Supplementary File 3. Optimisation session discussion guides

Optimisation Session Wave 1 – Discussion Guide

Materials

- Discussion guide (2 copies)
- Participant attendance sheet (1 copy)
- Staff consent form (copies for all staff participants)
- Student consent form (15 copies)
- Printed logic model (copies for all participants)
- Printed slides (copies for all participants)
- Materials for taking notes (laptop or notebook)
- Slide presentation on USB
- Laptop

Roles

- <u>NSPCC</u>: Present content of intervention
- <u>LSHTM/Bristol #1</u>: Lead discussion questions
- <u>LSHTM/Bristol #2</u>: Take notes on key points from discussion. Help read questions to group of either staff of students when groups are separated.

Welcome and Introductions

1. As participants arrive:
   - Have each participant complete a row of the attendance sheet
   - Hand each participant a consent form but ask them not to complete it yet

5 minutes

2. Welcome everyone and introduce today's session. You may use the recommended text below or provide this information in your own words.

My name is _____ and I am a researcher from [LSHTM/University of Bristol]. We are working with the NSPCC, a child protection charity, to develop a programme for English secondary school s called "Project Respect." Its goal is to reduce violence in young people's dating and relationships.

*Today we would like to discuss the project with you as a group. We'll ask you to share your views about what it should include and how it should be run. Kay Joel from the NSPCC will give a presentation about Project Respect and we will ask you questions and discuss as we go along. We will **not** ask you about your own experiences of dating, relationships or violence.*

We ask you to keep anything said today private among those in this room. However, if any students tell us that you are at risk of very serious harm, we will need to tell someone. If this happens, we'll discuss it with you first. If anyone would like to speak privately with me or with Kay from the NSPCC after the session, please let us know and we will be happy to speak with you.

*We will write a report summarising the views you share today. The report will **not** include any participants' names and will not identify anyone who took part.*

You do not have to participate in the discussion if you don't want to. Does anyone have any questions?

3. Anyone who does not want to participate should return to their regularly scheduled class. Ask participants to complete their consent forms, then collect them.

5 minutes

4. Going around the room, ask everyone to introduce themselves:
   o Teachers: Name and role in the school
   o Students: Name and year

Presentation and Discussion
45 minutes

5. Kay presents Project Respect and researcher leads discussion throughout:

Slide 8 – Theory of change (and printed logic model)
- Project Respect aims in part to challenge student attitudes and social norms about gender and violence. Are these things the school addresses in other programming or curricula? If so, how do students to respond?
- Is there anything in the logic model that doesn't make sense or is unrealistic? Anything you would change?

Slide 8 – Full-day training
- ****Will schools be able to release the right staff to attend this training?**

Slide 8 – Information for Parents
- Do you think that parents think or worry about dating and relationship violence among secondary school students?
  o **Probe (for staff):** How often (if at all) do you hear from parents about this issue?
- What information is important for parents themselves to have to prevent or respond to dating and relationship violence among young people?
- ****How could we best reach parents to provide this information to parents?**
  o **Probe:** By mail? A session at the school?
- How would you expect parents to respond to Project Respect being delivered in their child's school?
  o **Follow-up:** What objections or concerns would they have? How could these be addressed?

Slide 8 – Teacher manual (questions for staff only)
- What key topics should the manual cover to enable school staff to implement Project Respect?
- **** How directive should the manual be? For example, would it be useful for school staff if it included scripts for each lesson? Or should it be more broad – including learning objectives and activities for the core content but giving some flexibility in the delivery?**
- ****Is the day-long training described earlier, combined with the manual, adequate to prepare staff to deliver the all-staff training and the student curriculum? What further training or information might they need?**
- Are there other resources (in addition to those Kay mentioned) that would be helpful for a school staff member implementing Project Respect?

Slide 9
Challenging gender norms
- ****What are your initial thoughts on this session?**
- How engaging would it be for year 9 and 10 students?

- Can you share any suggestions for delivering this session in secondary schools in England?

Defining healthy relationships and interpersonal boundaries
- **What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Can you share any suggestions for delivering this session in secondary schools in England?

Mapping hotspots
- **What are your initial thoughts on this session?
  - **Follow-up:** Is hotspot mapping and then patrolling realistic? Are there key hotspots for harassment in schools?
- How comfortable would year 9 and 10 students be mapping hotspots in small groups?
- Can you share any suggestions for delivering this session in secondary schools in England?

Slide 10
Empowering students to run campaigns
- **What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Have students done anything like this in your school before?
- Can you share any suggestions for delivering this session in secondary schools in England?

Communication skills and anger management
- **What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Does your school run any anger management programmes or use any particular approaches to conflict management, such as peer support?
- Can you share any suggestions for delivering this session in secondary schools in England?

Accessing local services and reviewing campaigns
- **What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Can you share any suggestions for delivering this session in secondary schools in England?

Optional session
- **What are your initial thoughts on this session?
- How exciting or engaging would these activities be for year 9 and 10 students?
- Can you share any suggestions for delivering this session in secondary schools in England?

Slide 11 - Student-led campaigns
- What preparation would students need to confidently lead campaigns?

At the end of Slide 11: Curriculum overall
- Is there anything missing from the curriculum that should be included?
  - **Follow-up:** What issues are most important to young people when it comes to dating and relationships?
- **Does the curriculum contradict, or duplicate, any existing programmes in your school?
- How would you expect students in Years 8 and 9 to respond to this curriculum?
  - **Follow-up:** Any differences by groups of students – e.g., By year? By gender?
  - What do you think about the mix of activities across the sessions?
    - **Probe:** How appropriate are they for year 9 and 10 students'?

- **Probe (for staff):** Do any of the activities or content seem especially difficult to deliver?
- ****Probe:** What other classroom activities or teaching approaches would be useful in the student curriculum?

Slide 12

- **For these questions, split participants into 3 groups: staff, and 2 smaller groups of students. Have 1 researcher read questions to staff and the other read questions to students. Give the a few minutes to discuss the questions in their small groups, then ask them to report back to the full group:** For this next section, we would like to hear your views on ideas we're exploring for how best to deliver the Project Respect sessions.
  - o ****How comfortable would students (for student participants) or school staff (for staff participants) be with school staff teaching the Project Respect sessions? Why?**
    - **Follow-up:** Are there any sessions that would be especially hard to have taught by school staff?
    - ****Follow-up:** What type of school staff would you suggest teaching the sessions (e.g., Teaching staff? Pastoral staff? Other non-teaching staff?)
    - **Follow-up:** What could be done to help open up discussion on sensitive topics between school staff and students?
    - **Follow-up:** What do you think about the idea of staff from *another* school teaching one or more of the sessions in your school? Which sessions, if any, would you want them to teach?
    - **Follow-up (for staff only):** How open would school staff be to teaching a curriculum at a *different* school?
    - ****Follow-up (for students only):** Who would young people be most likely to talk to about relationship concerns?
      - **Probe:** Friends? An adult (and if so, who)?
  - o One idea is to have an outside specialist join as a guest for one session, as an opportunity for students to speak privately with someone from outside of the school. What are you views on this idea? What are its benefits? Drawbacks?
    - **Follow-up:** What if it were a pastoral member of school staff who joined as a guest for a session, instead of an outside specialist?
  - o Benefits and drawbacks of peer educators teaching one or more of the sessions?
    - **Follow-up:** Which of the sessions should peer-educators teach, if any?

General questions

- What do you think of the name "Project Respect"? What do you like or not like about it?
- ****For students:** *Before the programme starts, we will have all Year 8 and Year 9 classrooms complete a survey on an electronic tablet. It won't have their name on it and their answers won't be shown to anyone else at the school. It asks about are their experiences with dating, relationships and violence, among other topics. A teacher will be in the room to supervise, but a researcher will hand out the tablets, instruct the students on completing the survey, answer any questions, and collect the tablets when everyone is finished.*
  - o Do you think students will have done a survey like this before?
  - o Would students have any concerns about doing a survey like this? Like what?
- **For students:** *The programme might include a couple of homework assignments. For example, these could be something like working on the student-led campaign, or observing and writing about how girls and boys are portrayed on TV.*

- o How would students react to being asked to do homework assignments as part of Project Respect?
- ******Would anyone like to share any final thoughts or ask any questions?

Wrap-up
5 minutes

6. Thank everyone for coming and remind them that they are welcome to speak with Kay or a researcher privately if they would like.

Optimisation Session Wave 2 – Discussion Guide

Aim to learn from students…

1. What terminology most resonates with young people for discussing abusive behaviours, sexual and romantic relationships, and partners?
2. What types of dating and relationship violence and sexual harassment behaviours are taking place online and through smartphones?
3. How can we develop lessons and activities so they are most relevant to and engaging for students?

Aim to learn from staff…

1. How can we develop programme and training materials so they are most useful to teachers delivering the intervention?
2. What types of dating and relationship violence and sexual harassment behaviours are taking place online and through smartphones?
3. What barriers and logistical considerations might affect implementation of Project Respect?

Materials

NT bringing

- Audio recorders (3)
- Flipchart pens (4 or 6)
- Info sheets (20 copies)

- Staff consent form (4 copies)
- Student consent form (15 copies)

RM bringing

- Extra batteries
- Flipchart paper (4 sheets)
- Sticky tack
- Discussion guide (3 copies)
- Participant record (1 copy)
- Materials for taking notes (laptop or notebook) for each facilitator (each facilitator for themselves)
- Slide presentation on USB
- Laptop
- Handout of Slides 1-6 – 2 slides per page (20 copies)

- Handouts
  - Curriculum outline (21 copies) [1, A]
  - Ideas for Change sheet – lesson 4 (15 copies) [2]
  - Circle of 6 app description – lesson 4 (15 copies) [3]
  - Lesson 4 materials (6 copies) [B]
  - Training summary (6 copies) [C]

Roles

- Facilitator #1:
  - Give opening presentation
  - Facilitate, audio-record and take notes on key points from discussion in one small group during breakout session
- Facilitator #2:
  - Audio-record (and take notes on key points from participants) during presentation
  - Facilitate, audio-record and take notes on key points from discussion in one small group during breakout session
- Facilitator #3:
  - Facilitate, audio-record and take notes on key points from discussion in one small group during breakout session

Welcome and Introductions

2. As participants arrive:
   - o Have each participant complete a row of the participant record
   - o Hand each participant the appropriate (staff of student) consent form but ask them not to complete it yet

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5 minutes

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7. Welcome everyone and introduce today's session. You may use the recommended text below or provide this information in your own words.

My name is _____ and I am a researcher from [LSHTM/University of Bristol]. We're working with the NSPCC, a child protection charity, to develop a programme for English secondary schools called "Project Respect." Its goal is to reduce violence in young people's dating and relationships.

*Today we would like to discuss the project with you in groups. We'll ask you to share your views about what it should include and how it should be run. You might already know about the project if you took part in the session back in April, but to make sure everyone is familiar with it we will start with some information about Project Respect. We'll then separate staff and year groups and ask you questions within these smaller groups. We will **not** ask you about your own experiences of dating, relationships or violence, and we ask that you please do **not** discuss these in the group session, because we can't assure your privacy. However, if anyone would like to speak privately about anything you are going through with me or with someone from the NSPCC after the session, please let me know. I'll be happy to speak with you and, if you wish, connect you with someone inside or outside of the school who can help you.*

We ask you to keep anything said today private among those in this room. However, if any students tell us that you are at risk of very serious harm or that you have had sex before the age of 13, we will need to tell the safeguarding lead at your school so they can help you. If this happens, we'll discuss it with you first.

*We would like to audio-record today's discussion and then produce a written record of what was said. This record will not have anyone's name on it. We will write a report summarising the views you share today. The report will **not** include any participants' names and will not identify anyone who took part.*

You do not have to participate in the discussion if you don't want to. Does anyone have any questions?

8. Anyone who does not want to participate should return to their regularly scheduled class. Ask participants to complete their consent forms, then collect them.

Presentation

5 minutes

9. **Present slides 1-6 (background and summary of Project Respect)**
10. **Break into 3 groups for discussion (below). One facilitator will lead, audio-record, and take notes on key points in each discussion group.**
      o **Year 9 students**
      o **Year 10 students**
      o **Staff**

Student discussion groups

Icebreaker

3 minutes

Participants pair up and tell each other their favourite thing they did yesterday. Allow a minute or two to do this, then have each participant tell the group their partner's name and what they told them.

Terminology

10 minutes

First we'd like to learn more about the terms young people use so we can use the right words in Project Respect. We'll do some brainstorming using flipchart paper.

Facilitator: Lay out the flipchart paper on the table or use sticky-tac to affix it to the wall. For questions 1-3, write the terms participants give on the flipchart paper.

1. What words do young people use to mean being involved with someone, sexually or romantically? And what do they call that person?
      a. **Give them some time to brainstorm. If they aren't sure what you mean, probe:** Would you say dating? Going out? Girlfriend? Boyfriend? Partner?
      b. **Probe, for the words they brainstorm:** When would you use that term? Can you describe what it means? Is it usually online or in person? Does it include doing things sexually together, or not necessarily?
      c. **Probe:** Are there different words to mean a serious vs. casual relationship? How about for different stages of going out?

2. Earlier I described "sexual bullying" as "Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls"

a. Have you heard this term before? What do you think it means, in your own words? What are some examples of behaviours it would it include?
b. What other terms have you heard to describe this?
c. Have you heard the term "sexual harassment"? What do you think it means?
   Facilitator note (no need to read aloud): The definition we have is: "a form of unlawful discrimination under the Equality Act 2010. The law says it's sexual harassment if the behaviour is either meant to, or has the effect of: violating your dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment."
d. Have you heard the term "gender-based harassment"? What do you think it means?
   Facilitator note (no need to read aloud): The definition we have is: "acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics."

3. Earlier I described "dating and relationship violence" as "threats, emotional abuse, controlling behaviour, physical violence, coerced or non-consensual or abusive sexual activities" within dating or a relationship.
   e. What do you think this means, in your own words? What are some examples of behaviours it would it include?
   f. What other terms have you heard to describe this?

Social media (building on the concept of dating and relationship violence above)

7 minutes

4. What role does social media play in dating and relationships? How do young people communicate with their partners *(girlfriends / boyfriends / terms participants used earlier)* online?
   a. **Probe:** Snapchat groups? Instagram? Texting? What else?

5. What role does social media play in dating and relationship violence? Do people ever use it to control their partners? How? What about for sexual bullying or harassment? What kinds of things are happening online or on phones that Project Respect should address?
   a. **Probe:** Nude pictures being shared without permission? Pressure to share pictures? Reading each other's private messages? Keeping tabs on what a partner is doing all the time?

25 minutes

This handout describes the 6 lessons taught for Project Respect. Have a read through, and then I'll ask you some questions about what's in the lessons.

Distribute <u>Handout 1</u>. Give students a few minutes to read through it.

6. **Lesson 2 (Defining healthy and unhealthy relationships):** For this session students are asked to brainstorm characters in a book, on TV, or a celebrity couple who have a positive or caring relationship.
   a. Who are some couples you look up to like this? What is good about their relationship?
7. **Lesson 3 (Boundaries and spaces):** In this lesson students are asked to think about locations in the school that feel generally safe and unsafe when it comes to sexual bullying/sexual harassment.
   a. What do you think about this activity? Prefer to do it alone, in pairs or with the whole group? Would you feel comfortable starting alone or in pairs and then sharing your map with the larger group?

8. **Lesson 4 (Challenging DRV – and introducing campaigns):** In this lesson, students will think about what they've been learning and what they'd like to see change. For homework, they'll plan a campaign to change a behaviour or attitude in the school.
   a. What do you think about this assignment?
   b. **Distribute and describe <u>Handout 2</u>:** For the assignment, students will get this handout with advice about keeping themselves safe while doing a campaign, and some ideas for different types of campaigns. How useful is this for when students start to think about a campaign? What other resources would be useful for this assignment?
   c. Would you want to carry your campaigns forward and run them? How?
      ▪ How would you feel if you developed and shared campaign ideas with each other but didn't run the campaigns? Would this still be interesting or useful for you?
   d. **Distribute and describe <u>Handout 3</u>:** We'll also be introducing an app called "Circle of 6," which can be downloaded for free. It lets you add up to 6 people from your contacts and then reach them all at once if you need to talk with someone, if you need an interruption or if you need someone to come and get you.
      ▪ What do you think about this app? Are there other apps like this? Would you or your friends use something like this?
      ▪ What apps do you use now to reach your friends or ask for help?

9. **Lesson 5 (Communication skills and anger management):** This lesson teaches skills for communicating when you're angry, then asks students to work in pairs to act out a role play – for example, here's one role-play scenario:

    Someone you thought was a friend spreads a rumour about you. At lunch, you see the person sitting with a bunch of friends. They're all looking at you and laughing.

    a. What are you asked to do in this activity? How would you go about doing it?
        - **Probe:** Would you each take a role? Would you write out what the characters would say?
    b. How comfortable would you feel doing a role-play in front of the class? Do you do role-plays in other classes? How do students like them? If it were optional, would you take part?

10. What do you think about having girls and boys together for the lessons? Any in particular where you'd rather have girls and boys separate?

Optional questions (if there's time)

11. *Is there anything missing from the Project Respect lessons? Any topics that aren't covered that should be included? What issues are most important to young people when it comes to dating and relationships?*
12. *(If there's time, you can list what they say on flipchart paper) The lessons will be taught by teachers in the school. What would you want the teachers to be like? How can schools pick the right teachers to teach these lessons?*
13. What do you think of the name "Project Respect"? What do you like or not like about it?

Wrapping up

3 minutes

14. Expected barriers or challenges to Project Respect in a secondary school? Would any students oppose it?
15. Would anyone like to share any final thoughts or ask any questions?

Thank everyone for coming and remind them that they are welcome to speak with a researcher privately if they would like.

3 minutes

Participants pair up and tell each other their favourite thing they did yesterday. Allow a minute or two to do this, then have each participant tell the group their partner's name and what they told them.

Curriculum content and delivery

15 minutes

1. In general, what makes good lesson plans and other curriculum materials most useful? What are some examples of good materials you've worked with, and what makes them good? What would make lesson plans for Project Respect useful and easy to use?

Distribute Handout A – an outline of the Project Respect lessons. Give participants a few minutes to read through it.

2. How would the school go about selecting staff to teach these lessons? Would teachers volunteer or be assigned? What would determine who would was picked?
   a. **Probe:** Timetables? Teachers' level of interest? Past experience teaching on these topics?

3. Is it realistic to suggest bringing in an outside speaker for one of the lessons? Do you think schools would do this? How difficult would it be to arrange?

Questions 4-6 are mainly for teaching staff, and can be asked at any point in the session if some participants cannot stay the whole time:

Distribute Handout B, draft materials for the "Challenging DRV" lesson (lesson plan, handouts and slides). Emphasise this is a draft and we would like to get their feedback. Give participants a few minutes to browse through – they do not need to read the materials word-for-word.

4. What do you think about these draft materials?
   a. **Probe:** What is useful about them? What would make them more useful and easier to use?

5. How would teachers prepare for and deliver this lesson? Would you adapt the materials? Read the text aloud word for word?
   b. **Follow-up:** How far in advance would teachers receive the materials? How much time would they typically have to prepare the lesson?

6. How realistic is it to suggest that students implement their campaigns in school? What logistical considerations need to be taken into account? Would some types of campaigns be easier to implement than others?

Social media

7 minutes

7. What role does social media play in secondary school students' dating and relationships? How do young people communicate with their partners (girlfriend / boyfriend / someone their romantically or sexually involved with seriously or casually) online?
    a. **Probe:** Snapchat groups? Instagram? Texting? What else?

8. What role does social media play in dating and relationship violence among secondary school students? Do they ever use it to control their partners? How? What about for sexual bullying or harassment? What kinds of things are happening online or on phones that Project Respect should address?
    a. **Probe:** Nude pictures being shared without permission? Pressure to share pictures? Reading each other's private messages? Keeping tabs on what a partner is doing all the time?

Training

7 minutes

7. **Distribute <u>Handout C</u>, describing the two trainings that are part of Project Respect and give participants a minute or so to review it. Tell participants that schools will also receive a manual with background information on Project Respect and instructions on implementing the programme, and the lesson plans and slides for each lesson (like those reviewed above).**
    c. What do you think about the first training, delivered by NSPCC for senior leadership and key staff involved with Project Respect? Are there any other topics you'd want to see covered? Is 5.5 hours long enough?
        i. **Follow-up:** How can we best balance in-depth training with the challenge of sending members of staff off-site for training?
    d. What do you think about the second training, delivered by the school's Project Respect lead to all school staff? Are there any other topics that should be covered? When could a training like this be timetabled for all staff?
    e. Are these trainings adequate to prepare schools to implement Project Respect and to prepare staff to teach it? What other resources would be helpful?

5 minutes

8. Is there anything we haven't discussed that might make it difficult for schools to implement Project Respect? How could these be addressed?
9. Any barriers to staff supporting the programme?
    - **Probe:** Logistical barriers? Ideological barriers?
    - **Follow-up:** How could these be addressed?

Optional questions (if there's time)

10. *Is there anything missing from the Project Respect lessons? Any topics that aren't covered that should be included?*
11. *Overall, how would you expect staff in your school to respond to Project Respect? What concerns might they have?*
12. *How would you expect parents to respond to Project Respect being delivered in their child's school?*
    a. ***Follow-up:*** *What objections or concerns might they have? How could these be addressed?*

Wrapping up

3 minutes

13. Would anyone like to share any final thoughts or ask any questions?

Thank everyone for coming and remind them that they are welcome to speak with a researcher privately if they would like.