

## **PARENT DOCUMENTS**

- 1. If I were Jack parent/guardian survey**
- 2. Online survey schedule for parents/guardians**

## **PUPIL DOCUMENTS**

- 3. Pupil comment sheet**
- 4. Pupil questionnaire**

## **SCHOOL DOCUMENTS**

- 5. Health economics implementation costs schedule**

## **TEACHER DOCUMENTS**

- 6. Focus group topic guide for pupils – questionnaire development**
- 7. Interview topic guide – intervention group – feasibility study**
- 8. Interview topic guide – comparison group – feasibility study**
- 9. Teacher Resource Use Questionnaire**

## **RESEARCHER DOCUMENTS**

- 10. Field note/observation form**

# 1. IF I WERE JACK PARENT/GUARDIAN SURVEY

## Parent/Guardian-Pupil Homework Activity

**Instructions:** Explain to your parent(s)/guardians(s) (or other trusted adult) that you are learning about teenage pregnancy and its consequences. Tell them that you watched a video called *If I Were Jack* which told the story of a young couple who experienced an unplanned pregnancy. Ask your parent(s) to watch the video (explain that it lasts for 15 minutes) or to read the video script excerpt. When they have finished, start a conversation with them using the questions below. Write their answers in the space provided.

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

2. If you were Jack (or Emma's) parent what would you say when they told you that Emma was pregnant?

3. What would you advise them to do? Why?

## 2. Online Survey Schedule (Parents/Guardians)

### **Increasing boys' and girls' intention to avoid teenage pregnancy: feasibility trial of an interactive video-drama based intervention in post-primary schools in Northern Ireland**

- Impressions of participating in the homework exercise
- Good and bad aspects of the homework exercise
- Is the homework exercise meaningful for girls as well as boys
- (If applicable) Impressions of participating in the parents' discussion and information session
- (If applicable) Good and bad aspects of the parents' discussion and information session
- Thoughts on what might be included on project website for parents

### 3. Pupil Comment Sheet

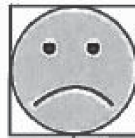
So now we've come to the end we would like to ask... How was it taking part in the Jack Trial?

Write below good and bad things about taking part in the research. For example, you might think about things like filling in the questionnaire, the questions we asked, the research team, missing classes so you could take part, the chocolates/sweets and anything else that you can think of.

Thank you!



**Good things**



**Bad things**

Is there anything that you think we should change the next time we do research like this? Write your thoughts below.



THE KNOWLEDGE, ATTITUDES  
& BELIEFS ABOUT

TEENAGE PREGNANCY

QUESTIONNAIRE

4. Pupil Questionnaire  
FOLLOW-UP 2

*This project was funded by the National Institute for  
Health Research Public Health Research Programme*

*(Project number 12/153/26)*



***National Institute for  
Health Research***

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

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

Don't spend much time on any one question; make a choice and move to the next.

Don't ask others how they are answering their questions or how they think you should answer yours.

Young people do sexual things at different ages.

Many of you may not have had any sexual experiences.

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

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

**If there are any questions you don't understand, look at the list of definitions at the end of the questionnaire but please ask us if you need any help.**

**YOUR ANSWERS ARE CONFIDENTIAL**

**So, please be honest about how you feel and what you think!**

PLEASE NOTE: As the questionnaire is confidential, we will not be able to trace it back to you. Therefore, if you write in the questionnaire about something that is upsetting or worrying you or someone else we will not be able to do anything about it or help you in any way because we won't know who filled in the questionnaire. If anything is worrying you, you should speak to your parents/guardians or teacher or you can contact Child Line free on **0800 1111**



## ABOUT YOURSELF

<b>1.</b>	<b>Are you...</b> <input checked="" type="checkbox"/>	(Tick one)	<input type="checkbox"/> Male	<input type="checkbox"/> Female
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<b>2.</b>	<b>What is your date of birth?</b>	D	D	/	M	M	/	Y	Y	Y	Y

<b>3.</b>	<b>Do you know your postcode?</b> If yes, your postcode is...  An example is Another example	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [B] [T] [9] [5] [4] [F] [Z] <input type="checkbox"/> [B] [T] [1] [ ] [3] [L] [B]
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<b>4.</b>	<b>What do you think you will be doing when you leave school?</b>	(Tick one) <input checked="" type="checkbox"/>  <input type="checkbox"/> At college or university full-time <input type="checkbox"/> At college or university part-time and working <input type="checkbox"/> Working full-time <input type="checkbox"/> Working part-time <input type="checkbox"/> On a training scheme <input type="checkbox"/> Unemployed – <i>Go to Question 4a</i> <input type="checkbox"/> Other – <i>Go to Question 4b</i>
4a	Write in why you think you will be unemployed:	_____  _____
4b	If other, please write in...	_____

<b>5.</b>	<b>Have you felt sexually attracted...</b>	(Tick one) <input checked="" type="checkbox"/>  <input type="checkbox"/> Only to females, never to males  <input type="checkbox"/> More often to females, and at least once to males
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	<p style="text-align: right;"><input type="checkbox"/> About equally often to females and to males</p> <p style="text-align: right;"><input type="checkbox"/> More often to males, and at least once to females</p> <p style="text-align: right;"><input type="checkbox"/> Only to males, and never to females</p> <p style="text-align: right;"><input type="checkbox"/> I have never felt sexually attracted to anyone</p>
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**ABOUT YOUR FAMILY**

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

<b>6.</b>	<p><b>Who are you currently living with?</b> (Tick one) [<input checked="" type="checkbox"/>, ]</p> <p style="background-color: #e0f2f1;">If more than one category applies. Please pick the one that you spend <u>the most</u> time with.</p> <p style="text-align: right;"><input type="checkbox"/> Both parents in same household</p> <p style="text-align: right;"><input type="checkbox"/> Mother only</p> <p style="text-align: right;"><input type="checkbox"/> Father only</p> <p style="text-align: right;"><input type="checkbox"/> Mother and Partner or Step Father</p> <p style="text-align: right;"><input type="checkbox"/> Father and Partner or Step Mother</p> <p style="text-align: right;"><input type="checkbox"/> Grandparents only</p> <p style="text-align: right;"><input type="checkbox"/> Foster care</p> <p style="text-align: right;"><input type="checkbox"/> Residential care</p> <p style="text-align: right;"><input type="checkbox"/> Others</p> <p>If others please write in... _____</p>
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<b>7.</b>	<p><b>How well off do you think your family is financially?</b> (By this we mean how well-off your family is in terms of money) (Tick one) [<input checked="" type="checkbox"/>, ]</p> <p style="text-align: right;"><input type="checkbox"/> Very well off</p> <p style="text-align: right;"><input type="checkbox"/> Well off</p> <p style="text-align: right;"><input type="checkbox"/> Average</p> <p style="text-align: right;"><input type="checkbox"/> Not very well off</p> <p style="text-align: right;"><input type="checkbox"/> Not at all well off</p>
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Don't Know

8. Do you get free school meals?

(Tick one) [✓]

Yes

No

Don't Know

9. How would you describe your parents / guardians?

My parents / guardians...

(Tick one box per line) [✓]

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
sense when I'm upset about something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
try to control everything I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
encourage me to talk about my difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
treat me like a baby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## MORE ABOUT YOU

In questions that follow: **‘sex’** and **‘penetrative sex’** and **‘sexual intercourse’** all mean:  
a man putting his penis into a woman’s vagina or **‘going the whole way’**

**‘Contraception’** means using artificial ways of avoiding pregnancy.

**‘Condoms’** or **‘the pill’** are both examples of contraception.

**‘Unintended pregnancy’** is a pregnancy that is not planned, not expected,  
and not wanted at that time.

**10. When thinking about future sexual encounters over the new few months or years, how likely is it that you would...**

<i>(Tick one box per line)</i> [✓]	Extremel y likely	Somewhat likely	Not Sure	Somewhat unlikely	Extremel y unlikely
Be able to get contraceptives	[ ]	[ ]	[ ]	[ ]	[ ]
Feel OK about saying no if you did not want to have sex	[ ]	[ ]	[ ]	[ ]	[ ]
Talk to your parents about avoiding an unintended pregnancy	[ ]	[ ]	[ ]	[ ]	[ ]
Know where to get advice about contraception	[ ]	[ ]	[ ]	[ ]	[ ]
Feel comfortable about carrying condoms	[ ]	[ ]	[ ]	[ ]	[ ]
Have sex if you were drunk or high	[ ]	[ ]	[ ]	[ ]	[ ]
Think about the consequences of an unintended pregnancy	[ ]	[ ]	[ ]	[ ]	[ ]
Say no to sex unless you had contraception	[ ]	[ ]	[ ]	[ ]	[ ]
Think about not having sex until you are older	[ ]	[ ]	[ ]	[ ]	[ ]
Talk to your partner about using contraception	[ ]	[ ]	[ ]	[ ]	[ ]
Share the responsibility for using contraception with your partner	[ ]	[ ]	[ ]	[ ]	[ ]
Take into account what your parents might think about you having sex	[ ]	[ ]	[ ]	[ ]	[ ]
Take into account what your parents might think about you using contraception	[ ]	[ ]	[ ]	[ ]	[ ]
Discuss ways to avoid unintended pregnancy with your partner	[ ]	[ ]	[ ]	[ ]	[ ]
Resist the influence of peer pressure to have sex	[ ]	[ ]	[ ]	[ ]	[ ]

## ALCOHOL & DRUGS

**11. Have you ever taken an alcoholic drink (Tick one) [✓]  
(not just a taste or a sip)?**

Yes (*Go to Question 12*)

No (*Go to Question 13*)

12. **Since you completed the last questionnaire in June 2015, how often have you got drunk?** (*Tick one*) [✓]

Never

Less than once a month

About 2 or 3 times a month

About once a week

More than once a week

<b>13.</b>	<b>Have you ever taken other drugs (not alcohol)?</b>	<i>(Tick one)</i> [✓]
		[ ] Yes <i>(Go to Question 14)</i>
		[ ] No <i>(Go to Question 15)</i>

<b>14.</b>	<b>Since you completed the last questionnaire in June 2015, how often have you used the following drugs?</b>					
	<i>(Tick one box per line)</i> [✓]	Never	Less than once a month	About 2 or 3 times a month	About once a week	More than once a week
	Legal highs (e.g. herbals)	[ ]	[ ]	[ ]	[ ]	[ ]
	Cannabis	[ ]	[ ]	[ ]	[ ]	[ ]
	Other drugs (e.g. ecstasy, magic mushrooms, LSD, cocaine, heroin)	[ ]	[ ]	[ ]	[ ]	[ ]

### KNOWLEDGE

<b>15.</b>	<b>Do you think the following statements are ‘true’ or ‘false’? If you don’t know that answer tick ‘not sure’.</b>			
	<i>(Tick one box per line)</i> [✓]	True	False	Not Sure
	Washing the vagina after penetrative sex will help to prevent pregnancy.	[ ]	[ ]	[ ]
	A girl <u>can</u> get pregnant even if the boy withdraws his penis (pulls out) before ejaculation (coming).	[ ]	[ ]	[ ]
	Contraception (when used correctly) provides as much protection against pregnancy as not having sex.	[ ]	[ ]	[ ]
	The rhythm method (only having sex during the few days before and after a woman’s period) is as safe as using a condom in preventing pregnancy.	[ ]	[ ]	[ ]
	When teenagers have penetrative sex <u>for the first time</u> , most of them use condoms.	[ ]	[ ]	[ ]
	Teenage men can seek advice from pregnancy counsellors.	[ ]	[ ]	[ ]
	More than half of all teenagers in Northern Ireland have had penetrative sex by the time they are 16.	[ ]	[ ]	[ ]

<b>16.</b>	<b>What is the legal age of consent (the age at which you can legally first have sex) in Northern Ireland?</b>
	Write in... _____ years

<b>17.</b>	<b>Can you think of any health services, clinics or places you could visit if you wanted to get the following?</b>
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Free Contraception	(Write in)
Advice on sexual health (e.g. pregnancy, sexually transmitted infections)	(Write in)

<b>18.</b>	<p><b>Can you think of any websites which provide information on sexual health, relationships and pregnancy?</b></p> <p>_____</p> <p>(Write in) _____</p>
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**ATTITUDES & BELIEFS**

In the following section a **‘sexual partner’** means someone you have had penetrative sex with and a **‘potential partner’** means someone who you might consider having penetrative sex with in the future.

<b>19.</b>	<p><b>Whose responsibility is it to prevent unintended pregnancy?</b></p> <p>Put an X on the line below to show how much responsibility you think boys and girls should have. For example, if you think girls should have more responsibility than boys, put an X on the line closer to girl; if you think boys should have more responsibility than girls, put an X on the line closer to boy; If you think boys and girls should have equal responsibility, put an X in the middle of the line.</p> <div style="text-align: center;"> <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">100%</td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="border-right: 1px solid black; padding: 5px;"> </td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">Boy</td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;">Girl</td> </tr> </table> </div>	100%													100%	Boy													Girl
100%													100%																
Boy													Girl																

<b>20.</b>	<p><b>In this section, we want to know how comfortable or uncomfortable you are doing different things. Being “uncomfortable” means it is difficult for you and makes you nervous and uptight. For each item, tick the box that describes you best.</b></p> <p><b>How comfortable are you...</b></p> <p><i>(Tick one box per line)</i> [✓]</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 12.5%; text-align: center;">Comfortable</th> <th style="width: 12.5%; text-align: center;">A little Uncomfortable</th> <th style="width: 12.5%; text-align: center;">Somewhat Uncomfortable</th> <th style="width: 12.5%; text-align: center;">Very Uncomfortable</th> </tr> </thead> <tbody> <tr style="background-color: #e0f2f1;"> <td><b>IF YOU ARE A GIRL:</b> Talking with a boyfriend about avoiding pregnancy</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> </tr> <tr> <td><b>IF YOU ARE A BOY:</b> Talking with a girlfriend about avoiding pregnancy</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> </tr> <tr style="background-color: #e0f2f1;"> <td><b>GIRLS &amp; BOYS:</b> Talking with parents about avoiding pregnancy</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> <td style="text-align: center;">[ ]</td> </tr> </tbody> </table>		Comfortable	A little Uncomfortable	Somewhat Uncomfortable	Very Uncomfortable	<b>IF YOU ARE A GIRL:</b> Talking with a boyfriend about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]	<b>IF YOU ARE A BOY:</b> Talking with a girlfriend about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]	<b>GIRLS &amp; BOYS:</b> Talking with parents about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]
	Comfortable	A little Uncomfortable	Somewhat Uncomfortable	Very Uncomfortable																	
<b>IF YOU ARE A GIRL:</b> Talking with a boyfriend about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]																	
<b>IF YOU ARE A BOY:</b> Talking with a girlfriend about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]																	
<b>GIRLS &amp; BOYS:</b> Talking with parents about avoiding pregnancy	[ ]	[ ]	[ ]	[ ]																	





Control your sex urges while under the influence of alcohol or drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose when and with whom to have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refuse to do something sexually which you don't feel comfortable about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be able to get condoms/contraceptives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss contraception with a doctor or health professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admit being sexually inexperienced to your sexually experienced peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reject an unwanted sexual advance from someone other than your boyfriend/girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reject an unwanted sexual advance from someone if you were under the influence of drugs or alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose to delay sex until you are older.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22.	<b>Please mark the box that matches your opinion about these statements concerning a man's role. Mark one box only for each question.</b>				
	<i>(Tick one box per line)</i> [✓]	Strongly Disagree	Disagree	Agree	Strongly Agree
	It is essential for a guy to get respect from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A man always deserves the respect of his wife/partner and children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I admire a guy who is totally sure of himself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A guy will lose respect if he talks about his problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A young man should be physically tough, even if he is not big.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It bothers me when a boy acts like a girl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't think that a husband/partner should have to do housework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men are always ready for sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>23.</b>	<b>Read the statements below and choose the response that best describes your degree of agreement/disagreement with each statement. Tick only one response for each statement.</b>					
	<i>(Tick one box per line)</i> [✓]	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	My mother would feel okay about me having sex with many different people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I am uncomfortable around people who spend much of their time talking about their sexual experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My father would feel upset if he thought I was having sex with many different people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Among my friends, men who have the most sexual experience are the most popular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My friends disapprove of being involved with someone who is known to be sexually 'easy'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	According to my parents, having sexual intercourse is an important part of my becoming an adult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Most of my friends don't approve of having multiple sexual partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My friends and I enjoy telling each other about our sexual experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My parents emphasise that sex and intimacy should always be linked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Most of my friends believe that you should only have sex in a serious relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Among my friends alcohol is used to get people to have penetrative sex with you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My parents would disapprove of my being sexually active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>23.</b>	<b>Read the statements below and choose the response that best describes how you feel about each statement. Tick only one response for each statement.</b>					
	<i>(Tick one box per line)</i> [✓]	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	My friends approve of being involved with someone just for sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My friends brag about their sexual exploits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My friends suggest sexual partners to each other who are known to be sexually easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My parents encourage me to have sex with many people before I get married.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Among my friends, people seldom discuss their sexuality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Among my friends, women who have the most sexual experience are the most popular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My father would feel okay about my having casual sexual encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My mother would only approve of me having sex in a serious relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My parents never say anything about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### BEHAVIOUR

<b>24.</b>	<b>Have you ever experienced penetrative sex (penis-vagina) with another person?</b>	<i>(Tick one)</i> [✓]
		<input type="checkbox"/> Yes <i>(Go to Question 25)</i>
		<input type="checkbox"/> No <i>(Go to Question 43)</i>

<b>25.</b>	<b>If yes, what age were you the FIRST time?</b>
	Write in... _____ years

<b>26.</b>	<b>How many people have you had penetrative sex (penis-vagina) with EVER?</b>	<i>(Tick one)</i> [✓]
		<input type="checkbox"/> One

	<input type="checkbox"/> Between 2 and 5 <input type="checkbox"/> Between 6 and 10 <input type="checkbox"/> More than 10
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27.	<p><b>Thinking about ALL the times you have had sex EVER. How often were you or your partner protected against pregnancy? (Do not count the withdrawal method or emergency contraception – “the morning after pill”)</b></p> <p>(Tick one) [✓]</p> <input type="checkbox"/> Never <input type="checkbox"/> Not very often <input type="checkbox"/> About half the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Always
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28.	<p><b>How many times have you had penetrative sex (penis-vagina) since you completed the last questionnaire in June 2015?</b> (Tick one) [✓]</p> <input type="checkbox"/> Not since June 2015 <input type="checkbox"/> Once <input type="checkbox"/> Between 2 and 5 times <input type="checkbox"/> Between 6 and 10 times <input type="checkbox"/> Between 11 and 20 times <input type="checkbox"/> More than 20 times
-----	--

29.	<p><b>When was the last time you had penetrative sex (penis-vagina) with someone?</b> (Tick one) [✓]</p> <input type="checkbox"/> Less than a week ago <input type="checkbox"/> More than a week but less than a month ago <input type="checkbox"/> 1-4 months ago <input type="checkbox"/> More than 4 months ago
-----	---

30.	<p><b>The last time you had penetrative sex, did you or your partner use any form of contraception?</b> (Tick one) [✓]</p>
-----	--

	<input type="checkbox"/> None for me, don't know about partner <i>(Go to Question 32)</i>
	<input type="checkbox"/> None for either of us <i>(Go to Question 32)</i>
	<input type="checkbox"/> Yes <i>(Go to Question 31)</i>

31.	<b>If yes, please tick all contraceptives that you used <u>the last time you had sex</u>:</b>	(Tick all that apply) [ <input checked="" type="checkbox"/> ]
	If other, please write in name...	<input type="checkbox"/> The Pill, contraceptive patch, or contraceptive vaginal ring <input type="checkbox"/> Condoms (including female condoms) <input type="checkbox"/> Emergency contraceptive pill (morning after pill) <input type="checkbox"/> Injection <input type="checkbox"/> Contraceptive implant <input type="checkbox"/> Withdrawal method (boy pulls out before coming) <input type="checkbox"/> Intrauterine device (coil/IUD/IUS) <input type="checkbox"/> Diaphragm or cap or spermicide <input type="checkbox"/> Natural family planning (safe period/rhythm method) <input type="checkbox"/> Don't know name of the contraception <input type="checkbox"/> Other <hr/> <hr/>

32.	<b><u>For boys only</u> (girls go to Q33):</b> <b>Have you ever got a girl pregnant?</b>	(Tick one) [ <input checked="" type="checkbox"/> ]
		<input type="checkbox"/> Yes <i>(Go to Question 34)</i>
		<input type="checkbox"/> No <i>(Go to Question 39)</i>
		<input type="checkbox"/> Don't know <i>(Go to Question 39)</i>

33.	<b><u>For girls only</u> (boys go to Q34):</b> <b>Have you ever been pregnant?</b>	(Tick one) [ <input checked="" type="checkbox"/> ]
		<input type="checkbox"/> Yes <i>(Go to Question 34)</i>
		<input type="checkbox"/> No <i>(Go to Question 38)</i>
		<input type="checkbox"/> Don't know <i>(Go to Question 38)</i>

<b>34.</b>	<b>How many months ago did you/she get pregnant?</b>	(Tick one) [✓]  <input type="checkbox"/> Less than one month ago <input type="checkbox"/> Between 2 and 5 months ago <input type="checkbox"/> Between 6 and 9 months ago <input type="checkbox"/> Between 10 and 12 months ago <input type="checkbox"/> More than a year ago <input type="checkbox"/> Don't know
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<b>35.</b>	<b>What happened with the pregnancy?</b>	(Tick one) [✓]  <input type="checkbox"/> Still pregnant <input type="checkbox"/> Miscarriage <input type="checkbox"/> An abortion <input type="checkbox"/> A baby <input type="checkbox"/> Don't know
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<b>36.</b>	<b><u>For girls only</u></b> (boys go to Q37): <b>Just before I became pregnant...</b>	<i>(Please tick the statement which <u>most</u> applies)</i> [✓]  <input type="checkbox"/> I intended to get pregnant <input type="checkbox"/> My intentions kept changing <input type="checkbox"/> I did not intend to get pregnant
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<b>37.</b>	<b><u>For boys only</u></b> (girls go to Q38): <b>Just before my partner became pregnant...</b>	<i>(Please tick the statement which <u>most</u> applies)</i> [✓]  <input type="checkbox"/> I intended for my partner to get pregnant <input type="checkbox"/> My intentions kept changing <input type="checkbox"/> I did not intend for my partner to get pregnant
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<b>38.</b>	<b><u>For girls only</u></b> : Since June 2015, how many male partners have you had sex with?	(Tick one) [✓]  <input type="checkbox"/> One <input type="checkbox"/> Between 2 and 5 <input type="checkbox"/> Between 6 and 10 <input type="checkbox"/> More than 10
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39.	<p><b>For boys only: Since June 2015, how many female partners have you had sex with?</b></p>	<p><i>(Tick one)</i> [✓]</p> <p><input type="checkbox"/> One</p> <p><input type="checkbox"/> Between 2 and 5</p> <p><input type="checkbox"/> Between 6 and 10</p> <p><input type="checkbox"/> More than 10</p>
40.	<p><b>Since you completed the last questionnaire in June 2015, how many times have you had penetrative sex (penis-vagina) without a condom?</b></p>	<p><i>(Tick one)</i> [✓]</p> <p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> Once</p> <p><input type="checkbox"/> Between 2 and 5 times</p> <p><input type="checkbox"/> Between 6 and 10 times</p> <p><input type="checkbox"/> Between 11 and 20 times</p> <p><input type="checkbox"/> More than 20 times</p>
41.	<p><b>Since June 2015, have you had penetrative sex <u>when you did not want to</u> with a boyfriend, girlfriend or one night stand?</b></p>	<p><i>(Tick one)</i> [✓]</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
42.	<p><b>Since June 2015, have you had any of the following sexually transmitted infections (STIs)?</b></p>	<p><i>(Tick all that apply)</i> [✓]</p> <p><input type="checkbox"/> Chlamydia</p> <p><input type="checkbox"/> Genital Warts</p> <p><input type="checkbox"/> Herpes</p> <p><input type="checkbox"/> Gonorrhoea</p> <p><input type="checkbox"/> Pubic Lice</p> <p><input type="checkbox"/> Trichomonas (TV)</p> <p><input type="checkbox"/> Syphilis</p> <p><input type="checkbox"/> HIV</p> <p><input type="checkbox"/> Hepatitis</p> <p><input type="checkbox"/> Pelvic Infection (PID)</p> <p><input type="checkbox"/> Vaginal thrush (Candida, Yeast)</p>

	Infection)
	[ ] Can't remember the name
	[ ] None
	[ ] Other
	Other, please write in name... _____ _____

<b>43.</b>	<b>Since June 2015, have you chosen to delay sex because...</b>		
	<i>(Tick one box per line)</i> [✓]	Yes	No
	you did not have contraception available in time	[ ]	[ ]
	your parents would not approve	[ ]	[ ]
	you were under the influence of alcohol or drugs	[ ]	[ ]
	you believe you should wait until you are older	[ ]	[ ]
	it was not the right partner	[ ]	[ ]

<b>44.</b>	<b>How easy or difficult would it be for you to:</b>					
	<i>(Tick one box per line)</i> [✓]	Very Easy	Easy	Not Sure	Difficult	Very Difficult
	Get condoms of your own	[ ]	[ ]	[ ]	[ ]	[ ]
	Suggest using condoms to a partner	[ ]	[ ]	[ ]	[ ]	[ ]
	Use a condom properly	[ ]	[ ]	[ ]	[ ]	[ ]

<b>45.</b>	<b>How do you feel about the questions you were asked in this questionnaire? Did you feel...</b>	
	<i>(Tick one)</i> [✓]	
	[ ]	Comfortable answering all the questions
	[ ]	Comfortable answering most of the questions
	[ ]	Uncomfortable answering most of the questions
	[ ]	Uncomfortable answering all the questions



## THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

**46. Is there anything else that you'd like to add?**

For example, any comments about the answers that you gave or about this questionnaire?

**Here are some definitions of the words we have used in this questionnaire:**

<b>Word</b>	<b>Definitions</b>
<b>Sex</b>	Sexual activity, including specifically sexual intercourse (also called going the whole way, sexual intercourse, making love).
<b>Sexual Intercourse</b>	Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina (also called going the whole way, intercourse, making love).
<b>Penetrative Sex</b>	Sexual contact between a male and a female involving the insertion of a man's erect penis into a woman's vagina (also called going the whole way, sexual intercourse, making love).
<b>Unintended Pregnancy</b>	A pregnancy that is not planned, not expected and not wanted at that time.
<b>Contraception</b>	Using artificial ways of avoiding pregnancy. Condoms and 'the pill' are both types of contraception.
<b>Condom</b>	A thin rubber sheath worn on a man's penis during sexual intercourse as a contraceptive or as a protection against infection.
<b>The Pill</b>	A pill taken by women which contains hormones that prevent pregnancy.
<b>Sexual Advance</b>	Can be used to describe an attempt by one person to gain sexual favour with another (also called 'come on to' or 'pull').
<b>Sexuality</b>	Can be used to describe a person's sexuality or preference e.g. whether you are sexually attracted to males, females, both males and females, or have never been attracted to anyone.
<b>Sexually Active</b>	Can be used to describe a person who participates in sexual intercourse.
<b>Sexual partner</b>	Someone you have had sexual intercourse with.
<b>Potential Partner</b>	Someone you might consider having sexual intercourse with in the future.
<b>Sexual Encounter</b>	To have sexual intercourse with another person.

<b>Sexual Exploits</b>	The people you've had sexual intercourse with in the past.
<b>Sexually Easy</b>	Can mean someone who agrees to have sexual intercourse with others without difficulty.
<b>Legal High</b>	Substances which produce similar effects to illegal drugs (such as cannabis and ecstasy) but that are not yet controlled under the Misuse of Drugs Act. They cannot be sold for human consumption so they are often sold as bath salts or plant food to get round the law.
<b>Manipulate</b>	To control or influence (a person or situation) cleverly or dishonestly.

**ONLY DO THESE IF YOU FINISH EARLY!**

Sudoku Easy

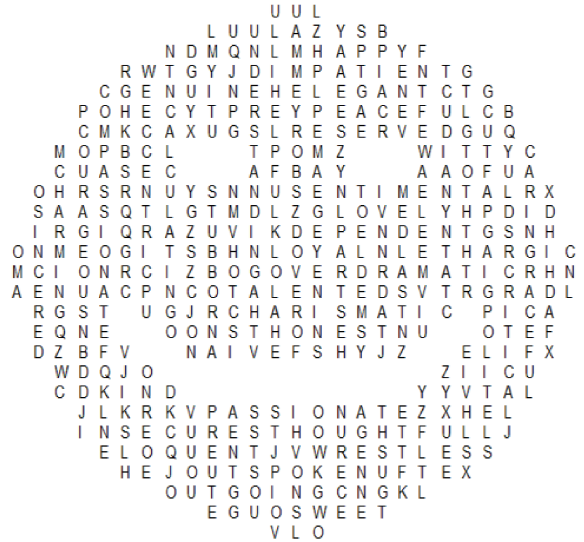
Word searches

## Sudoku Medium

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

leetakeuchi.tumblr.com

The first four words  
you see describe you.



## Sudoku Hard

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

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

## Spongebob Characters

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

BUBBLE BASS  
SQUIDWARD  
PHIL  
MISS PRISS  
PLANKTON  
KAREN  
STRANGLER  
SQUILLIAM  
FOOFOY  
LARRY  
SANDY  
UDOW  
MRS PUFF  
SPONGEBOB  
PATRICK  
JIM  
MYSTERY  
MABLE  
PEARL  
REX

## 5. Implementation Costs Schedule

Item	Description	Note on intervention vs longer term costs
Teaching Staff Training	1. The development of a webinar	
	2. The development of an on-line forum and facebook page on project website	
	3. ¼ day training as part of RSE Teacher Training Day <ul style="list-style-type: none"> <li>○ including time to train the trainer and time for teachers and teaching release time (RSE training normally funded by Public Health Agency)</li> <li>○ and/or ¼ day individual training for teachers by researcher</li> </ul>	We will trial both these approaches to teacher training to test feasibility
	4. Downloading and copying of Trainers Guide. 5. Downloading and copying for teachers a single copy of: The Teachers booklet; The Pupil's booklet; The Parents' booklet & Factsheets. 6. A DVD for each.	We have sufficient paper based copies of all of these booklets for the feasibility trial along with copies of the DVD.
School Capital costs (equipment and space) to deliver intervention to pupils	1. A suite of computers to provide each pupil in each participating class (usually about 30 pupils) with an individual PC. 2. Computers with sound facility and individual headphones.	
School Capital costs (equipment and space) to deliver intervention to parents	1. An assembly hall with chairs and OHP. 2. Light refreshments. 3. Copies of the DVD for parents (to take away). 4. Copies of parents' booklets.	We have sufficient copies of booklet and DVD for sessions.
Teaching Materials	1. DVDs for each pupil, 2. Distribution costs of teacher, and pupil booklets and DVDs to schools vs. downloading of web versions of all (DVD and booklets).	We have sufficient DVDs and paper based copies for feasibility trial but we will test

		longer term costs of schools downloading them.
Teaching Time	<ol style="list-style-type: none"> <li>1. Time to download resources (versus time receive in the post/from researcher).</li> <li>2. Staff training time (noted above).</li> <li>3. Time to read/become familiar with lesson plans.</li> </ol>	
School Costs	<ol style="list-style-type: none"> <li>1. Secretarial time to send information letters to each parent/guardian.</li> <li>2. Postage of letters to parents</li> <li>3. Janitor support for parental evening.</li> </ol>	

## **6. Focus Group Topic Guide**

### **(Questionnaire Study)**

#### **Pupils**

**Increasing boys' and girls' intention to avoid teenage pregnancy: feasibility trial of an interactive video-drama based intervention in post-primary schools in Northern Ireland**

What did you think about the length of the questionnaire?

What did you find useful or interesting about the questionnaire?

What did you find difficult or confusing about the questionnaire?

When you talk about these issues with your friends what terms do you tend to use?

Were the terms used in the questionnaire a fair reflection of how you talk about these issues?  
If not, in what ways do they differ?

Did answering the questionnaire make you think differently about unintended pregnancy?

We have tried to include a number of important issues in regard to unintended pregnancy, do you think there are some we have missed?

Is there anything you think should be removed from the questionnaire?

## 7. Interview Topic Guides

### Intervention Group

#### **Increasing boys' and girls' intention to avoid teenage pregnancy: feasibility trial of an interactive video-drama based intervention in post-primary schools in Northern Ireland**

##### **Interviews with Teachers**

- The nature, quantity and quality of RSE currently taught in school
- Facilitators and barriers to teaching RSE currently in school
- How the teacher training session was organised
- The quality of the teacher training experience
- How the training session could be improved
- Thoughts on what might be included in a webinar for teacher training
- Impressions and thoughts on the intervention text materials
- What worked best in the classroom – what did not work so well?
- Perceived pupils' reactions
- Logistics of organising the parents' session
- Experience of running parents session – advantages/disadvantages

##### **Interviews with School Principals/Heads of Year**

- Experiences of dealing with unintended pregnancies in the school
- Facilitators and barriers to current RSE provision
- Experience of informing/including parents in RSE
- Experiences of facilitating the intervention

##### **Focus group Interviews with pupils**

- The nature, quantity and quality of RSE currently taught in school
- Impressions of participating in the intervention
- Good and bad aspects of the intervention
- Is the intervention meaningful for girls as well as boys?
- Thought on including parents and a parent-child homework piece in the intervention
- Thoughts on what might be included in a webinar for teacher training

##### **Focus group Interviews with parents**

- Impressions of participating in the intervention
- Good and bad aspects of the intervention
- Is the intervention meaningful for girls as well as boys?
- Thought on including parents and a parent-child homework piece in the intervention
- Thoughts on what might be included on project website for parents
- Generally barriers and facilitators to implementing RSE in schools



## **8 Interview Topic Guides**

### **Comparison Group**

#### **Increasing boys' and girls' intention to avoid teenage pregnancy: feasibility trial of an interactive video-drama based intervention in post-primary schools in Northern Ireland**

##### **Interviews with Teachers (at follow-up time point only)**

- The nature, quantity and quality of RSE currently taught in school
- The specific nature of RSE taught in schools during the intervention period
- The specific nature of RSE relating to teenage pregnancy taught in the school during the intervention period or prior year.
- Experiences of recruiting pupils to conduct cognitive interviews
- Experience of liaising with parents
- Experiences of being in the control group

##### **Interviews with School Principals/Heads of Year (at follow-up time point only)**

- Experiences of dealing with unintended pregnancies in the school
- Facilitators and barriers to current RSE provision
- Experience of informing/including parents in RSE
- Experiences of being in the control group

##### **Focus group cognitive Interviews with pupils on the questionnaire items**

- Overall impression of completing the questionnaires
- What was hard/easy to understand?
- What pupils thought was being asked in each of the battery of questions.

## 9. RESOURCE USE QUESTIONNAIRE



**Jack Trial**

### **School Administrator Resource Use Record**

This information will be used for reimbursement of postage expenses. It is also important for planning our future research as it will help us estimate staff and resources needed. Please provide as much detail as possible and indicate how long the activity took. If you forget to record this information at the time, you can estimate time taken but please indicate that it is an estimate on the form.

SCHOOL ID:

YOUR JOB TITLE:

<b>Date</b>	<b>Activity (what <u>exactly</u> did you do?)</b>	<b>Who did the activity (role <u>not</u> name)?</b>	<b>Time taken (mins)</b>
	Prepared and emailed Year 11 Class list		
	Prepared and printed Year 11 parent address labels		
	Attached address labels to envelopes		
	Prepared letters for posting to parents (franking machine or attached stamps?)		

	<b>Cost of postage (per letter or total)</b>		
	Anything else?		

Thank you very much for your help and for completing this form. Please return to Áine Aventin as soon as possible.

## FIELD NOTE/OBSERVATION FORM

<b>Your name</b>	
<b>Date &amp; Time</b>	
<b>School ID</b>	
<b>Data Collection Activity</b>	
<b>Describe what happened</b>	
<b>Any interesting observations?</b>	
<b>Any problems?</b>	

<b>Other notes</b>	