO DRUGS AND CIRCLES FOR ALCOHOL

	(%) Drugs	(%) Alcohol
More than half (50% of all crime)	43	35
About half (50% of all crime)	22	23
About a third (33% of all crime)	15	15
About a quarter (25% of all crime)	6	7
Less than a quarter (25% of all crime)	2	4
Don't know	9	7

Q13. Please indicate whether you agree or disagree with the following statements?

PLEASE TICK ✓ ONE BOX IN EACH LINE

	(%) Agree	(%) Neither	(%) Disagree	(%) Don't know
I know people who have tried drugs	36	4	41	18
Someone I know could get me drugs if I wanted them	10	4	68	17
I feel part of a group in which people are very close	52	8	19	18
I like to do things for the thrill, even if there are risks	14	12	60	11
I often feel very sad and depressed	12	11	66	8
I really enjoy sports and physical activities	86	5	5	3
I would be more likely to try drugs if my friends did too	11	7	72	8
Getting drunk occasionally doesn't do any harm	16	9	63	10
It is important for me to keep fit and healthy	94	1	1	2
It is easy to buy cigarettes even if you are under 16	23	8	43	24
I don't like doing new things unless my friends are doing them too	19	13	57	9
I don't think I will ever take drugs	76	4	8	9
I need to take risks to stop getting bored	9	9	68	11
It is easy to buy drugs	13	6	44	34

Q14. Below are some things which some people have said about drugs. Please tick if you agree or disagree with each one. PLEASE TICK ✓ ONE BOX IN EACH LINE

	(%) Agree	(%) Neither	(%) Disagree	(%) Don't know
Taking drugs you know are illegal is half the fun..	10	5	62	22
Young people start taking drugs just to keep up with their friends	70	7	12	10
People who have drug problems need help not punishment	78	6	6	9
A lot of young people take drugs nowadays	67	8	5	19
Smoking drugs is safe	2	2	90	4
Injecting drugs is very dangerous	86	2	5	5
Taking an illegal drug once won't do you any harm	3	4	79	11
A lot of crimes are committed by people on drugs	67	8	5	19

Q15. How much, if at all, do you think people risk harming themselves (physically or in other ways) if they take the following? PLEASE TICK ✓ ONE BOX IN EACH LINE

	(%) No risk	(%) Slight risk	(%) Great risk	(%) Don't know
A drink of alcohol <u>with</u> your parent's permission (e.g. beer, wine, spirits)	46	44	2	7
A drink of alcohol <u>without</u> your parent's permission (e.g. beer, wine, spirits)	5	41	49	4
Cigarettes/Tobacco	3	20	73	3
Cannabis (weed, grass, hash)	2	5	87	5
Solvents (glue, gas, aerosols)	3	12	78	6
Other drugs (e.g. Cocaine, LSD, Ecstasy, Heroin).	2	2	89	5

Section E – Getting information

Q16. **A. How do you get information about alcohol, drugs and smoking at the moment?**

PLEASE TICK ✓ ALL BOXES THAT APPLY

B. Even if you don't get information from them just now, which methods would you like to use to get information about alcohol, drugs and smoking?

PLEASE TICK ✓ ALL CIRCLES THAT APPLY

	Currently get information	Would like to get information
	(%) A	(%) B
My teacher	77	46
My family	69	49
Police	60	44
Newspapers/magazines/leaflets	53	35
School nurse	47	39
Doctor/GP	45	46
Internet/web site	45	38
TV/radio	45	31
My friends	42	33
Library	33	34
NHS Direct	32	33
Know the Score	28	27
Text/Phone help lines (e.g. Childline)	24	25
Sports coach	19	21
YoungScot	18	22
Social worker	16	17
Youth group leader	16	18
Drop-in Centre	13	20
Counsellor	12	18
Other	23	20
Don't know	3	6

POST EVENT TOPLINE RESULTS

JN 27764

SERIAL NO

Choices for Life – After the Event

Ipsos MORI was commissioned by the Scottish Executive to conduct a review of Choices for Life an event open to all primary seven pupils in Scotland. This document presents the topline findings from the questionnaire administered within set timescales after the Choices for Life events.

- The review took place between the 8th and 29th of June 2006
- 1,691 Primary 7 pupils completed a questionnaire after the event, of these 1,379 had attended an event and 312 did not attend
- Data is unweighted
- Results are based on all pupils who gave an answer
- An asterisk (*) represents a value of less than one half of one percent, but not zero
- Where results do not add to 100% this is due to the inclusion of multiple responses or computer rounding
- Base: All (1,691) unless otherwise stated

Section A – About you

QA. **How old are you? PLEASE WRITE IN**

Age	(%) Attended	(%) Did not attend
11	63	64
12	35	36
13	*	*
Not stated	1	*

QB. **Are you a boy or a girl? PLEASE TICK ✓ ONE BOX ONLY**

	(%) Attended	(%) Did not attend
I am a boy	50	41
I am a girl	49	59

QC. **What is your home postcode?**

PLEASE FILL IN YOUR POSTCODE IN THE BOXES (IF YOU DON'T KNOW ALL OF YOUR POSTCODE, PLEASE FILL IN WHAT YOU CAN REMEMBER OR LEAVE IT BLANK)

This information is used for the index of
multiple deprivation

Section B – Being healthy

Q1 **A. How often, if at all, do you eat fruit?**

PLEASE TICK ✓ ONE BOX ONLY

B. How often, if at all, do you eat vegetables?

PLEASE TICK ✓ ONE CIRCLE ONLY

C. How often, if at all, do you drink water?

PLEASE TICK ✓ ONE TRIANGLE ONLY

	A Fruit		B Veg		C Water	
	(%) Attended	(%) Did not attend	(%) Attended	(%) Did not attend	(%) Attended	(%) Did not attend
Several times a day	50	52	32	35	72	71
Once a day	27	27	32	32	13	13
Several times a week	16	12	19	18	9	6
About once a week	3	4	6	5	1	1
Less often	2	2	4	4	2	4
Never	1	1	2	2	*	2
Don't know	2	2	2	3	2	1

Q2 **Thinking about when you are not at school, how often, if at all, do you take part in sports or physically active games?**

PLEASE TICK ✓ ONE BOX ONLY

	(%) Attended	(%) Did not attend
Several times a day	44	40
Once a day	19	21
Several times a week	25	28
About once a week	6	6
Less often than once a week	1	1
Never	1	2
Don't know	2	1

**THE NEXT QUESTIONS ARE ABOUT ALCOHOL, DRUGS AND SMOKING.
PLEASE BE HONEST WITH YOUR ANSWERS AND REMEMBER THAT NO ONE
AT SCHOOL WILL FIND OUT WHAT YOU'VE SAID.**

**Q3 Please look at the list below. Which of these have you heard of?
PLEASE TICK ✓ AS MANY BOXES AS APPLY**

	(%) Attended	(%) Did not attend
Alcohol	99	99
Cigarettes/Tobacco	99	99
Cannabis (weed, grass, hash)	97	93
Heroin (smack)	95	92
Cocaine powder or crack	94	94
Solvents (glues, gas, aerosols)	89	88
Ecstasy ('E')	89	70
Amphetamine (speed, whiz)	81	74
LSD (acid, trips) or magic mushrooms	81	69

**Q4 A. Now, looking at the list below which, if any, have you ever tried?
PLEASE TICK ✓ ALL BOXES THAT APPLY**

**B. And looking at the list again, which if any have you tried more than once?
PLEASE TICK ✓ ALL CIRCLES THAT APPLY**

	A Tried		B Tried more than once	
	(%) Attended	(%) Did not attend	(%) Attended	(%) Did not attend
A drink of alcohol <u>with</u> your parent's permission (e.g. beer, wine, spirits, WKD)	61	62	55	54
A drink of alcohol <u>without</u> your parent's permission (e.g. beer, wine, spirits, WKD)	13	15	9	13
Cigarettes/Tobacco	8	6	4	2
Cannabis (weed, grass, hash)	1	*	1	-
Solvents (glue, gas, aerosols)	2	1	1	1
Other drugs (e.g. Cocaine, LSD, Ecstasy, Heroin)	*	-	*	-
None of these	15	13	16	16

Q5

A. Looking at the same list again which, if any do you think you are likely to take in the next year?

PLEASE TICK ✓ ALL BOXES THAT APPLY

And which, if any do you think you are likely to take in the next 5 years?

PLEASE TICK ✓ ALL CIRCLES THAT APPLY

	A		B	
	Next year (%)	Next 5 years (%)	Attended	Did not attend
A drink of alcohol <u>with</u> your parent's permission (e.g. beer, wine, spirits, WKD)	65	65	56	58
A drink of alcohol <u>without</u> your parent's permission (e.g. beer, wine, spirits, WKD)	12	22	45	41
Cigarettes/Tobacco	2	2	9	10
Solvents (glue, gas, aerosols)	1	1	1	1
Cannabis (weed, grass, hash)	*	*	1	2
Other drugs (e.g. Cocaine, LSD, Ecstasy, Heroin)	*	-	1	1
None of these	18	20	11	13

Section C – Personal opinions

Q6. Which of these things do you think are the main reasons that young people take drugs or alcohol? PLEASE TICK ✓ BOXES IF YOU THINK IT APPLIES TO DRUGS AND CIRCLES FOR ALCOHOL

	Drugs		Alcohol	
	% Attended	% Did not attend	% Attended	% Did not attend
Their friends do	86	87	78	81
Makes them look and feel older	63	61	63	63
They just want to try it	60	59	64	63
Deep down they are unhappy with themselves	59	58	44	46
Feel like no-one cares about them	53	56	42	46
Don't know any better	43	51	36	41
Because they enjoy it	38	38	48	50
They are bored	37	33	36	34
Their parents tell them not to	30	25	30	29
They are cheap	13	16	16	18
Don't know	2	3	2	2

Q7. **Which of these things do you think have the biggest effect on stopping young people from taking drugs or alcohol? PLEASE TICK ✓ BOXES IF YOU THINK IT APPLIES TO DRUGS AND CIRCLES FOR ALCOHOL**

	Drugs		Alcohol	
	(%) Attended	(%) Did not attend	(%) Attended	(%) Did not attend
Worry about getting caught by the police	75	75	62	59
The fear of being caught	74	74	62	58
Worry about what will happen	67	72	51	55
Worry about how their parents might react	63	66	55	56
The fear of being punished	57	61	50	54
Knowing what might happen	58	57	47	46
They are too expensive	53	46	42	35
What their friends think	47	54	40	45
Getting a good education	44	45	40	38
Having a mentor/someone to look out for them	34	37	31	33
Having interesting things to do in their spare time	32	32	31	31
Don't know	3	4	3	4

Q8. **How much crime, if any, do you think is related to drug use?**

PLEASE TICK ✓ BOXES IF YOU THINK IT APPLIES TO DRUGS AND CIRCLES FOR ALCOHOL

	Drugs		Alcohol	
	(%) Attended	(%) Did not attend	(%) Attended	(%) Did not attend
More than half (50% of all crime)	41	40	32	30
About half (50% of all crime)	23	23	23	23
About a third (33% of all crime)	18	20	19	21
About a quarter (25% of all crime)	7	6	9	9
Less than a quarter (25% of all crime)	2	4	5	4
Don't know	6	5	5	5

**Q9. Please indicate whether you agree or disagree with the following statements?
PLEASE TICK ✓ ONE BOX IN EACH LINE**

	Agree (%)		Neither (%)		Disagree (%)		Don't know (%)	
	Attended	Did not attend	Attended	Did not attend	Attended	Did not attend	Attended	Did not attend
I know people who have tried drugs	37	31	3	2	45	52	13	13
Someone I know could get me drugs if I wanted them	11	12	3	3	66	67	17	16
I feel part of a group in which people are very close	54	55	8	7	18	20	17	14
I like to do things for the thrill, even if there are risks	14	15	11	12	62	61	10	8
I often feel very sad and depressed	10	12	11	8	68	68	7	7
I really enjoy sports and physical activities	87	84	4	5	3	4	3	4
I would be more likely to try drugs if my friends did too	12	13	7	8	68	66	11	9
Getting drunk occasionally doesn't do any harm	14	18	10	9	62	57	11	13
It is important for me to keep fit and healthy	93	91	1	2	1	*	3	4
It is easy to buy cigarettes even if you are under 16	24	17	7	7	38	40	29	33
I don't like doing new things unless my friends are doing them too	17	19	11	15	60	56	9	9
I don't think I will ever take drugs	81	80	3	4	5	5	9	9
I need to take risks to stop getting bored	9	10	8	7	71	69	9	13
It is easy to buy drugs	16	10	5	6	41	41	36	41

Q10. Below are some things which some people have said about drugs. Please tick if you agree or disagree with each one. PLEASE TICK ✓ ONE BOX IN EACH LINE

	Agree		Neither		Disagree		Don't know	
	(%) Attended	(%) Did not attend						
Taking drugs you know are illegal is half the fun	11	11	4	4	60	63	24	20
Young people start taking drugs just to keep up with their friends	76	73	5	4	8	9	9	13
People who have drug problems need help not punishment	78	76	6	5	7	6	8	10
A lot of young people take drugs nowadays	66	61	7	7	4	4	21	25
Injecting drugs is very dangerous	89	87	1	1	2	3	6	7
Taking an illegal drug once won't do you any harm	4	7	4	4	81	73	10	13
A lot of crimes are committed by people on drugs	71	65	6	9	4	4	17	20

Q11. How much, if at all, do you think people risk harming themselves (physically or in other ways) if they take the following? PLEASE TICK ✓ ONE BOX IN EACH LINE

	No risk		Slight risk		Great risk		Don't know	
	(%) Attended	(%) Did not attend						
A drink of alcohol with your parent's permission (e.g. beer, wine, spirits)	48	52	44	39	2	2	5	5
A drink of alcohol without your parent's permission (e.g. beer, wine, spirits)	4	4	44	48	45	42	5	4
Cigarettes/Tobacco	2	2	21	21	71	71	4	4
Cannabis (weed, grass, hash)	2	3	4	4	88	86	4	6
Solvents (glue, gas, aerosols)	2	2	9	6	81	84	5	6
Other drugs (e.g. Cocaine, LSD, Ecstasy, Heroin)	2	2	2	2	91	88	4	5

Section D – Getting information

Q12. How do you get information about alcohol, drugs and smoking at the moment?

PLEASE TICK ✓ ALL BOXES THAT APPLY

Even if you don't get information from them just now, which methods would you like to use to get information about alcohol, drugs and smoking?

PLEASE TICK ✓ ALL CIRCLES THAT APPLY

	A		B	
	(%) Attended	(%) Did not attend	(%) Attended	(%) Did not attend
My teacher	79	80	53	53
My family	74	75	55	58
Police	65	63	50	50
Newspapers/magazines/leaflets	59	58	45	44
Internet/web site	54	51	47	44
Doctor/GP	52	48	51	54
My friends	49	61	41	46
School nurse	49	55	45	46
TV/radio	49	44	37	35
Know the Score	46	25	39	32
Library	40	44	40	43
NHS Direct	37	28	38	37
Text/ Phone help lines (e.g. Childline)	30	20	31	28
YoungScot	25	23	27	31
Sports coach	24	22	28	24
Youth group leader	20	17	25	22
Drop-in Centre	18	13	27	26
Social worker	16	14	22	21
Counsellor	16	11	23	21
Other	25	21	23	21
Don't know	3	4	6	5

Section E – About Choices for Life

Only fill out this section if you attended a Choices for Life event. If you are not sure your teacher will be able to tell you if you should complete this section.

Base: All who attended an event (1,379)

Q13. The Choices for Life event had different activities, e.g. school choir, P.A.C.E. How would you rate each of the following?

PLEASE TICK ✓ ONE BOX ONLY IN EACH LINE

	(%) Very good	(%) Good	(%) Averag e	(%) Poor	(%) Very poor	(%) Don't know
P.A.C.E	72	15	4	1	1	2
Video Inputs	64	23	5	1	*	1
Presenters	59	25	6	1	1	1
Music content	58	24	8	2	2	1
School choir	43	36	11	1	2	2
Content of Goody Bag	39	32	14	4	3	2
Family fortunes	36	32	17	6	3	1

Base: All who attended an event (1,379)

Q14. How much, if anything, would you say you have learnt from Choices for Life?

PLEASE TICK ✓ ONE BOX

	(%)
A great deal	66
A little	25
Not very much	4
Nothing	1
Don't know	1

Base: All who attended an event (1,379)

Q15. What actually happened at the Choices for Life event?

PLEASE TICK ✓ ALL BOXES THAT APPLY

	(%)
We watched a play/concert	92
We learnt new things	81
We met new people	39
We listened to a talk	35
Got asked questions about our lives	7
We were bored	5
Don't know	1

Base: All who attended an event (1,379)

Q16. **Do you think that you did or did not do each of the following as a result of going to a Choices for Life event?**

PLEASE TICK ✓ ONE BOX IN EACH LINE

	(%) Did	(%) Did not	(%) Don't know
Think about the risk of taking drugs	85	6	4
Avoiding drugs in the future	84	4	6
Realising that taking drugs is against the law	81	7	6
Found out more about drugs	79	10	4
Thinking about what I would do if someone offered me drugs	78	10	6
Understanding why people take drugs	68	17	8
Finding information or help about drugs	60	21	12

Base: All who attended an event (1,379)

Q17. Please use this space to give us your views on Choices for Life and write in one thing that could have made it better.

Those under 5% not listed (%)

Great/enjoyed it/good fun/good experience 45

Better/more famous bands/more music 19

Educational/informative/interesting/learnt a lot 9

Music was great 7

It was OK/quite good 7

More/longer video's/clips/film 6

PACE production was excellent/play was great 6

Could have been longer 6

More audience participation/questions and answers from the audience 5

Better goodie bags/include CDs/sweets in goodie bags 5

Others 5

Don't know 1

Nothing could have made it better 14

Not stated 17

RESEARCH METHODOLOGY AND ANALYSIS

To assess the impact of Choices for Life qualitative and qualitative research methods were employed. These included the following;

- Self completion questionnaire with Primary 7 pupils
- Depth interviews with Primary 7 teachers
- Discussion groups with Primary 7 pupils who attended an event in 2006
- Discussion groups with first year pupils who attended an event in 2005

Self Completion Questionnaires

Pre-event and post-event questionnaires were sent to a sample of 57 schools across Scotland and compromised a mixture of those who were attending a Choices for life event and those that were not. Schools were instructed to complete one questionnaire before the event and one questionnaire after the event. Those schools who were not attending the event were given specific dates in which to complete the questionnaire to coincide with the events. The key themes of the questionnaires were assess knowledge and understanding of the issues covered by Choices for Life both before and after the event and to assess the exposure to and opinions of Primary 7 pupils in relation to drug use, drinking and healthy living.

Response

For the quantitative element 2,079 pre-questionnaires and 2,079 post-questionnaires were sent out to 57 schools in mid-May. 1,714 pre-event questionnaires were received and a total of 1,691 post-event questionnaires. The table below highlights the returns and response rate by police force area.

Table 3: Returns by police force area

Area	Issued	Before event response	Response rate	After event response	Response rate
Central	103	96	93%	94	91%
Dumfries & Galloway	70	44	63%	67	96%
Fife	107	80	75%	62	58%
Grampian	230	209	91%	197	86%
Lothian & Borders	431	406	94%	386	90%
Northern	286	221	77%	239	84%
Strathclyde	720	510	71%	493	68%
Tayside	132	104	79%	119	90%
Total	2,079	1,670	80%	1,657	80%

Table 4: Returns by attended/not attended event

	Sent	Pre-questionnaires	Post-questionnaires
Attended	1,623	1,341	1,341
Did not attend	456	329	316
Total	2,079	1,670	1,657

Three schools who had originally agreed to take part in the research did not complete either part of the study. The pre-questionnaires were not received from a further 5 schools and the post-questionnaires were not received from 3 schools.

PRESENTATION AND INTERPRETATION OF THE DATA

When interpreting the findings it is important to remember that the results are only based on a sample of the population, and not on the entire population. Consequently, results are subject to sampling tolerances, and not all differences between subgroups are therefore statistically significant. On the other hand, because the sample sizes are substantial, some differences between groups may be statistically significant, but because they are slight, may be relatively unimportant in policy terms. A more detailed discussion on statistical reliability can be found on page 47.

Where percentages do not sum up to 100%, this may be due to computer rounding, the exclusion of don't know/not stated categories or multiple answers. Throughout the report, an asterisk (*) denotes any value less than one half of a percent but more than nought and a hyphen (-) represents nought.

DISCUSSION GROUPS AND DEPTH INTERVIEWS

The Scottish Executive commissioned Ipsos MORI to conduct discussion groups and depth interviews with teachers, Primary 7 and first year senior pupils to discuss their experiences of Choices for Life. Sixteen discussion groups with Primary 7 pupils, sixteen discussion groups with first year secondary school pupils and eight interviews with teachers were conducted in total. All groups and depths were with those who had attended a Choices for Life event in 2005 or 2006.

Each discussion group consisted of between 6 and 8 pupils. Therefore, a total of 224 pupils were involved in this stage of the research. Discussion groups were 'single sex', so half of the groups were composed of boys only and half were girls only.

All groups were completed between the 8th and 29th of June 2006.

Table 5: Qualitative fieldwork by police force area

	Primary 7 groups	S1 groups	Teacher interviews
Central	2	2	1
Dumfries & Galloway	2	2	1
Fife	2	2	1
Grampian	2	2	1
Lothian & Borders	2	2	1
Northern	2	2	1
Strathclyde	4	4	2
Tayside	0	0	0
Total	16	16	8

None of the groups were conducted in Tayside as no schools within Perth & Kinross or Angus attended Choices for Life and Dundee City opted out of the research. Additional groups were conducted in Strathclyde (the largest of the 8 police force areas).

TOPIC GUIDE AND MODERATION

All of the discussion groups were moderated, and the depth interviews conducted, by experienced Ipsos MORI researchers, using a specially designed discussion guide. The guide was structured around the main themes of Choices for Life to ensure participants had an opportunity to comment on the same range of issues as respondents to the self-completion

element. The guide was designed by Ipsos MORI in close consultation with the Scottish Executive.

ANALYSIS OF THE DATA

The data emerging from the discussion groups and depth interviews was analysed using a version of the Framework method developed by Social and Community Planning Research. There were 5 key stages to the analysis:

- Familiarisation with the data
- Developing a framework based around a small number of broad themes
- Indexing – developing a detailed structure of sub-themes and theme-specific topics
- Charting – linking transcripts to the index and providing structure to the data
- Mapping and interpretation.

Throughout the analysis, findings from the discussion groups and depth interviews were cross referenced with the self completion responses to allow for the identification of common and diverging themes, including any variation in the views of different groups.

STATISTICAL RELIABILITY

The respondents are samples of the total “population” so we cannot be certain that the figures obtained are exactly those we would have obtained if everybody had been interviewed (the “true” values). As a random sampling approach was taken, we can, however, predict the variation between the sample results and the “true” values from knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the “true” value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the “95% confidence interval”, taking into account the effect of weighting the data.

Size of sample on which survey results is based	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
100 interviews	± 5.9	± 9	± 9.8
500 interviews	2.6	4	4.4
1,000 interviews	1.9	2.8	3.1
1,714 interview (Pre-survey)	1.4	2.2	2.4
1,691 interviews (Post-survey)	1.4	2.2	2.4

Source: MORI

For example, with a sample of 1,714 where 30% give a particular answer, the chances are 19 in 20 that the “true” value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 1.4 percentage points from the sample result.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be “real”, or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is “statistically significant” - we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume the “95% confidence interval”, the differences between the two sample results must be greater than the values given in the table below.

Size of sample compared	Differences required for significance at or near these percentage levels		
	10% or 90%	30% or 70%	50%
100 and 100	8.4	12.8	13.9
500 and 250	4.6	7.0	7.6
500 and 500	3.7	5.7	6.2
1,000 and 500	3.2	4.9	5.4
1,000 and 1,000	2.6	4	4.4
1,500 and 1,000	2.4	3.7	4.0
1,714 and 1,691	2.0	3.1	3.4

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