

Student Focus Group Guide (Phase 2, Year 7 Students)

Aims and Objectives

1. Evaluate the acceptability of *Operation Smoke Storm* and identify ways to improve/refine the resource.
2. Evaluate the acceptability of the take home booklet and identify ways to improve/refine it, in particular to increase engagement and stimulate parent/student conversations around smoking.

Introduction

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

First of all, we are going to talk about the lessons you had for *Operation Smoke Storm* and then we will talk about the take home booklet.

Operation Smoke Storm

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

2. What did you learn that was new to you?
 - a. (What's in a cigarette, health effects of smoking), the tobacco industry
 - b. What did you know about smoking before *Operation Smoke Storm*?
 - c. What can you remember that was new from *Operation Smoke Storm*? Prompt on the tobacco industry.
 - d. What do you think about what you learnt?

3. How could we make lessons better if you had to do them again?

4. What did you think about smoking before the *Operation Smoke Storm* lessons?
 - a. What do you think about it now?
 - b. If different – what has made you think differently?
 - c. Prompts - something in the lessons / take home booklet?

5. Do you think taking part in *Operation Smoke Storm* might make people of your age want to try smoking?
 - a. If yes, can you think of anything we could include as part of OSS that might stop people wanting to try smoking?

6. Did you talk about the *Operation Smoke Storm* lessons with anybody else?
E.g. family, friends
 - a. If yes, what did you talk about?
 - b. If no, any reasons why?

Take home booklet

7. What did you think about the take home booklet?
 - a. What did you like?
 - b. Was there anything you did not like?
 - c. Did you show the booklet to your parents/anyone else? Unpick why/why not

8. Which activities did you complete?
 - a. Did you complete the activities with anyone at home? If yes, with whom? If not, why not?
 - b. When completing the activities together, did you have any conversations about smoking?
 - c. If you were to be given the booklet again, how could we improve it for you?
 - d. Activities, getting parents involved, type of information included, the way it looks, language used

Closing questions/remarks

- Is there anything that we haven't talked about that you want to add about your experience of *Operation Smoke Storm* and/or the take home booklet?
- Any questions?
- Thank participant for their time.

Student Focus Group Guide (Phase 2, Year 8 Students)

Aims and Objectives

1. Evaluate the acceptability of the *Operation Smoke Storm* booster lesson and identify ways to improve/refine it.

Introduction

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

Year 7 Operation Smoke Storm

1. What do you remember about the *Operation Smoke Storm* lessons you had last year?
 - Probe what learning they still remember?
 - What did it make you think about smoking?

Operation Smoke Storm booster lesson

2. What did you think about the *Operation Smoke Storm* lesson(s) you have done this year?
 - What did you like?
 - Was there anything you did not like?

3. What did you think about the activities?
 - Time to complete activities, activities easy/difficult, interesting/boring

4. What did you learn that was new to you?
 - Prompt – the tobacco industry, what did they learn? (Double check they didn't know this before the booster session)

5. What do you think about smoking following the *Operation Smoke Storm* lesson you have just had?
 - Same/different to before? If different - what has made you think differently?
 - Prompts - aspect(s) of the booster?

6. Do you think the *Operation Smoke Storm* lesson you have just had will influence whether you try smoking in the future?
 - Why / why not?

7. Do you think taking part in *Operation Smoke Storm* might make people of your age want to try smoking?
 - If yes, can you think of anything we could include as part of *Operation Smoke Storm* that might stop people wanting to try smoking?

8. How could we make the lesson(s) better if you had to do them again?

9. Have you talked to anyone outside of school about what you have been doing in class?

- If yes, what did you talk about?
- If no, any reasons why?

10. *Remind students that this conversation is confidential and anything said here is not to be taken outside of the group.* You don't need to say if you don't want to, but we'd like to know has anyone been tempted to, or tried, smoking for the first time in the last year?

- Did you think about the *Operation Smoke Storm* lessons you had last year when you were deciding whether to try smoking? (e.g. did they remember/think about anything in particular)

Closing questions/remarks

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

Year 7 PSHE Teacher Interview Guide (Phase 2)

Aims and Objectives

1. Evaluate the acceptability of the Year 7 *Operation Smoke Storm* and identify ways to improve/refine the resource.
2. Evaluate the acceptability of the take home booklet and identify ways to improve/refine the resource to increase family/caregiver participation.

Introduction

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

Smoking Delivery via PSHE (for those who have not taught Operation Smoke Storm before)

1. Have you ever received any training on how to address smoking?
 - When and how often e.g. during your PGCE, inset days?

Year 7 Operation Smoke Storm lessons (to ask those who taught Operation Smoke Storm last year)

2. Compared to last year, what do you think of the refined package?
 - (If not mentioned) - What changes have you noticed?
 - Was there anything in particular you thought was better?
 - Is there still anything that you feel should be changed?
 - Probes for all the above: timings (reach the end?), variety in activities, student ability, discussion points, teacher hand book and lesson plans provided.
 - How confident did you feel about delivering the lessons?
 - Probe how this compared to last year.
 - Move to Q5.

Year 7 Operation Smoke Storm lessons (to ask those who did not teach Operation Smoke Storm last year)

3. Before the start of the lessons how confident did you feel in what you were doing?
 - How did you find the level of information you were given beforehand?
 - Any improvements needed?
 - How did you prepare? (e.g. time spent)
 - What did you think of the teacher's handbook and lesson plans provided?
 - Level of detail, layout, introductory information, Q&As.
4. What did you think about the *Operation Smoke Storm* resource?
 - Was there anything in particular that you liked?

- Anything you didn't like?
- Probes: timings (reach the end?), variety in activities, student ability, use of discussion points.
- Did you experience any problems?
- Last year one of the comments was that the objectives of each session weren't clear and that students didn't know that they were ultimately aiming towards a presentation. Do you think this was still a problem this year? Were the objectives clear?
- Did you mark the presentations / pick a winner?

5. What did the students think of *Operation Smoke Storm*?

- Which aspects do you think the students were most engaged with?
- Were there aspects they found too difficult/easy or particularly did/did not enjoy?
- Did it raise any concerns among students?
- Teachers' ability to respond to their concerns/questions
- Explore family responses.

6. If not raised, ask if they completed the cover page tick boxes on student handbook and played the final video/gave students password to outtakes video.

7. Family component – ask if the teacher looked at the take home booklet.

- What did you think of it?
- How important do you think having a take home booklet is?
- How did students respond to the booklet?
- Did they take it home? Did any of them discuss it with you? Were there aspects they found too difficult/easy or particularly did/did not enjoy?
- Do you know whether students completed the activities (with/without parents)?
- Did you talk about it in the following lessons?

- What responses, if any, did you have from parents?
 - Can you think of any ways in which the booklet could be improved? E.g. to improve parental engagement?
8. To what extent do you feel the *Operation Smoke Storm* resource as a whole may help to prevent the uptake of smoking by Year 7 students?)
9. Can you think of any ways it could be improved for students and to engage more parents?

Research Process

10. How did you find research activities around the delivery of *Operation Smoke Storm*?
- Were the instructions clear on what you needed to do with respect to the questionnaires and focus groups?
 - Did students require help completing the questionnaires?
 - Can you think of any ways in which this process could be improved?

Closing questions/remarks

- Is there anything that we haven't talked about that is important to you about your experience of *Operation Smoke Storm*?
- Check if they have any more questionnaires to return/number of children that opted out.
- Any questions?
- Thank participant for their time.

Year 8 PSHE Teacher Interview Guide (Phase 2)

Aims and Objectives

1. Evaluate the acceptability of the Year 8 *Operation Smoke Storm* booster sessions and identify ways to improve/refine them.

Introduction

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

Smoking Delivery via PSHE

1. Have you ever received any training on how to address smoking?
 - When and how often e.g. during your PGCE, inset days?
2. Did you hear about Operation Smoke Storm last year?
 - What do they know about it - explain *Operation Smoke Storm* if they had not heard about it.

3. How was the *Operation Smoke Storm* booster component introduced to you?
 - Before the start of the lessons how confident did you feel in what you were doing?
 - How did you find the level of information you were given beforehand?
 - Any improvements?
 - How did you prepare? (e.g. time spent)
 - What did you think of the teacher's handbook and lesson plans provided?
 - Level of detail, layout, introductory information, Q&As.

4. What did you think about the booster component?
 - What did you like?
 - What didn't you like?
 - Did you experience any problems?
 - Timings, managing discussions.
 - Do you feel that it caters for a range of student abilities?

5. What did students think of the booster lesson(s)?

6. Which aspects do you think the students were most engaged with?
 - Was there anything in particular that they did/did not enjoy?
 - Were there aspects they found too difficult/easy?
 - Student engagement, student's reactions, how effective it was for raising awareness.
 - Students' questions and teachers' confidence in dealing with them.

7. To what extent do you feel the booster session may help to prevent the uptake of smoking by Year 8 students?

8. Can you think of any ways in which we could improve the booster component for next time?

Research Process

9. We want to know if there's anything we can improve in terms of logistics of completing/collecting questionnaires and organising focus groups. How did you find research activities around the delivery of *Operation Smoke Storm*?
 - Were the instructions clear on what you needed to do with respect to the questionnaires and focus groups?
 - Did students require help completing the questionnaires?
 - Can you think of any ways in which this process could be improved?

Closing questions/remarks

- Is there anything that we haven't talked about that is important to you about your experience of *Operation Smoke Storm*?
- Check if they have any more questionnaires to return.
- Any questions?
- Thank participant for their time.

Paired Student-Family/Caregiver Interview Guide (Phase 2)

Aims and Objectives

1. Evaluate the acceptability of the family/caregiver component of *Operation Smoke Storm* and identify ways to improve/refine it.

Introduction

- Thank individuals for taking part in the family/caregiver component. Explain the purpose of the interview.
- We would like to hear your honest views and opinions of the family/caregiver component that you received/took part in to help us to improve it in the future. In particular, we are interested in finding out why you decided to take part, what you liked/disliked about the intervention, and how it could be improved.
- Statement on confidentiality, right to withdraw consent, recording of the interview: We would like to reassure you that all data relating to yourselves will be kept strictly confidential by the research team. The recording of this interview and any quotes used in study reports will not identify any of you in any way. Your participation is entirely voluntary and you are free to withdraw at any time without giving a reason.
- Ask if the participants have any questions before starting the interview.
- Check student/parent/caregiver still happy to take part and that consent form has been signed.

Note to interviewer: unless directly stated, engage both the student and parent in the questions.

We'd first like to explore your views on smoking, then go on to discuss the lessons your son/daughter has been doing on smoking and the booklet that they brought home.

General views about smoking (direct towards parents/caregivers)

1. How much of a problem do you think smoking is among young people (11-19yrs)? Give some general smoking prevalence data for this age group.
2. How important do you think it is for schools to cover smoking with students?

3. Are you aware of anything the school does to try and prevent smoking uptake among their students?

Operation Smoke Storm

4. Do you remember receiving the letter that was sent home about *Operation Smoke Storm*? (probe what they remembered about the letter)
 - What did they think about their child receiving the lessons?
 - Did you ever discuss together what they had done during lessons etc.?
 - If do not know/have little knowledge, summarise the package and what was involved

Family/Caregiver Component

Briefly explain the family/caregiver component of *Operation Smoke Storm*, its purpose and how it fits with the research study.

5. Find out if parent had seen the booklet (if not alluded to - how were you made aware of it?), if not then focus on students' views on it.
 - What did you think about the booklet?
 - Did you do any of the activities?
 - How many completed, how much read?
 - What did you like about it? (particular activities)
 - What didn't you like? (particular activities)
6. How did you go about completing the activities, did you work together on anything? (probe reasons for/not working together)
 - If did work together, unpick the activities completed together.
 - What did you think about doing the activity together?
 - If didn't work together, who did the activity and why didn't you do it together?
 - Did you know you could?

- How could we better encourage you to do it together next time?
 - Ask what they thought about the range of activities.
7. Before receiving the booklet, had you ever talked about smoking with each other?
- What did you talk about? (what/who initiated the discussion)
 - If not, any reasons why?
8. Did you have any conversations about smoking during or after completing the booklet?
- What did you talk about?
 - Who initiated the conversation e.g. did the student approach the parent or vice versa?
 - [To parent] How confident did you feel in talking to your son/daughter about [the topic]?
 - [To parent] Is there any additional information or support that could be provided in the booklet?
 - [To the student] Did you talk about the booklet/smoking with anyone else?
9. How important and effective do you think a booklet like this is in helping families talk to their children about not taking up smoking?
10. This booklet has been designed for families/caregivers, to complement and continue the smoking message outside of the *Operation Smoke Storm* lessons. Can you think of any ways this component could be improved e.g. to enhance engagement of other parents, additional support to start a conversation about smoking?

Closing questions/remarks

- Is there anything that we haven't talked about that is important to you about your experience of *Operation Smoke Storm* and perhaps smoking in general?
- Check if they have any more questionnaires to return.
- Any questions?
- Thank participant for their time.