

## 2 Patient and Public Involvement (PPI)

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## 2.1 Membership of Trial Stakeholder Advisory Committee

Prof Maria Lohan, JACK Chief Investigator, Queen's University Belfast

Dr Aisling Gough, JACK Project Manager, Queen's University Belfast

Dr Lisa McDaid, Co-Investigator, University of Glasgow

Dr Honor Young, Co-Investigator, Centre for Development, Evaluation, Complexity and Implementation in Public Health Improvement (DECIPHer), Cardiff University

Dr Rebecca French, Co-Investigator, London School of Hygiene and Tropical Medicine

Dr Julia Bailey, Co-Investigator, University College London

Joanna Brown, Sexual Health Co-ordinator, Sexual Health Team, Belfast Health and Social Care Trust (BHSCT), Northern Ireland

Kathryn Gilbert, Programme Manager, Council for the Curriculum, Examinations and Assessment (CCEA) Northern Ireland

Deirdre Coffey, Education Manager for Relationships and Sexuality Education, Council for the Curriculum, Examinations and Assessment (CCEA) Northern Ireland

Barbara Porter, Senior Health and Social Wellbeing Improvement Officer, Public Health Agency (PHA) Northern Ireland

Michael McCarten, Relationship and Sexual Health Education Officer, The Rainbow Project, Belfast LGBT Centre, Northern Ireland

Dr Julie Bishop, Director of Health Improvement, Public Health Wales

Wendy Ostler, Healthy Schools Coordinator, Conwy, Wales

Elaine McCormack, Lead for Relationships, Sexual Health and Parenthood within Education settings, Health Improvement Team, NHS Greater Glasgow and Clyde

Suzanne Hargreaves, Senior Education Officer, Education Scotland

Felicity Sung, National Lead for Pregnancy and Parenthood in Young People Strategy, Scottish Government

Christina McMellon, Community Learning and Development Worker, City of Edinburgh Council

Alison Hadley, OBE, Teenage Pregnancy Advisor to Public Health England and Director of Teenage Pregnancy Knowledge Exchange, University of Bedfordshire, England

Jonny Hunt, Relationships and Sexuality Education Consultant, Going Off the Rails, England

Lisa Hallgarten, Coordinator, Sex Education Forum, London

Dr Amy Booth, Public Health Improvement Coordinator (Vulnerable Children and Young People), Barnsley Council, England

Jonathan Baggaley, Chief Executive. Personal, Social, Health and Economic Association (PSHE), England

Two post-primary school teachers

Two young people (young people from the JACK young person's advisory group formed a sub-group to report back to the main stakeholders group at their convenience)

## 2.2 Membership of Trial Steering Committee

Prof Vivien Coates, Florence Nightingale Foundation, University of Ulster - Independent Chair

Dr Darrin Barr, School Principal - Public Member

Maire Thompson, School Principal - Public Member

Grace McCarthy, Teacher - Public Member

Dylan O'Neill - Parent Public Member

Iman Zatari - Pupil Public Member

Kian Wilson - Pupil Public Member

Alison Hadley, University of Bedfordshire - Independent Member

Dr Cary Roseth, Associate Professor, Michigan State University - Independent Member

Prof Michele McKinley, Reader in Nutrition and Public Health, Queen's University Belfast - Member

Prof Sarah Miller, Queen's University Belfast - Member

Prof Maria Lohan, JACK Trial Chief Investigator, Queen's University Belfast – Member

Dr Aisling Gough, JACK Trial Project Manager, Queen's University Belfast - Member

Sorcha Toase, Northern Ireland Clinical Trials Unit - Observer

Cliona McDowell, JACK Trial Statistician, Northern Ireland Clinical Trials Unit - Observer

2.3 School poster



## 2.4 Jack young people advisory group Cardiff report

### **The Jack Trial Residential**

**22<sup>nd</sup> & 23<sup>rd</sup> April 2017**



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## Background information

If I Were Jack is a project about teenage pregnancy but it is from the perspective of Jack, the young man in the relationship. It was originally developed as a trial several years ago in Northern Ireland for year 10 students as a 4 session project for use in schools. The first session uses an interactive video which includes pauses where the audience are asked questions, and the remaining three sessions builds on the video with group work on issues like contraception, gender norms and inequality. The success of this residential will result in plans to update and re-film the “if I were Jack” Interactive Video Drama (IVD) to make it more culturally appropriate for use in a Randomised Controlled Trial across the UK.

## Residential summary

<b>Nation</b>	<b>Male</b>	<b>Female</b>
<b>England</b>	3 – 15, 16, 16	0
<b>Scotland</b>	0	3 – 16, 15, 16
<b>Northern Ireland</b>	2 – 14, 15,	1 - 16
<b>Wales</b>	1 - 15	2 – 14, 16
<b>Total</b>	6	6

The residential meeting was organised over a space of 4 months, with Young People (YP) aged 14-16 recruited from England, Scotland, Northern Ireland and Wales. The aim of this residential meeting was to gather thoughts and feedback from the YP on the original “*If I were Jack*” IVD. The feedback from YP to update the IVD to film two new videos which are more culturally relevant for today’s teenagers. The weekend included interactive focus groups, workshops and debates designed to gather qualitative data from the YP. These workshops

encouraged in-depth and thought provoking discussions and allowed each YP to have their opinions and voices heard.

## Feedback Session

### Session 1 – Introductions

This first session was an introduction and an icebreaker for the YP to get to know each other. We allocated this time to welcome everyone to the Urdd centre and provide background information and plan of action for the weekend. We provided a brief summary of the Jack trial and discussed what was expected of the YP. We also ran two ice breakers sessions, one was designed for the YP and researchers to get to know each other and the other one was a competitive game to encourage team work.

### Session 2 – Initial thoughts on the original “If I were Jack” video.

Aine from Northern Ireland provided an overview of the “If I were Jack” study and an explanation to why this video was produced. The group was informed of the work that has been done so far and how the residential weekend will help shape the future of the Jack trial.

The aim of this first session was to provide background information on the study and to explain why this residential meeting was planned. This session was seen as an opportunity for the YP to watch the original if I were Jack IVD and provide their initial overall thoughts and opinions of the video.

The YP watched the IVD and were asked to engage in a group discussion. The following information below is a summary of the key points mentioned during the group discussion.



### Dated IVD

The main concern that the YP had with the original IVD was how outdated and old it is. The YP thought that the phones, technology and fashion needed modernising. They suggested the fashion needed to be plain and generic with no logos and brands. The video should also not film directly on the technology, for instance the video console should not be shown only Jack holding a controller and the screen should show a game which doesn't date like Fifa. In regards to the phones the filming should only show the back of the device with a cover on and the text messages should pop out to the side of the screen.

### Relationship

The whole group thought that the relationship between Jack and Emma was not believable, with some YP suggesting that it seemed that Jack and Emma didn't know each other. This was picked up by the lack of communication between the two and the interaction they had was very formal and forced. The YP thought that if they were having sex then they should also be able to converse in a friendlier manner. The YP agreed that the lack of interaction and communication between Jack and Emma made the video seem unrealistic and unprofessional. They thought that this could have a detrimental effect on the video by YP not concentrating on the contents and therefore reducing the validity and seriousness of the intervention video. Additional issues regarding Jack and Emma was the quality of acting and the age of the actors. The YP said that this needed to be addressed as they thought Jack and Emma looked like adults rather than 16 year olds.

### Locations

The YP had concerns with the filming locations, they thought the idea of going to a coffee shop on your own was strange as they believed that no one their age would do that. They also found the scene in the park was not believable, they suggested that this would be more

realistic and plausible if Jack and Emma were walking through a park talking about the pregnancy. Another scene that the YP would like changing is the evening activity, where Jack and his friends were walking round the town. This gave the impression that they were drinking and clubbing on a Saturday night which the YP said does not happen. The YP suggested that themselves and their peers would resort to drinking in this situation but would do so in a friends' house with alcohol taken from their older siblings or parents.

#### Additional Materials

The YP also felt that the CD-ROM background of the IVD needed changing. They thought that display background was somewhat contradicting to the video. The video is designed to provoke thoughts on teenage pregnancy and suggestions on how to prevent it, including different help networks, yet the background template is quite negative, dark and cynical. Eluding to teenage pregnancy being negative. The YP suggested that this needs to be a neutral template.

Throughout the IVD there are a lot of questions that the people watching the video need to answer. The YP queried what you should do if you don't agree with any of them and whether or not the video needed this many questions.

#### More information on the options

The YP said that the video needed more information for adoption and abortion in the video. This can easily be subtly done with background information such as posters and flyers in the clinic or a brief conversation with a sibling or friend about the possible options. The video did touch on different options but the YP thought it would be beneficial to have direct information about the services available. Another way in which this can be addressed is via the school, the video could include a child protection officer who can help provide information relating to Jack and Emma's concerns.

The YP were surprised by the lack of discussion and information on contraception. No mention of condoms or the girl taking the contraception pill, not even from friends or family. The YP agreed that a realistic situation would be some sort of blame in the initial reaction.

#### Positive feedback

The feedback from the YP wasn't all negative, they believed the scenes that showed Jack's friends and his parent's reaction was good. They said by showing a range of reactions allowed

individuals watching the video to actually think of what their friends and parents would say. The only criticism is that they would've liked this scene to include reaction from siblings.

### Session 3 – Feedback on the Jack trial

The third session followed on from the initial feedback discussion and was designed to encourage the YP to think about different themes and features of the IVD. The aim of this session was to gather more thorough and concise responses from the YP.

The 5 themes were agreed prior to this weekend, this activity involved YP spending 10 minutes on each theme and discussing their thoughts and opinions. After 10 minutes the YP were asked to move onto the next theme.

The YP were split into 4 groups of 3 and asked to think about and discuss the following themes:

- Technology/music
- Dress code
- Language used
- Filming Locations / scenarios
- Cultural representations

The YP addressed each theme and provided their feedback on A2 poster paper. At the end of this session the YP, in their groups, presented a summary of their ideas and feedback to the groups. Below is a list of the comments made from each Young Persons Advisory Group (YPAG). These are listed into themes with what the YP liked/disliked with some suggested changes.

#### Language

<u>Northern Ireland:</u>	<u>Scotland</u>
<p>Slang to make it more realistic and informal.</p> <p>Felt there was a lack of curse words – <i>“how young people express themselves”</i>.</p> <p>It also lacked Passionate/more emotive language.</p> <p>The relationship between Jack and Emma didn't seem real as they did not have a deep one to one conversations.</p>	<p>Accents should apply to viewing nation i.e. Scottish accents</p> <p>The video lacked language that reflects relationship i.e. different language between Jack &amp; parents, Jack &amp; Emma, Jack &amp; friends</p> <p>There was no nicknames or pet names between Emma and Jack.</p>

<p>Very male orientated especially with his friends.</p> <p>Strange not to have conversations with older family member.</p> <p>It was very flat emotional, Jack did not show enough emotion.</p> <p>Jack spoke to everyone in the same tone. The YP felt that you would change how you speak to someone depending on who it is.</p>	<p>Jack showed a lack of emotions – freaking out from Emma, Jack and Parents</p> <p>No swearing in the video which made the film unbelievable.</p> <p>Different ways of saying pregnant</p> <p>No mention of the word sex</p> <p>Convo between him &amp; his friends</p> <p>More conversations with Jack &amp; Emma to show they have a relationship</p> <p>There was no interaction between Emma and Jacks parents</p> <p>Did not feel that the friend’s scene was believable. Single friends, not always groups etc. may offer deeper conversation.</p>
<p><u>Wales</u></p> <p>Mobile phone was outdated</p> <p>No one reads football mags anymore</p> <p>The relationship with friends seemed too forced and not caring</p> <p>Texting was too blunt</p> <p>Realistically more swearing – but if in school, there just needs to more exclamatory language (angry/scared language)</p> <p>Language isn’t emotional enough</p> <p>Should be more anger in emotions and language</p>	<p><u>England</u></p> <p>Lack of diversity, accents</p> <p>Names are very white</p> <p>Lack of ethnicity</p> <p>Lack of slang language (more relaxed)</p> <p>Lack of emotional tone, the original video is very flat</p> <p>There was no mobile phone speak (emoji’s) etc.</p> <p>The friends responses were very formal</p> <p>The balance between friends didn’t seem right.</p>

Technology/music

<p><u>Northern Ireland</u></p> <p>Difficult to integrate as it becomes dated</p> <p>The games consoles were outdated – but was good to show the game being played as boys will always relate (Fifa universal)</p> <p>Show only T.V. scene to prevent it becoming copy righted &amp; dated</p>	<p><u>Scotland</u></p> <p>Need to modernise the technology</p> <p>No logo showing on technology equipment as this help prevent the video from being dated</p>
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<p>The music was very dated</p> <p>The phones were outdated</p>	<p>When they text, language should be informal, finish text to Emma with kiss or just a pet name or nickname.</p> <p>Shorter messages when he is unsure about emotions</p> <p>Googling facts – but not all of them or it would be repetitive</p> <p>Dislike the music in it</p> <p>Background music, not cheesy, not known music and neutral tone</p>
<p><u>Wales</u></p> <p>No football magazines</p> <p>Use of phones need to be more focus, use social media.</p> <p>Use internet for information or advice instead of / as well as imagining friends / guidance counsellor</p> <p>Text on screen as they text each other</p> <p>Texting need to be much less blunt</p> <p>Do not show the games consoles just the game on the tv.</p> <p>Show different methods of contacting the counsellor, ring or look up online.</p> <p>Google something - Jack seemed to know everything but was useless when it came to advice and comfort.</p> <p>Non – specific music, no mention of names or bands.</p>	<p><u>England</u></p> <p>Lack of music – YP listen to music, can use to identify emotion.</p> <p>Add more generic background music - scene change but not bands</p> <p>Update phones &amp; consoles</p> <p>Text, more communication autocorrect</p> <p>iPhone, Imessage layout (.....) waiting for text</p> <p>Homework should be done on computer, tablets not pen and paper</p> <p>YP always on Phone, social media, Apps etc.</p>

## Fashion

<p><u>Northern Ireland</u></p> <p>The young males thought that Jack should be wearing more tracksuit – Adidas</p> <p>The video needs more variety in fashion trends, different with different people. Goths, Jocks.</p> <p>The hair styles need updated. Keep a traditional style something that does not age.</p> <p>Young males wear football tops – more relevant for young groups.</p> <p>Jeans - No (only formal occasions)</p> <p>Girl – make up is a big aspect of life. It seems that Emma did not wear a lot.</p>	<p><u>Scotland</u></p> <p>The film did not have a variety of clothing. This needs to be updated to show social trends.</p> <p>Emma’s fashion needed to change to coincide with her emotion/behaviour</p> <p>No football tops or anything sporty from that year, will soon make the video outdated.</p> <p>Emma needed to wear minimal make up to school and more outside of school and when sad or stressed she should have none on.</p> <p>Short hair for Jack</p> <p>Emma hair longish</p> <p>Unbranded clothes helped prevent the video from dating.</p>
<p><u>Wales</u></p> <p>The Jeans were out of fashion</p> <p>Not enough fashion diversity</p> <p>No representation of different social cliques.</p> <p>Hair was very dated, make them different hair styles</p> <p>Keep fashion &amp; hair generic as opposed to using fashion of that year</p> <p>With regards to school uniform, change whether or not girls wear skirts/trousers</p>	<p><u>England</u></p> <p>Haircuts out of date</p> <p>Girls make up needed to be updated</p> <p>The style of Jeans were not right, not modern.</p> <p>The video didn’t show different groups, skaters, chavs, goths</p> <p>Keep generic fashion – timeless</p> <p>School uniforms, more formal and lanyard &amp; I.D.</p>

## Cultural representation

<p><u>Northern Ireland</u></p> <p>Use of slang / local dialect “what’s the craic”</p> <p>Show local flags, big part of NI society</p> <p>Sports, show people playing Gaelic football in the background.</p>	<p><u>Scotland</u></p> <p>Introduce slang that is universal in Scotland as it is different all over, however NI &amp; Scottish slang might clash.</p> <p>Not all white actors – introduce more ethnic actors</p>
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<p>The locations where they met were unrealistic. In N.I you'd meet in town rather than the park (drinking/other activities).</p>	<p>Take into account religious views on pregnancy – not just catholic</p> <p>Locations – would not meet in the park would meet partner at house or meet somewhere and walk.</p> <p>Introduce mixed gender friendship groups, may want to talk to female friends.</p>
<p><u>Wales</u></p> <p>Bad attempt at diversity</p> <p>Need to consider neutral accents for second video. Difficult to understand the Irish accent.</p> <p>Different ethnicities need to be introduced</p> <p>Different religions mentioned through friends opinions/parents</p> <p>Try not to stereotype, keep things neutral but diverse</p> <p>Don't emphasize one opinion over the other (with regards to decisions / religious beliefs)</p> <p>Reactions to pregnancy/sex needs to be varied</p> <p>Teenagers nowadays are much more aware of contraception but also more aware of each other's sexual activity (teenagers are surprised if they find couples not using contraception.)</p>	<p><u>England</u></p> <p>Lack of diversity amongst Jack and his friends.</p> <p>Could have a more diverse range of extras from different ethnic backgrounds.</p> <p>More social media – internet plays a more important role in YP lives</p> <p>Sex positive messages</p> <p>YP = positive choices</p> <p>Lack of Information posters for services or information relating to Jacks choices.</p> <p>YP rights focus &amp; information</p> <p>Lack of knowledge on support services.</p> <p>School staff absent – could introduce in new film by “tuck in your shirt – why aren't you in lesson?”</p>

## Filming locations

<p><u>Northern Ireland</u></p> <p>Film new IVD in Armagh City, situated in mixed communities &amp; in town</p> <p>Show locations where YP meet, Cinema, shopping centre – not on swings in the park.</p> <p>Could film some of the scenes at Festivals; band parades, gay pride, st paddies day celebrations</p>	<p><u>Scotland</u></p> <p>School should play a larger role but not be the basis</p> <p>Accent was difficult to understand therefore it should be generic with the appropriate viewing nation.</p> <p>Film scenes in city &amp; residential areas and more ambiguous locations.</p>
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<p>Conversations with Emma would not happen on Park bench but in one of their houses – more private</p> <p>Many YP in NI spend their time at community centres/sports clubs e.g. Gaelic, hurling. Somehow incorporate this into the film.</p>	<p>Meeting point to show they have a relationship – ‘the usual place’ ‘that café from last week’ not just park bench.</p> <p>More of a freak out, to his friends when he sees them? At school when he sees her? When he meets her? On his own? Emotions!</p>
<p><u>Wales</u></p> <p>Background noise needs to fade out because the conversation need to be the main focus</p> <p>No park with children’s apparatus</p> <p>People in shot but in distance</p> <p>Issue with where the pros/cons list was written</p> <p>Locations of telling parent needs to be the same, not in different rooms throughout the house</p> <p>All friends need to be in different places in the living room, not all on one couch</p> <p>Show the school more, but a quieter part of general school, because typical parts of school should be busy. They can’t be the only ones out of class.</p>	<p><u>England</u></p> <p>Park not realistic for conversation</p> <p>Private conversations in your room – at home downstairs</p> <p>On street (nonspecific location)</p> <p>Café not age appropriate for self-reflection this will be done in the bedroom.</p> <p>Hanging out in town – drunk in park, or house party to take his mind off it.</p> <p>Sexual Health Services didn’t look professional</p> <p>Not enough pupils in the school.</p>

#### Session 4 - Suggested changes for the IVD.

The main focus of the second day was to make the changes to the video and script by using the feedback from the YP. Whilst we had great feedback from the YPAGs on the IVD with what worked and what didn’t, we didn’t have suggestions on how to adapt this to make it work within their nations.

The first session of the second day was assigned for YP to work closely with the film company, Morrow Communications, to help rewrite and modernise the IVD. The YP were divided into two groups according to the two new IVDs, one for England and Wales and another for Scotland and Northern Ireland.

Each group discussed the feedback from the previous day and came up with suggested changes. These were debated between the groups to make sure the videos were suitable for each nation. The YP were reminded about the cultural relevance and the themes that were discussed in the previous sessions. The information below is a summary of the suggested changes and information relating to what was discussed during this session.

## Suggested locations

England & Wales

Bedroom – important space for teenagers

Personal details – photos, gig tickets

The bedroom should look lived in by a teen – posters, clothes lying about.

Park – not kids park but a private space which isn't busy

Café – no cafes, more likely to research information on phone than write the pros/cons list.

Go to McDonalds for food but not on his own

Street scene with mates

House party/park rather than the Saturday evening scene

School needs more staff and students and the buildings should be more modern.

Clinic needs to look more real and used, posters of sex information and different services available. More information about option details

Most of the time spent at home or other mates houses, especially to talk not public spaces

All spaces should look used.

Scotland & Northern Ireland

Bedroom – make more realistic

Emma's bedroom – not telling him on the phone or more convincing needed to tell.

Meet up place – meet at the corner or something. One of them meeting at the others' doorstep/house. Walking through a park / streets

Café 1 – irrelevant, strange, made him see lonely even though he has friends. He needs to cancel with his friends. Head to a sports place instead? Or go for a cycle alone

Street scenes, day & night:

Bike scenes need to remain the same i.e. POV of the handlebars or shot of his face

The night scene made him look like he was drunk, which would make more sense if he was stressed. Could cut this scene and just have pizza in a house with friends

Likely he would drink in a house, feelings change when drunk, more honest, could change the list to what he's thinking without seeming out of place

Although he could isolate himself and ignore his friends and stress alone.

School:

Needs to be more full with students, teachers and props

Emma's friends need to be in a better location. Do the friends know? Big group not all would know small group would know.

Private place, changing rooms or outside of school.

Clinical/health centre and counsellors office

Counsellors POV and the counsellor should be more friendly and hand them a variety of leaflets

Jack and Emma holding hands

The health centre seemed realistic

Change the setup of chairs and tables

Jack and Emma should be worried about people seeing them in the clinic

Café 2:

At home on the computer search it and getting frustrated. Would not write a list in a public place

Friends house:

Too structured – all of his friends doing something (guitar, reading mags) don't need this! Have friends sitting round the room not all on one sofa

Individuals in Jacks house, different activities with each one

Mixed gender

Parent scene is good.

Technology/music

### Scotland & Northern Ireland

Don't show logos

Text & call – missed call – “answer please” – “it's important” – Jack calls her back.

Social medias – Facebook, Instagram, Twitter. try to include within this video

Use cases of just the message bubble (blue and white – sent and received)

Googles info on options – laptop at night googling.

Games console needs to be more up to date if used.

Not known songs

The going out/drunken scene – house music just loud beats

Neutral background music

Not happy music in the clinic

Songs without words  
Headphones in when cycling/walking

#### Additional information

##### England & Wales

More humour – very flat  
More emotion & personality not just Jack and Emma but also other actors  
More support on offer not just the clinic scene.  
Positive messages of teen behaviours  
Use of contraception needs to be discussed in this video  
Connection evidence of a relationship – intimacy  
Wall paper on phone of them  
More diversity amongst friends girls/boys  
Characters appearance changes as stress rises – clothes baggier, hair messy.

##### Scotland & Northern Ireland

Jack – 15 or 16 year old and any ethnicity  
Emma – 15 or 16 year old – any ethnicity but maybe a minority.  
Friends – 2 girls 3 boys of mixed ethnicity, possibly eastern European? He would more than likely speak to his friends individually  
Characters – cast people from Northern Ireland and Scotland with neutral accents which isn't very strong.

### Session 5 – Script feedback and changes

This session provided an opportunity for the YPAGs to alter and reword the script. The aim was to modernise the IVD with the YPAG feedback from the previous sessions. The YPAGs were split into the same two groups, one England and Wales and another for Scotland and Northern Ireland. The YP were asked to spend 30-40minutes rewriting the script and then 15 minutes at the end of this session was set aside to read and act out each script with the revised changes.

The dominant concern that the YPAGs had with the previous IVD was the lack of chemistry between the characters, especially Jack and Emma. They felt that their relationship didn't

seem real and was too forced, they believed that the designed impact of the video was muted due to this fabricated relationship.

The information below highlights the suggested changes to be made to some parts of the original script by the YPAGs. For full account of changes see appendix A.

**Video 1:**

The changes made in this scene were to do with how Emma and Jack first interacted. The YPAGs changed the conversation to include modern language and how YP actually interact with each other. The YPAGs thought that this initial scene needed for more emotion to be shown by both Jack and Emma. They suggested that this will help demonstrate that Jack and Emma are in a relationship. They also suggested that Jack should have more of a shocked reaction when he finds out Emma is pregnant.

**Video 3:**

The recommended changes that the YPAGs made was to alter the sentence so that it is more appropriate for young people.

***“Jack: My head is gone, I wonder how Emma is feeling?.....”***

**Video 4:**

The suggested changes in this video was to make some of the reactions from Jacks friends to be more negative so that they are realistic. The YPAGs thought that their reactions would be more extreme for example

***“F4: Fuck Off! You’re taking the piss? You’re way too young!”***

The YPAGs also thought that Jack would not go to a restaurant to eat by himself so instead they suggested that Jack should go for a cycle to clear his head.

**Video 5:**

Next section was updated to show Jack cycling and having the opportunity to think.

***“Jack: As I was cycling I watched all the other people going about their day not knowing and not caring about what was happening with me and Emma. I’m seeing babies everywhere.”***

**Video 6:**

Very little was changed in this section as the YPAGs thought that the reaction from his parents is typical behaviour. The only thing that they would change would be the acting.

**Video 7:**

Again in this video the changes are primarily to do with the acting and making the acting more realistic. The suggested changes below demonstrates this.

**“Jack: I’ve got to meet Em. What am I going to say? I don’t know. It’s all too soon, too much.**

***I wondered if she’d look any different, Shut up Jack, that’s stupid!”***

**Video 8:**

The changes made in this section helps to show that Emma and Jack have a relationship. The YPAGs thought that the couple needed to be more tactile, this scene provides an opportunity to show intimacy between Jack and Emma.

*Emma stands up and hugs Jack tightly*

**Video 9:**

The changes made in this part of the IVD were suggested to help reduce the perceived formality in the original IVD. As stated Jack and Emma’s relationship seemed unrealistic and forced, therefore the YPAGs thought that this needed addressing. This scene offered an opportunity to validate Jack and Emma’s relationship. The changes help show their conversation to be less formal yet keeping the same impact.

**“Jack: You okay?**

**Emma: No, Not really.**

*They begin walking*

**Jack: Are you sure you’re pregnant?**

**Emma: Yes Jack, I got a double pack from the chemist and did both tests. I’m sure!**

**Jack: So what are we going to do?**

**Emma: I don’t know....I’ve been trying not to think about it.**

**Jack: Well I don’t know either Em.**



**Emma:** Maybe I should go and see someone, a doctor or a counsellor you know...

**Jack:** Have you told anyone else?

**Emma:** Not yet. I'm scared to. I'm afraid my parents will guess though – I look terrible, I haven't slept properly in days.

**Jack:** Your dad will kill me....We'll just name it after him *jack laughs*

**Emma:** Shut up Jack, it's not funny."

**Jack:** *I just held her for ages right there in the park.*

*All this stuff was going through my mind.*

#### **Video 12:**

The YPAGs had strong feelings towards this scene. They thought it indicated that Jack and his friends were out drinking and socialising in town, whereas YP their age do not do this. Therefore the locations were changed to show Jack round one of his friends' houses drinking cans and ordering take outs. It still showed Jack having a good time and almost forgetting about his problems about Emma and the pregnancy but in a situation that YP can relate to.

#### **Video 13:**

The changes in this section were to do with updating the technology. Streaming films and playing about on their phone, rather than watching DVDs and reading football magazines.

#### **Video 17:**

The YPAGs thought that there needed to be more interaction between Jack and Emma's friends. When Emma and Jack met in school, Emma was in the middle of having a conversation with her friends. The YPAGs thought that Jack needed to have some sort of conversation with her friends, even asking them for a quiet word with Emma will help the video become more realistic.

**Jack:** Girls, can I have a minute with Emma?

**Friends:** Alright, yeah, see you later Em....

This interaction provides another opportunity to show Jack and Emma in a relationship, they converse and interact how YP in a relationship should do. As they part ways Jack kisses Emma which again shows that they care about each other.

*Looking at Emma's face, he kisses on the head (to soothe the stress)*

**Video 18:**

This scene provided an opportunity to modernise the video by showing Jack researching information on his phone about abortions.

***Jack: It's time to get my head together about abortion. I've got to start facing up to it. What do I think? I don't know anything about it. I might look it up***

***Jack: If I just took off and left Emma, how would I feel?***

**Video 21:**

This scene provides another opportunity to demonstrate Jack and Emma's relationship. When Emma receives the expected news that she is pregnant and starts crying, Jack comforts her by holding her hand.

**Video 24:**

The YPAGs believe that Jack would not make a list of pros and cons in the coffee shop. They suggest that you see him thinking in the coffee shops and talking over the pros and cons in his head, but that he has to research this so decides to head home for some privacy to do this.

***"Jack: I went straight home. I thought a bit and made some lists of positives and negatives, I had to search for everything. Then I had to do some choosing: which ones really matter to me?"***

**Video 26:**

This scene was another opportunity to show modernisation with technology. The YPAGs suggested to show the text messages as a pop up on the screen rather than showing the phone itself. This in turn can help extend the life line of the video as technology changes happen frequently.

***Jack: That night I lay awake, trying to be sure of what to tell her. I keep searching it all up on my phone***

***I want to have my say even if she doesn't agree. I know it's ultimately up to her, but I want her to know how I feel. It's my life too. I'll catch up with her tomorrow and find out where she stands....***

***But in the meantime I really can't wait. I get my phone, think about calling and then decide to text her instead.....I told her I did the list and that I thought I know what I wanted to do.***

## Session 6: Opinion Line

This session, which was run by Ed, used an interactive technique that asked the YPAGs for their thoughts and opinions on a number of statements. The YPAGs were required to stand up in the classroom and position themselves on an imaginary line from 1-10 (agree-disagree) for each of the following statements.

### **It is important to show a range of different family dynamics?**

The feedback from this session was mixed, half the group strongly agreed whilst the others disagreed. The YPAGs who thought that the video should show a range of family's as it demonstrates diversity and modern life. They stated that not everyone comes from the same background, many young people have divorced parents. They suggested it can be used to show how people will deal with this information depending on circumstances, real life situations. The remaining YPAGs disagreed, they felt that whilst it is important to include different family dynamics they felt that it may take away the focus of the research.

*"If you try too hard addressing other concerns then you lose the main focus of this video almost reducing the impact of the IVD".*

The YPAGS came up with a variety of ways to show diversity in the films. They suggested having an interracial set of parents, either Jacks or Emma's parents. We could also address this by Jacks friends being more ethnically diverse. A possibility to address divorced parents could be done by showing Emma's parents and they could be separated.

### **Does the video needs a stronger focus on ethnicity?**

The majority of the YPAGs thought that this should be shown but shouldn't be the main focus of this film, it needs to touch upon this but not distract from the main focus of teenage pregnancy. Some of the YPAGs thought that the previous video provided enough in the way

of addressing ethnicity but others thought it needs more. The YPAGs suggested that Jacks friends or background extras can be of different ethnic origin, making the video more culturally relatable. One of the YPAGs questioned the need to address Lesbian Gay Bisexual and Trans (LGBT) individuals, they thought that this can easily be added in by extras or friends being LGBT. Maybe in the clinic having an LGBT couple or a couple holding hands in the background shots. There's a potential for one of Jacks friends to be gay and comment "*Best thing about being Gay is I'm not going to get anyone pregnant*"

### **Jack should have a greater range of friends?**

One of the male YP disagreed with the need for Jack to have female friends. He suggested that not all males will have female friends, and that not all males will feel comfortable talking to females about this issue.

*"You don't need to have friends with different genders or background just maybe friends with different opinions".*

A few of the YP agreed that this needed to be addressed but that it needed to be careful to make sure the dynamic of friends is correct i.e. 3 males and 2 females. It was also suggested that this was a perfect opportunity to mix up the ethnicity of Jacks friends.

## Our next steps

The valuable information gathered from this residential weekend will help update and re-film the IVD. The film company, Marrow Communications, will use the feedback from the YP and begin filming the new videos between June and July 2017. As a part of agreeing to this residential weekend, the YP will be required to provide their feedback on the first draft of the new and improved IVD. This will be done remotely in their home nations and not over another residential weekend. The meeting will allow for the YP to have an opportunity to see how their feedback has helped shaped and modernised the videos, it will also let the YP have a final say on the changes made.

We would like to thank the YP and the youth workers for giving up their spare time to help update this video, without their support and expertise none of this work would've been possible.