Use of Alcohol among Children and Young People

Final Report

Define Research & Insight
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A) Introduction

i) Background

Research Need

The Department for Children, Schools and Families (DCSF) put forward a brief for a robust analysis of the behaviours and attitudes of young people and parents within the UK, which would provide in-depth understanding of the dynamics surrounding under-age alcohol consumption.

A comprehensive mapping of the population was deemed essential in order to benchmark a range of behaviour and attitudes. Importantly, it was necessary to understand the means by which these might be influenced and to offer any routes whereby less desirable behaviours might be changed.

This report presents the findings of the qualitative research carried out by Define (in 2008) which addresses these objectives, aiming to provide insights into the influences and motivations for alcohol consumption in young people. Critically, these insights relate both to drinking and not drinking – i.e. we have attempted to consider the population as a whole and to look for data and conclusions from both the drinking population and those who are (currently or permanently) on the outside of that behaviour.

In recent years, the issue of young people drinking to excess has come to the fore. A wave of ‘binge drinking’ data, events, stories and storylines have highlighted the challenges excess alcohol bring for health and wellbeing of young people. Greater availability of cheap alcohol, an overall increase in the amount of alcohol drunk, and a decrease in the average age of first drinking have combined to make the social and individual costs high and to increase concern about this phenomenon.

Issues such as the following have become increasingly prominent:

- incidents of anti-social behaviour and violent crime
- health issues and poor health outcomes for binge-drinkers
- loss of personal control and increased aggression
- lowered awareness of personal security
- reduced inhibition (pointing towards – amongst other things – teen pregnancy risk)
- exposure to other substances and situations that involve high risk (amongst other things, drugs and smoking)
- temporary or permanent effects on education, aspiration, self-esteem (including truancy and self-image)
- future employability and relationship-forming skills
- 'knock-on effect' of impaired parenting skills for the next generations

It has become clear that the issue of youth alcohol consumption requires understanding and urgent attention. However, the picture is not simple. The data available suggest that there is increasingly a two-group youth culture emerging: those who are drinking are consuming more than previously in terms of volume and start drinking habits at an earlier age, whilst the group who do not drink alcohol is increasing in size. For some of the latter, non-drinking is a matter of personal beliefs - for others it is because a different drug of choice is preferred.

Little is known, however, about those young people who are turning to alcohol. Questions have arisen about the basic mechanics of the situation as well as how it might be changed:

- How and when do those who are under eighteen (or twenty-one) access and consume alcohol?
- What leads some young people to start drinking?
- How do these influences lead to the development of a habit?
- What takes youthful experiment to the 'next level'?
- Are there any 'protective factors' (such as positive parental role modelling or particular aspirations for future success that are incompatible with binge drinking)?
- How strong do these factors have to be (and how early do they need to be seeded) in order to prevent young people from moving into the alcohol arena?
- Are there any factors that help young people exit more swiftly from the 'danger' zone?

The DCSF is actively engaged in promoting 'Good Childhood' which looks to improve the futures of all young people. A reduction in the volume of alcohol
consumed by young people clearly forms a key theme in these efforts; developing appropriate messaging and a channel strategy for forthcoming campaigns around alcohol is central to government initiatives led by the Home Office.

DCSF, as a key stakeholder in the alcohol reduction strategy, is committed to publishing guidance to parents around the issues of alcohol use for YP. An increased understanding of youth consumption patterns will form the basis for identifying, developing or reinforcing barriers to drinking for children/young people (CYP) and parents/carers (PC).

Campaign Context

The Government’s approach to overall alcohol harm reduction has in recent years involved a series of phases as follows:

2004  Government publishes the Alcohol Harm Reduction Strategy which was the first cross-Government strategy on the harm caused by alcohol – outlining the need for better education and communication.

2006  Know Your Limits (KYL) launched - the first national campaign to target 18-24 year old binge drinkers.

The KYL campaign is well underway and is planned to continue in its current form until Spring next year, when the next Phase of the campaign (Safe. Sensible. Social) will become active.

2007  Safe. Sensible. Social. Binge-drinkers continue to be a key priority. Two additional priority audiences are identified: Young people and Harmful drinkers.

2008  Youth Alcohol Action Plan\(^1\) presented by the DCSF, Home Office and Department of Health. A strategy for action highlighting the issue in the round as part of a social, familial and commercial task.

There are clear tactical and strategic goals already outlined in these documents. *Safe, Sensible, Social* sets out the Government’s ambition over the next 10 years and calls for:

- A sustained and new national campaign to raise awareness of the public’s understanding of units of alcohol and how they relate to today’s drinks, servings and sensible drinking guidelines.
- Sustained national campaigning to challenge public tolerance of drunkenness and the drinking that causes health harm, anti-social behaviour, disorder and crime.
- Information and advice that targets people who drink at harmful levels and their family and friends.
- Communication to highlight the updated advice on alcohol consumption while being pregnant or trying to conceive.
- Development and communication of guidance to parents and young people on what is, and is not, safe and sensible alcohol consumption among under-18s in light of latest research.
- Exploration of the potential for targeted communications to support local enforcement action/advice.
- Development of new forms of support (only partly campaign-based) for people drinking at harmful levels who want to reduce their drinking, e.g. as per support for people who want to give up smoking or eat less.

**This Report**

This report details the findings of research focused on young people (the key target) and their parents (a route of influence). The aim was to gain insight into opinions and perspectives on the factors that drive them towards, and away from, alcoholic beverages.
ii) Research Objectives

Overarching Aims

The research included several overarching aims:

• The project sought to understand any barriers that exist to getting involved with alcohol or that exist in relation to stopping drinking.

• Equally, the project was designed to understand what influenced a non-drinking attitude.

• It aimed to inform the design of interventions (messaging and channel strategy, and/or other activity) to young people and parents.

• It also sought to assess the role of current advertising and communication campaigns in the choices of children and young people.

As such, insights from the research inform DCSF marketing programmes and policies.

Specific Research Questions

A wide range of specific questions were to be addressed by the research. By audience group, these are:

1. For children and young people (CYP):

   a) To understand internal motivations, triggers and barriers (perceived and actual, practical and emotional) that explain:

      • why respondents started to drink in the first place
      • what makes alcohol the ‘drug of choice’ for those that do choose it
      • what role gender, economic, educational and familial circumstance has on their choice to drink and to drink heavily
• what influences them generally (parental habits, peers, associates at school, sexual influences, siblings, media, gaming and advertising?)
• what helped those that choose not to drink, to avoid alcohol
• what influence or effect (if any), current education and information has on their behaviour and decisions – including the scope of PSHE and citizenship in school in educating them to the problems associated with alcohol
• how influencing networks and individuals take effect on CYP – the specific impact of same sex and opposite sex peers, same sex and opposite sex P&Cs as well as other family members – including siblings, uncles, aunts and cousins
• how important facilitating factors are in securing a drinking habit at an early age, i.e. the role that permissive (alcohol drinking) parents or other, non-parental adults play in providing the CYP with
  – shelter and a secure environment for consumption of alcohol,
  – other facilitators such as entertainment, music or games during drinking,
  – finance to purchase alcohol or indeed alcohol itself and encouragement to drink

b) Understanding the issues of choice and external pressure for CYP:
• What are the decision factors that influence choice when they are in the context of drinking?
• Discussion of what if scenario, for example: Do you want to come with us on Friday to get drunk at the local cemetery, park or ice rink? (if you don’t come you’ll not be our mate)
• What alternatives are potentially available, and how available are they really? (YP may be invited to drink, could go to the cinema instead but would be on own/lose friendship bond)
• What role does the adult play in keeping CYP safe, credible, liked and within friendship circle providing nurturing environment and psychological benefits?
• Relationships with peers and family members as influencers
• What role do status, hierarchy and elders play in determining choices CYP make?
• What are the positives of their drinking – the pay-off? What are the negatives of their drinking – the sting?
• What is their current awareness of the impact of alcohol? To what extent are they making an educated decision?

2. **For the parents and carers of young drinkers:**

   a) Understand the perspective of Parents & Carers of young drinkers:
   • Their goals and motivations (short term and long term) for their CYP
   • Educational and developmental influence (Define’s previous work conducted on segmenting parents helped us to understand several environmental factors that put CYP at risk, as well as the protective factors that limit early enquiry into alcohol use and other ‘experimentation’.)
   • Their awareness of the levels of child’s drinking and how that compares with the CYP perception and CYP reality
   • Level and content of communication around alcoholic behaviour to CYP
   • The measures they have put in place for the health and safety of their child
   • Their own role modelling behaviours around alcohol (is it habitually in-home? Is it drunk casually, with meals or for celebration? Is it a social facilitator or crutch? Their own levels of consumption?)
   • Any fears or anxieties for their children regarding alcohol or other related behaviours.
   • What motivates them as parents to change behaviour (reasons to believe in messages as well as practical interventions/incentives), how they respond to propositions that their children are more likely to act criminally, suffer ill health, be sexually promiscuous etc.

3. **For both audiences:**

   a) Understand and clarify contextual detail of alcohol in the lives of CYP and P&Cs:
   • Levels of usage i.e. amount drunk and frequency of consumption
   • How and where the alcohol is purchased
   • Age of 1st drink, with whom and in what setting?
   • Types of alcohol consumed and reasons for choices of alcohol
     - Price
     - Advertising/promotion
     - Peer pressure, friendship choices, parental influence?
• Whether consumption is with or without P&C/CYP consent/knowledge – does it change when family members are away from or with each other?

b. Identify existing foundations that can be built on for both CYP and P&C:
• Previous communication with strong recall
• Current urban myths or stories pertaining to alcohol use amongst the target
• Other pieces of evidence or science that have high currency or relevance to target
• What is the real effect of drinking on CYP behaviour
• Current awareness and relationship with potential sponsors/partner organisations from whom this safe drinking campaign might come.
• Understand where parents are currently getting information from, and who they want to receive help from about these issues
• Understand what format parents would like to receive information in.

c. Identify the preferred language of the audience to frame the communications:
• Everyday language and terms used by target in respect of drinking
• Language used by target in expression of ideas, thoughts and concerns
• Identification of common vernacular across the regions such that no region is disengaged by language used in final communications
• Tone of voice expected from Government communications

iii) Method and Sample

It is well-recognised that this is a hugely challenging area for exploration. In light of this fact, the methodology and sample were specifically designed to approach the subject from as many angles as possible.

Where human behaviour is concerned, the research team needs to capture three key elements, and the research design was influenced by the need to see how different data sets would map into and/or challenge each other:

1. Claimed behaviour: what the respondent believes it is socially acceptable to say that they do or have done
2. **Perceived behaviour**: what the respondent believes she/he is saying/doing – and reasons for any misconceptions they have

3. **Actual behaviour**: what the respondent is really saying or doing and the reasons behind those actions

As well as the breadth of direct question areas to be covered, the project required insights from different levels of the experience (i.e. we were gathering data on favoured brands and amount drunk right the way through to the deepest psychological motivators in a young person that maintain a drinking habit). All of these questions were being asked in reference to the whole timeline of behaviour (first drinking experience through to current continuing behaviours).

A set of Define methods were employed that have been tried and tested across the social research field. The methods specifically allow for data-overlapping, an important factor for projects where behavioural information (often unconscious but certainly highly sensitive) is at the core of the question, and include:

1. Stakeholder interviews
2. Observation sessions
3. Creative conferences
4. Interactive Galleries
A summary of fieldwork and data collection (specific methods by audience group) is as follows:

### Stakeholders:

<table>
<thead>
<tr>
<th>Method</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stakeholders:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Group Discussions</strong></td>
<td>2 x stakeholder groups All of 1 ½ hr duration and representative of a range of roles and perspectives including Teachers, School Nurses, Healthcare Professionals, Police Officers and Youth workers</td>
</tr>
<tr>
<td><strong>Depth Interviews</strong></td>
<td>7 x stakeholder interviews 3 x expert interviews Including Portman Group, Alcohol Concern and 4 Children</td>
</tr>
<tr>
<td><strong>Target Audience: PCs &amp; CYP</strong></td>
<td>16 x individual in home observations and interviews Split between PCs and CYP</td>
</tr>
<tr>
<td><strong>Observation sessions</strong></td>
<td>16 x accompanied shops Mix of PC with CYP pairs, and CYP friendship pairs 8 x ‘observed drinks’ CYPs only</td>
</tr>
<tr>
<td><strong>Creative conference workshops</strong> (239 respondents participating overall)</td>
<td>8 x conferences With CYPs, full spread of SEG, split by gender and age 2 x conferences With PCs, representing wide range of SEG, and gender and age of child</td>
</tr>
<tr>
<td><strong>Interactive Galleries</strong> (Split into two artwork exhibitions: CYP and PC)</td>
<td>Interviewed variously in Friendship or Partner Pairs, Friendship Trios or Individual Depths Included CYPs, PCs and Stakeholders (79 respondents participated in total)</td>
</tr>
</tbody>
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A full breakdown of the sample can be found in the Appendix, along with the recruitment materials (letters and recruitment screeners for each of the audiences) and discussion guides for each of the stages.

Fieldwork took place from February through to April 2008 in variety of locations within the UK, including: North, East, South and West London, Manchester, Oldham, Bristol area, Slough, Southampton, Leicester, Leeds, Dronfield and Birmingham area.

The research team comprised: Joceline Jones, Anna Thomas, David Proctor, Rowan Chernin, Jon Gower, Jules Kelly, Jill Swindells and Patrick Ell.
Executive Summary

Background

This summary focuses on findings of a qualitative research project into the use of alcohol amongst children and young people. The overall objective of the research was to provide insight into the influences and motivations for alcohol consumption in young people and to understand barriers that exist to alcohol avoidance in order to inform the design of interventions (messaging and/or other activity) aimed at young people and parents.

The research encompassed two clear phases and employed a mixed methodology of individual and paired interviews, small discussion groups, large workshops and observation. These different methods were held across a variety of settings (in home, in other venue, in shops and drinking locations, in conference halls and Interactive Galleries).

The sample included some 380+ respondents, and covered a range of regions and socio-economic groups:

- **Stakeholders and Experts**: 2 group discussions and 10 individual depth interviews representing a range of roles in Phase 1; and additional 12 individual depth interviews in the Interactive Galleries in Phase 2.
- **Parents and Carers (PC)**: 66 respondents interviewed in either conference workshops, through individual depth interviews in home, and during ‘accompanied shopping’ trips in Phase 1; and a further 28 respondents interviewed as either individuals or in pairs (with their CYP) in the Interactive Galleries in Phase 2.
- **Children and Young People (CYP) aged 10-18**: 223 respondents interviewed in either conference workshops, through individual depth interviews (either in home or in very close proximity to a young person’s drinking experience), and during accompanied shopping trips in Phase 1; and a further 30 respondents interviewed as either individuals or in pairs (with another parent or their CYP) in the Interactive Galleries in Phase 2.

CYP respondents represented a range of levels of current drinking behaviour.

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2 No alcohol was bought during these trips, the purpose was to comment on attitudes towards and experience of purchasing locations only
Overview of Findings

- Overall, there was a high level of consistency across audiences (stakeholders, parents and carers (PC), children and young people (CYP)) in terms of current attitudes towards and perceptions of the “issue” of underage drinking. This consistency reflects a high degree of stasis and personal dissociation from the problem.

- Some CYP are interested in further information and assistance in learning to manage alcohol effectively or stay away from drinking. However, for most, the high level of dissociation from a problem alongside the high level of enjoyment from drinking means communication and information about underage drinking is of low/very low interest. There is certainly a role for communications and information aimed at CYP but impact is likely to be limited without work elsewhere.

- PCs are a critical audience. While there is wide variation in parenting approach/style and levels of own drinking; it was clear from this study that many parents and carers are key to facilitating and even overtly encouraging, underage drinking. There is similarly, however, low interest amongst PCs currently. They are often not connected to the nature of their own role within the issue and lack information about the negative impact of alcohol on CYP.

- While CYP and PC clearly have their own communication and information needs, the issue of stasis is so entrenched that an additional, broader communications strand is also required. Specifically, there is a need to frame where alcohol sits in today’s society and a new requirement to reconsider how it is managed.

- To be taken seriously, this messaging will need to come from those with health authority/expertise, but must also demonstrate some level of sponsorship and commitment by government.
Key Findings

1. Current Audience Dissociation from the Problem

- Across this research, underage drinking was recognised as an ‘issue’. Respondents claimed to see visible evidence of harm arising from underage drinking (social nuisance, accidents) and were aware of the frequency of media reports about the UK’s binge-drinking youth.
- However, across the sample, underage drinking was not considered to be a problem for them. Social and practical problems arising from the issue were largely felt to belong to ‘other’ people. Responsibility for the issue was also felt to rest with others.
- Personal defence against the problem was easy and natural for respondents, since they found justification and explanation for their own drinking behaviours and attitudes everywhere.
- Specifically, for adults in a parenting mindset, different key reasons from elsewhere were believed to underpin the issue, e.g. a ‘youth culture in crisis’, role modelling by celebrity culture, a legal/sales framework which facilitates drinking, etc. There was some latent acknowledgement that alcohol is a drug which needs to be controlled/managed but this leads to under-claiming, careful rationalisation and denial about own beliefs and behaviour rather than embracing of a problem.
- For all respondents (adults and CYP), a raft of ‘myths’ were used to justify their own safe position. Overarching myths include:
  - Alcohol is not a drug: There is a widespread vested interest in a social myth that alcohol is not really a drug as the reality is unpalatable. However, a reminder not to forget this fact can prompt some to reflect and re-appraise if other information is closely supportive.
  - Alcohol ‘lite’ is fine: For CYP in particular, there is a perception of graduated ‘manageability’ of alcohol (as one grows in experience, and against type of drink). This particular mapping of the market results in a perception of low risk/no damage or dependency issues at the beginner end, but also a desire for some to move from beginner level to more mature levels quickly.
  - You learn by your own mistakes: This myth is a strong driver to drink early and to excess. Both PCs and CYP assume drinking in this way leads to control being gained. For PCs, this leads to a
resigned response to early negative effects in YPs (‘at least they’ll know now’). To counter this, all negative events need to be reframed as damaging, as impact at cellular and at psychological level is currently ignored.

→ *I am not at risk:* The overall perception of control generated by the above myths gives rise to this specific belief. Nature and type of risk needs defining to create a different, credible sense of risk.

- These beliefs are compounded by further supporting myths, including:
  - a belief that all CYP will drink to excess (it is a right of passage);
  - a belief that ‘over-parenting’ is a problem in itself and can make matters worse;
  - a belief that the worst that can happen is vomiting and embarrassment (other risks – stranger danger, accidents, alcoholism, unwanted pregnancy/STIs - are recognised but easily dissociated from);
  - a perception that harmful drugs would not be allowed to be branded and sold to the public without regulation by pharmacist or doctor;
  - and a perception by the majority that they know their ‘own limits’ and know where to stop before ‘harm’ (whatever the self definition is – usually vulnerability to abuse by others or accident – is done).

- There is also evidence of historical and current social acceptance of alcohol in UK to be found everywhere.

- Overall, reasons to connect *personally* to the issue of Underage Drinking, and to consider the issue *consciously*, are currently missing.

### 2. Encouraging Audience Connection to the Problem: The Way in?

- When problem outcomes from underage drinking are brought to light to create a ‘bigger picture’, this *can* motivate interest. Long term effects and outcomes for CYP, however, are more interesting for PCs than CYP themselves (most of whom, by reason of age, find it hard to consider a distant future of health problems).

- That said, the territory is *so* difficult to get an aerial view of, or to navigate, that it is hard for even the most motivated PCs and CYP to engage for long and with focus.

- It is of primary importance, therefore, to offer a *simple reason* for respondents to try (hard) to reconsider and be open to ‘new’ information
about risk. This could come from Government or from another high status and serious source (independent Health Watchdog/NHS/Cross-organisation Review Body or similar).

- Critically, there is no current perception of a Government ‘standpoint’ on the subject or any considered strategy to deal with the substance and its impact. Importantly, respondents believe there is evidence to suggest the contrary: that the Government is not taking a stand to manage the issue of alcohol in society. In particular, the extension of drinking licences to create a ‘24 hour drinking society’ is the main fact referred to when seeking to establish Government attitude towards drinking.

- Therefore, without a Government voice sponsoring the message, any invitation to reconsider behaviour is likely to be lost (‘what’s the point?’, ‘can it be true?’) or considered hypocritical in some way. Without addressing the 24 hour licensing decision, current habits/momentum are likely to be retained.

3. Encouraging Audience Connection to the Problem: A Reason to Believe?

- These findings indicate that the audience in England suspects – but doesn’t want to believe – that alcohol is a drug-like substance. The implications (if that is true) are extremely uncomfortable and even unthinkable for most:
  
  → admitting involvement and relevance is admitting both (extreme) personal failure (to self and/or children), as well as personal contribution to a social ill;
  
  → and any attempt to blame the consumer (me, ‘drug-taker’) is potentially offensive and sparks anger and rebellion.

- Indeed, there is a strong struggle to reject this categorisation as:
  
  → admitting involvement and relevance is admitting both (extreme) personal failure (to self and/or children), as well as personal contribution to a social ill;

- However, potential for harm is undeniable (from own knowledge, evidence around them and from media) and potentially extreme (physical, psychological, emotional and social). As such, they do wish to avoid it.

- The lingering suspicion (that alcohol is a drug) is therefore an important lever: it helps the audience to connect with the bigger picture of risk and need for action.

- There are indications that considering the underage drinking issue as arising from involvement with a substance (which is dangerous but not part of an illegal drugs category) like tobacco is likely to be slightly more
palatable: the language around smoking (active and passive) also includes everyone in a (legal) societal habit that we (now) want to change in light of more information.

- Considering the issue of active and passive drinking in an evolved environment (the trappings of modern society) allows two critical things:
  - the issue is a national one that affects everyone and therefore has to be relevant to me and mine; everyone also has a role in terms of their active or passive engagement and encouragement/facilitation;
  - it also allows the ‘drug’ issue to be presented as a series of negative effects on the person (rather than as a series of personal choices that labels the individual as weak or unwholesome).

- There remains an issue of blame allocation which will need to be considered, but defences are significantly lowered if it is ‘not me’ alone.

4. Primary Communications Requirements

- The over-arching communications (and/or intervention) requirement therefore appears to cover two equally important – and complementary – themes targeted at least initially at everyone to prevent disassociation:
  - The need to keep up with the times: a changed environment (recognised and being considered/acted upon by Government) needs consideration from you too;
  - There are benefits to you (from doing things differently).

- The task is extensive and complex but whole audience attention will indicate a legitimate campaign that merits attention.

- Specific work around Alcohol Units provides the third overarching piece by giving a ‘how to’ to the target audience.

- There is also, however, important support work to dismantle and unpick the current raft of justifications for current behaviour (the defences and myths).

- While these highest order communication needs are overarching in scope, the target audiences are not homogenous:
  - there are specific levers to motivate certain sub-segments;
  - there are specific tune-in points that engage sub-segments more easily.

- There are therefore also opportunities for igniting change with certain sub-groups within both the PC and CYP audiences.
C) Detailed Findings

1. Overview

A combination of factors ‘distance’ the problem of underage drinking

Throughout the research process, underage drinking was a recognised ‘issue’. When it was raised by the research team, both CYP and PC respondents were easily able to continue the conversation and to provide personal examples of what they knew about the issue.

Respondents see visible evidence of harm arising around them from underage drinking. For adults, this was likely to be experienced as ‘social nuisance’ in itself, or leading to other negative behaviours. For young people, ‘accidents’ and people getting hurt were mentioned most frequently.

In addition to these personal encounters, media reports of a UK binge-drinking youth have increased awareness and added context to the information available to the population as a whole.

It is important to note, however, that underage drinking is not a spontaneously reported ‘problem’. It is somewhat at one remove in terms of how it is thought about – other issues are more ‘scandalous’ (drugs, knife crime, gun crime, teenage pregnancy). Alcohol occupies a somewhat secondary place in the list of social dangers that might befall the young person.

In general, the social and practical problems arising from the issue are very much ‘other people’s’, and strongly not ‘me/us/mine’.

In terms of how respondents viewed their own drinking, there is a prevailing attitude of confidence in their own ability to drink safely. Somehow, although others are clearly seen to be having difficulties controlling an alcohol habit, both adult and young respondents felt they themselves remained invincible.

It was found during the course of the research, across young people and adults, in groups and as individuals, that this personal defence mechanism is triggered naturally and easily. One’s own behaviour is rarely, if ever, brought to scrutiny.
The availability of justifications and explanations for alcohol-related behaviours are wide-ranging. A series of myths exist and are trotted out with ease whenever the question of alcohol is raised. This includes information about who are the problem young drinkers, why they are different from me/my children, what quantities of alcohol I consume, what quality of alcohol is necessary to get drunk, what are the suitable and unsuitable venues/places to drink, and how I can avoid consequences.

All such myths function in a similar way – to isolate one’s own behaviour out from the ‘rest’, to minoritise the trouble-making behaviours and to demonstrate clearly the reasons why ‘I have no cause for concern – but others might’.

It is widely accepted across the sample that the effects of alcohol abuse can be very damaging. However, there is little connection with the consequences for themselves. For most young people and parents, the benchmark is the ‘tramp on a park bench’. For those with visibly heavy drinkers in the family, an alcoholic is – at a push – a distant relative who is generally considered to be somewhat of a misfit or ‘loser’ by the family.

However, the underlying image of ‘an alcoholic’ is someone whose life has collapsed – at the minimum, they suffer extreme poverty because they can't work or hold down a job. Such a person is ill mentally and emotionally almost before they become physically poisoned. Whilst respondents are not clear what might cause someone to become an alcoholic, the cause is felt to rest within the individual. Genetically, hereditarily, psychologically, they are probably 'one of those types' – destined to fail. Whether tramp or distant misfit relative, the alcoholic person is definitely 'not me'. Respondents focus on the issues and the story of the alcoholic, searching for the explanation in their psyche as to how they have failed to manage their drinking. They do not focus on the alcohol consumption of the person in any way that starts to make them question their own behaviour. Raising the spectre of the alcoholic serves to cloud the issue still further.
Adults find a ‘soapbox’ to stand on

For adults who are thinking about alcohol from a parenting perspective, there are certain important reasons arising from ‘outside’ (beyond their own family) which are of interest in helping them consider the issue for their young people.

These include a broad-brush, generational perspective that almost amounts to a soapbox: the impression of a ‘youth culture in crisis’ chimed strongly with their experience and opinions.

Adults readily agree that young people of today are challenged in a way that their own generation was not. They cite evidence of behaviour out of control, Playstations as babysitters, a prevalence of drugs openly available, little direction from parents and role models who peddle a ‘gangsta’ mentality – ‘all that matters is the ‘bling’ you wear and the car you drive’.

Adults perceive that this heady mix of neglect, pressure and chemicals has a detrimental effect. It helps to explain the emotional need for alcohol that they see in the young people around them and in the media.

The other most prominent reason adults accept as contributing to the creation of an alcohol culture is the legal and sales framework which facilitates drinking on a practical level. Whilst the emotional needs are perceived as some parents’ fault, the practicalities are perceived as beyond any parents’ control.

Role modelling of drinking in the celebrity culture and a lack of ‘things to do/alternatives’ for young people are further boosted in a country that allows alcohol to be sold cheaply and to be accessed under 24 hour drinking licence.

Young People understand with their ‘heads’ - but do not connect in a personal and real way with the long-term damage of alcohol. Short-term damage is minimised as ‘avoidable negative outcomes’ – embarrassing or a bit frightening but it will not happen to me.

For CYP’s the stark illustrations of the risks of drinking are known and understood. PHSE lessons in schools seem to deliver many of the facts – the
issue of alcohol is no less understood (and possibly, more understood) than the issue of contraception. Across the research, young people spoke quite confidently and fluently about the consequences as they perceived them and the reasons why drinking was ‘bad’.

However, the specific facts of alcohol damage on young bodies, minds and lives are not engaged with. As far as adult role modelling goes, the strong negatives are few and far between. Drinking disasters are seen as extremes rather than norms (Ozzy Osbourne, Amy Winehouse, Britney Spears, George Best). On the whole, young people see these ‘failures’ have still retained status – alcohol does not lose you anything important. In some cases, wild behaviour can actually help increase notoriety – the continued media celebration of these examples is noted.

It is important to understand that the young people were seeking adult role modelling and some form of norm-setting from adults in order to drive their behaviour. As much as peer-influence operates to draw young people into an alcohol path, the findings of our work suggest that evidence for the legitimacy of youth drinking (at all, and to excess) is drawn from a wide variety of adult sources. This was very much in line with what most parent respondents believed was happening.

However, across the mainstream media and from personal/reported experience of the adults in their lives, most of the alcohol information young people are accessing is pro-drinking and anti-moderation. Such information is used to support their own excessive drinking behaviour.

There is a vested interest to safeguard own drinking opportunities

The vast majority of CYP and Parents interviewed believed that they (or their children) can gain control of alcohol: because they are aware of both the positive and negative effects of alcohol and feel they have the knowledge and disposition to manage these.

Both adults and young people appear to be behaving similarly in this respect. Both groups use information from the culture around them to justify their own drinking behaviours. At the same time, there is a latent acknowledgement of
alcohol as a ‘drug’ which needs to be controlled and managed (one which ‘others’ are unable to control).

The need to be seen to be someone who can control alcohol, and not to be seen as a ‘drinker’, leads to under-claiming in terms of amount of alcohol consumed. It also creates an internal situation whereby careful rationalisation - and to some extent, denial - about one’s own behaviours (and those of one’s children or one’s parents) is demanded.

In order to continue having easy access to alcohol themselves, for most parents there is vested interest in a social story that alcohol is a controlled choice, rather than a ‘drug’. Parents – and young people whose parents drink – shy away at the thought of alcohol being included in the same category as heroin.

Thus, alcohol management is a desirable and necessary skill in the modern world – for both boys and girls. It is one that is possible to gain – Have not these parents themselves gained it?

In thinking about parental types around alcohol, the idea of teaching about good alcohol management is one that is very commonplace.

Models for how to achieve it are, however, not clear.

**Respondents Cling to a Raft of Myths to Make Own Consumption ‘Safe’**

The natural conclusion – if alcohol were to be seen as a dangerous and difficult substance which caused damage – would be that adults and young drinkers alike might have to reconsider their position. Since alcohol formed such a large part of the teen social experiences (as well as the adult relaxation) stories, this was a conclusion that respondents worked hard to avoid.

For all concerned, young people and adults, there is a raft of myths available to cling to help to underpin the status quo. These make the task of addressing alcohol consumption amongst youths very challenging.

The historical (and current) social acceptance of alcohol in the UK is part of the problem. Alcohol has had a long tradition in the Church, in celebrations, in
funerals, in drama and in social bonding. Respondents reject the idea that alcohol might be seriously dangerous and addictive in itself (along the lines of heroin and cocaine). If it were, the whole of society would have succumbed to problems from it long ago.

Furthermore, unlike the weed of the 60s mutating into the skunk of the 21\textsuperscript{st} Century, there is no perception that alcohol itself might have changed, or that drinking behaviour has changed beyond recognition.

There are many gaps in the anti-drinking argument. Drinkers exploit them all.

Parents and young people are more likely to focus on the setting for the drinking - and to discuss the management of that – than they are to encourage themselves away from drinking.

Alcohol enjoys a confident place at the table (metaphorically and literally). Drinking alcohol is part and parcel of normal household behaviour for some of the families that were interviewed. For some of the respondents, wine had become just another item, like bread and meat.

This mainstream, quotidian attitude to alcohol (buying it with the main household shopping, for example, as a matter of course) undermines the damage messages of the substance.

Alcohol blends into the background to some extent. Combined with a dearth of real hard facts about the physical and psychological effects and the incidental negatives of being drunk, alcohol rarely comes under attack and is easy to defend.

Lurking underneath this is an adult desire to be seen as a socially respectable (i.e. not alcoholic) drinker.
**Knowing Limits**

The goal is strongly articulated as to keep alcohol consumption ‘within their limits’.

There are many opportunities for misunderstanding and misinterpretation of what this means. Neither adults nor young people can define limits satisfactorily. Even being an experienced drinker does not necessarily make the limits question clearer.

‘Limits’ appear to be personal and self-defined.

The limit is based on a host of external factors including whether the person has eaten previously, whether they ‘line their stomach’, whether a specific drink (beer as opposed to wine, for example) is being drunk. All of these can impact on the drinkers’ calculation of their limits and whether they have reached them.

For some people, the marker for the internal limit was also moveable – ranging from feeling out of control, to not having fun any more, to embarrassing yourself, to being sick. The only universally applicable limit was ‘not dying’. Clearly, it is important to have a way of measuring drinking limits that does not rely on not experiencing negative consequences later on in the evening.

Without a clear way of calculating limits based on units drunk, most drinkers felt that it was reasonable to allow their friends or children to gain mild negative experiences (i.e. to drink to excess a few times). This – it is widely believed – is the way to help them establish their own limits.

Such a process of negative conditioning is endorsed by the vast majority of experienced drinkers – it is a good way of helping the young drinker to become a better alcohol manager in the long run. The possible damage or severe negative consequences from this strategy are either not considered, or weighed up in the balance as being worth it.

In short, it is fair to say that for the overwhelming majority of the sample, the reasons to connect personally to alcohol/alcohol abuse/youth drinking, and to consider consciously the consequences of alcohol/youth drinking are currently missing.
**Gaining a Personal Understanding of the Problem**

Gaining an understanding of the bigger picture regarding alcohol management can motivate interest for some audiences.

Giving prominence in discussion to the long-term psychological as well as physical effects of consuming alcohol (and especially the effect on younger bodies) does evoke greater levels of interest. This is more true of parents and carers.

There is a low interest for many, but not all, young people. By and large, this results from the difficulties in getting a ‘long-term view’.

However, for **both** audiences, it is true that the territory is so difficult to get an aerial view of or to navigate that it is hard for even the most motivated to engage for long.

It is imperative, therefore, to offer a simple reason why respondent should try hard to reconsider their current behaviours. This is especially important in priming respondents to be open to ‘new’ information about risk. Some kind of hook about alcohol having changed or society/drinking being different now and thus more exposing to effects is likely to be needed.

Such a hook could come from Government or from another high status and serious source (Independent Health Watchdog/NHS/Cross-organisation Review Body). The ‘sponsorship’ of message – with gravity and evidence - is extremely important in the justification of any message itself.

Critically, at the moment, there is no perception that the Government has a firm ‘standpoint’ on the subject. There is no awareness of a Government intention or strategy to deal with the substance and its impact. Respondents feel there is no evidence to suggest that the Government is taking a stand on managing the issue of alcohol in society. In fact, the opposite appears to be the case: the 24hr drinking licensing appears to give Government approval to alcohol and to drinking.
Without a Government voice sponsoring the message, any invitation to reconsider behaviour is likely to be lost – ‘what’s the point?’; ‘can it be true?’ – and current habits/momentum are likely to be retained.

How alcohol might be ‘reclassified’ is not clear. There is a strong struggle to reject the categorisation of alcohol as a drug. This is particularly strong in adults, but young people are not willing to hear that their parents are drug-takers either.

Any attempt to blame the consumer (‘me…a drug taker?’) is potentially offensive and sparks anger and rebellion. Personal offence is an easy defence for respondents allowing them to dismiss wholesale what they like. However, harm is undeniable. Respondents know the harmful effects of alcohol from their own knowledge, evidence around them and from the media.

The lingering suspicion that alcohol is a drug is therefore an important lever. It helps people connect with the bigger picture of risk and the need for action. ‘Harm’ is potentially extreme (physical, psychological, emotional and social).

Other analogies (Smoking)
Considering the youth drinking issue as arising from involvement in a substance which is dangerous but not ‘a drug’ – in a similar way as smoking is perceived - is somewhat more palatable to the population.

The language which has been created in order to discuss the effects of smoking (active and passive) does several things which may be extremely useful for the alcohol debate. Active/passive participation is a model that can be applied usefully to alcohol, both in terms of deeply analysing the data (to reveal a wide-range of strategic routes forward) but also in terms of messaging to priority audiences.

Firstly, it includes everyone in a legal habit that we, socially, now want to change. The impetus is not that we have to see ourselves as drug-addicts or incompetent managers of nicotine; rather it is that, in the light of increasing information, we now understand more.
In an environment where knowledge has increased and information has now come to light makes the issue a national one that affects all/is relevant to me and mine – even if I am a very light drinker, I might still be someone else’s passive drinker.

Secondly, the rights of the ‘passive smoker’ have spurred on many of the changes to smoking policy in the UK. The language has made it a universal issue which affects us all and so we all have a say in the matter. Smoking is not a victimless behaviour – nor is alcohol. Excessive drinking costs in clean-up and policing terms, as well as in diverting financial resources away from healthier options, and – as is seen in the current smoking advertisements – having parents who drink increases the likelihood that their young people will drink.

The fallout from ‘active drinking’ (such as broken homes, severe financial problems, money spent on alcohol rather than other things, lack of attention for family, poor communication) begin to make themselves apparent in this light.

Finally, it allows the ‘drug’ issue to be presented as a series of negative effects on the person – rather than as a series of personal choices from a weak or unwholesome individual: now that we understand exactly what alcohol does to the human body, we have changed our approach to it.

**Communications/Interventions Need**

Overarching communications and/or intervention requirements, therefore, appear to cover high-level complementary themes:

Firstly, there must be a sense of ‘keeping up with the times’. It is important to underline that we live in a changed environment which is recognised and being considered/acted upon by the Government.

Secondly, there must be clear benefits to ‘you’ the individual from doing things differently. Key to this is the targeting of all to prevent disassociation (the ‘it’s not me’ attitude).
On top of these themes, specific work around Alcohol units (including the new campaign) provides a 3rd overarching piece concerning ‘how to’ drink responsibly and reasonably.

Whilst these highest order needs cover the whole audience, the target sub-groups are very distinct. There are specific levers and ‘tune-in’ points which engage certain groups more easily. There are opportunities for igniting change.

The rest of this report:

- Describes and unpacks the established and widespread alcohol ‘defences’ which are essentially a range of alcohol myths that undermine the legitimacy of other messages
- Considers the parent/carer audience, how it segments and thus the particular levers, barriers, and roles involved in the Youth Drinking issue. Parents have an extensive range of considerations and barriers to take into account given their identity as individuals and in relation to their Young People
- Considers the children and young people audience, how this can be segmented and the particular levers, barriers and roles involved in the Youth Drinking issue
- Details potential campaign or programme content: messaging and communications needs, and audience generated suggestions for intervention
2. Established and Widespread Defences

2.1. Alcohol embedded in the National Psyche

Alcohol is a subject that everyone interviewed for the project was able to talk about – and happy to talk about quite freely. It is a universally present substance which all respondents (Stakeholders, adults and young people) had come into contact with in some manner.

Respondent information about alcohol was expressed both overtly but also through unspoken communication. How respondents voiced their opinions, the things they assumed we would already know, and the areas where they tried hard to present a specific image and to influence our conclusions about them – these all contributed to our understanding of how permanently and unquestioningly alcohol is believed to be a part of life in the UK and how deeply vested is the interest in retaining alcohol (i.e. how strongly the drinkers within the sample wanted to conclude that drinking was not a socially negative behaviour).

It is apparent that alcohol is firmly embedded in the national psyche. It is given weight and legitimacy through prolonged usage. Alcohol is not a ‘new substance’, and nor is the consumption of alcohol by majorities of the population a ‘new’ phenomenon.

As discussed, we can see as a nation where alcohol has always had a place – from the top of the hierarchy downwards. There are a wide variety of positions and socially acceptable standpoints from which to defend and maintain its continued use. Such standpoints include:

1. Traditional and Historic connotations
2. Health – ‘a glass of wine is good for you’
3. Social – ‘It’s good for me to get out and meet people’
4. Psychological – ‘a drink helps you unwind and to deal with stress’

These standpoints are widely accepted as giving justifiable excuses for drinking; a glass of champagne or wine because it is traditional, wetting the baby’s head, drinking beer in the pub, having just one or two after a hard day.
Evidence against such standpoints is not readily available, not sought and not understood. None of the respondents challenged the standpoints, or were able to defend them when they were challenged by the research team. Indeed, it is quite surprising to discover the extent to which a substance, publicly and privately consumed across the UK, is so unevaluated; drinkers have no clear idea of what is being consumed and how that might affect them.

Questions are not asked, because the idea to question has never occurred.

A cultural education (containing alcohol) is embedded and unconsciously gathered by ‘osmosis’. Alcohol is drunk unthinkingly. The little ‘hard data’ that one can see within the market - information about volumes, strengths, suitable occasions for alcohol, suitable brands for individuals - these come from a variety of vested interests and few objective informers.

Messages from brands, pubs, people, walking down the street, television and elsewhere are all noticed by young people – and to a lesser extent by the adults in the sample. Large amounts of finance are seen to be pumped into maintaining the marketplace: alcohol manufacturers and advertisers, St Patrick’s Day, drinking accessories, stag events and alcohol-related ‘kitsch’.

All of this has combined to firmly establish alcohol as a cultural and social norm with which the majority of the population is expected to engage. Within the conference workshops, the only question that was guaranteed to generate a silence was when the research team asked whether anyone was a non-drinker.

For the teenage group, in particular, alcohol is seen as a vital ingredient for exploration. The choice to not drink has to be justified – and is seen as confusing. The social message is not easily deciphered – is this someone who is not well temporarily, someone who does not want to be a part of the crowd, someone who is angry with us and wants to punish us by limiting the fun, someone who is making a specific comment?

For the majority, on the majority of occasions, alcohol is a given and a faithful friend. The only choice respondents perceived (and wanted) was about which brand to select: This ‘alcohol bond’ goes across ages, stages, genders, and social class. There is a drink to suit everyone. Brand and product proliferation
appears to be continually working hard to ensure that every personality facet, mood and situation is provided for. Alcohol seems to be inescapable for the youth target and is readily accepted as part of many events. Parents contribute to this picture, with some having their own favourite tipple, and others supplying ‘age-appropriate’ brands to their children at home.

There is a high level of comfort and familiarity surrounding alcohol. There is also an underlying recognition that availability and variety have changed somewhat due to the global market place, venue differentiation, brands, etc.

The strong emotional bond with alcohol is coupled with a legitimising language that encourages a lack of interest in ‘portion control’.

Public (usually ‘down the pub’) consumption is not strongly monitored or regulated, despite licensing laws being a known factor of the alcohol environment. For many (especially adults), there is an assumption that there is ‘no need’ (or that it is very rude) to control social drinking in any way. In-home alcohol (bought from an off-licence or supermarket) does not come with ‘measures’. Anyone taking a firm ground on alcohol – trying to question, limit or move away from it - is often presumed to be occupied by ‘moralists’.

New products are embraced by the majority of consumers. For some, when prompted very strongly, there appears to be emerging a low-conscious concern as to whether all really is under control.

This doubt or suspicion may be leveraged.

### 2.2 No Government Platform From Which to Comment

The perception amongst many parents and carers is of a government unable or unwilling to deal with the issues of binge drinking.

Many respondents however, perceive that the government would have no legitimate platform from which to comment on the issue of binge drinking – even if it wanted to do something to curtail it.

The 24-hour licensing laws are often cited as opening the floodgates for drinking. The message as to why the 24-hour licensing laws were introduced – i.e. in an
attempt to halt the closing time binge – has not registered at all with respondents. Once a slightly clandestine indulgence, it has now become a legitimate cultural activity that can (and should) be engaged in at any hour of the day or night.

The overwhelming feeling is that, on the one hand, the government might say it wants you to drink sensibly, but on the other, it clearly raises taxes from the sale of alcohol and has made drinking more accessible for that purpose.

In searching for a way to discuss correct alcohol management, many adults and young people use what we have termed the ‘Continental model’ to discuss and legitimise their drinking behaviour.

This is defined broadly as ‘what the Europeans do’ (a perception of how the French/Italians/Spanish drink alcohol. It is possibly linked to British experiences of holidaying abroad, where wine is much cheaper).

Continental Europe is perceived by the vast majority of the sample to have no problems related to alcohol damage, alcoholism, drink driving and so on. Thus, the argument is made that European drinking must be the right way to manage alcohol. Many parents introduce alcohol early (in sips and watered down version), allow the youth to drink with the family, drink with meals and generally to approach alcohol as a very mainstream and normal part of daily life.

Because there is perceived to be clear water between the way that the UK government is approaching the issue (hands-off and interested in taxes more than general health) and the way that the Continent is approaching the issue (teaching about alcohol within the bosom of the family), there is a resistance to the idea that the British Government might be able to solve the issue of binge drinking.

‘It’s difficult for the government to do anything because otherwise they are taking away people’s liberties’
Parent, York.

‘Alcohol is legal and available and cheap’
Parent, Walsall.
'You could tax more alcohol but then the people will just drink more at home',
Parents, Leicester.

'Now you can get alcohol any time of day!'  
Parent, Leicester.

2.3 A Youth Culture in Crisis

Both parents/carers and the youth audience agree that young people in Britain have been somewhat ‘cast adrift’ in today’s society.

Of course, these are ‘other young people’ and not themselves or their own children, yet many of the comments about young people having a lack of direction or affordable activities to occupy them are made by the respondents in the sample too – as a way of justifying their drinking.

Across the areas in which respondents lived, many placed the blame for youth crisis on the fracture of their support systems – broken and compound families, single-adult households and so on. For many, there are no havens from which to explore the world safely. Courage and confidence are sourced from the bottle.

Respondents in the sample (both adults and some young people) felt that Youth is beginning to seem essentially rudderless (as many of their ‘guiding’ adults are rudderless). Lack of parental expertise is blamed, as is lack of parental interest. For some, the blame was widened out to encompass economic and social pressures which had led to such rifts in the family structure. This was felt to be a pressure experienced along the spectrum from non-working through to both-working families.

The loss of three generation households (grandparents, parents and young people) mean that for many there are no fall-back caring systems and no long-term viewpoint from which to consider one’s health and behaviour.

Other research we have conducted confirms what we were told in this project. ‘Peer parenting’ is a phenomenon that fills the void where parents are too busy to engage with their young people. Certainly around the subject of alcohol, young people of all social classes and ages seek information and advice from each
other, rather than from their parents. In many cases, where there has been an over-drinking situation, young people are peer-parenting themselves through most of the negative outcomes (vomiting, rowing, loss of belongings, casual sex, minor injury). At the higher end of the socio-economic scale, this peer parenting through alcohol experiences is more due to the fact that the young people are unwilling to draw parents into their experimentation and its outcomes; at the lower end of the socio-economic scale, peer parenting is a factor of daily life and a way of managing many of their life experiences. At the very lowest end of the scale, peer parenting stands as a survival mechanism.

In the area of alcohol in particular, young people seek information and solace from each other. (For some families, the adult may join the young person in drinking to get drunk – effectively becoming a peer for the purpose of the evening).

Peer parenting does not equate either in quality or quantity with parent-parenting. There is a strong thread of self-interest in the peer-to-peer care which increases some risks and harm.

Unlike the ideal parent-child relationship, each individual within a peer group seeks to maximise their own advantage, and to use the others to gain access and information about the 'outside' world.

Thus there is a vested interest, for example, in making one young person in a gang get very drunk whilst the others watch. Attention to the health of that young person is low priority. ‘Tribal rules’ in these types of peer-parenting gangs dominate. There are leaders, seconds and badges of honour to be won: excessive behaviour, daring and wildness are applauded and gain attention. Whilst the group cohesion creates a safe haven where the young person gains some benefit from having a place, a routine and a regular set of predictable connections, the beneficial and protective mindset of the peer group is based on individual interest. The ideal is that the individual interests of each member are compatible; certainly we have seen groups backing each other up and sticking together. However, there is low connection with altruism in its most real sense from these young people. Across the social scale, collaboration between members of a group is fostered when it meets the common end (in the case of alcohol, this might be where drinks or drinking needs to be concealed from adults
– in order to ensure that the young people will not get into trouble, or will not have alcohol confiscated by police or by teachers).

Even where the perception of social breakdown is not forefront in the minds of the respondents, alcohol is very clearly spoken of as a social crutch, used by both adults and young people to ease their experience of new situations where they are outside their comfort zone...

For the young, this function of alcohol is very important. The teen years are a point of changing identity – physically and psychologically. This is not a new insight. However, some of the young people interviewed expressed frustration with the context in which they were being expected to live and grow. They defined many points of contradiction and a system of ‘traps and tricks’. Without a clear sense of their own legitimacy, many felt uncertain and uncomfortable of their position and rights. In their search for their own identity, and in a bid to limit their sense of awkwardness and discomfort, drinking provided a critical confidence-boosting. The comments of the young people reflected their perceptions that their world was frustrating, confusing and in many ways unpredictable:

- Too old to be in After-School clubs
  - Not old enough to be left on your own

- Old enough to work
  - Not old enough to be paid a minimum wage

- Old enough to get married
  - Not old enough to drive

- Old enough to be of (sexual) interest and value to adults
  - Too young to get into pubs and clubs legitimately

Young people expressed contradictory comments about what they expected from the adults around them, and the challenge they perceived in terms of negotiating control over their own lives.
As well as the young people raising such questions about at what age a person ceases to be a ‘child’, parents were faced with the challenge of the age at which the parent ceases to have a ‘right’ to parent the young person. For many, this raised the question of when and how they should be controlling their own child’s drinking.

Clearly such a lack of confidence from the young people and the parents, at a time when identities are in flux and permissions are being stretched, is not conducive to a clear alcohol management strategy starting in the home. Although some kind of national line is lacking, it was still not obvious how State and individual parenting fit together. Who would decide on the way to control youth drinking – and how would that be enforced?

These issues were raised in many fragmented ways by individuals across the audience. Although presented here as something of a cohesive demand for youth to be redefined, it was rather expressed as a deep sense of unease and a nervousness about what was the right thing to say and do. As a result of not knowing, both parents and young people tended to take a hands-off approach – to become disengaged with the subject of overtly parenting the underage drinkers.

As has been mentioned, the ‘youth crisis’ is mostly projected onto others, but parents/carers do see their young people as being at risk from the fallout of the confusion and lack of clarity which has resulted in the ‘crisis’. This last is useful fodder from which to discuss the issues.

Whilst youth has always been a ‘time of angst’, there is sufficient ‘proof’ amongst respondents that the pressures have become worse, or sufficiently different, to warrant a new concern about this evolved environment.

The following is a compilation of respondent-generated risk factors and influences which drive the ‘youth crisis’:

Background risk factors include the acceptability of intergenerational drinkers (parents as friends who supply and consume with their young people), the British pub culture (which is much more a café culture in mainland Europe), the Westernised and very hands-off style of parenting, the Continental Model of
drinking in family and from a young age with food. In addition, factors influencing long working hours/high financial pressures, home drinking to relieve working stress, and the British (Industrialised society) Week/Weekend split have pushed alcohol to the forefront in a highly unregulated way.

Newer and increasingly aggressive factors make binge-drinking the cultural norm. Gender role models are more aggressive and sexualised than previously; 24 hour cities make alcohol and drunkenness a more visible event; increasing parentlessness of the younger generation mean a lack of controlling influence; cheap alcohol means that price is no longer a barrier – even the very youngest can drink and drink more; mainstream media drama such as Eastenders and Holby City uses drunkenness as part of storylines and as an event to react to rather than challenge; US style gun-toting and gangsta roles within music and film push male aggression to the limit; inner-city gang culture with turf wars and postcode battles means that the streets are less safe for those who are out and about; and finally, the presence of ‘Skunk’/cannabis on streets and the culture of drug declassification has blurred the boundaries for the mainstream youth – even drugs are not necessarily ‘bad’, so how much less so could alcohol be?

2.4 Difficulty of finding firm ground contra-alcohol

Pro-alcohol messages are everywhere.

They are also very mixed in tone and content, depth and sponsor. Associations are therefore multiple and fluid. Alcohol can be defended and attacked from a variety of positions. The diagram below shows some of the uses/roles/attributes for alcohol which are raised as defences to an assertion that it is damaging. Thus, alcohol cannot be so bad because it is x or y or z.
There is a current lack of facts and information available about alcohol damage.

In light of this, the ground on which DCFS needs to stand is currently extremely slippery. There are good reasons why alcohol and excessive drinking have become a part of UK society, and it is a challenge for respondents either to see their own drinking as being an issue or to consider how alcohol consumption might be addressed and by whom.

2.5 A Raft of Myths to which to Cling

The older generations can, with some effort, be made to reconsider the need for adult guidance in the vulnerable, exposed younger generation.

At a push, they can also be led towards considering the vulnerability and exposure of their own young person. Suddenly, a need to parent through the teen years becomes apparent. However, such insight is not long-lasting and requires a keen sense of the issues in the first place. For most of the sample, the process of calculating risks is too hard.

In the face of being asked what they could do to help control youth drinking, parents seemed to slide away from the problem again. Other risks dominate. For example, crime or drugs are seen as more stressful, more dramatic and more clearly seen as risk ‘events’. Alcohol is surely not that bad?

That response is partly a way of deflecting responsibility again – the parenting and control issues were very nebulous for many of the parents on this topic. There was also a sense in which respondents found it hard to see the damage and consequences of alcohol. This is perhaps linked to (for many of those who do drink) the very nature of alcohol consumption taking away the capacity to reflect, store information and to analyse the scene in front of you. Certainly, it was hard for many to decide just how bad alcohol was – simply because they were usually drunk when they were closest up to the effects.

Over and over again, throughout the research, the team saw that respondents clutched to myths which (if unchallenged) seemed to provide a logic to their continued drinking behaviour.
These myths work separately and in combination with each other to maintain the illusion that drinking alcohol can be a risk-free, impact-free choice, and that the benefits can outweigh the disadvantages. Unless parents and young people begin to perceive of the risks clearly, action against underage drinking will appear possibly draconian, possibly kill-joy, and perhaps a nice-to-have rather than an essential need for Government activity.

In this regard, ‘myth busting’ any of these is likely to make a dent in the logic that underpins (underage) alcohol consumption.
3. **Myths for Busting**

3.1 **Alcohol is not a Drug**

An indicated, the implications of alcohol being a ‘drug’ are extremely unwelcome, especially for most adult drinkers who have formed a repetitive drinking habit.

For young people the possibility that they are ‘self-drugging’ is almost conceivable. The majority, however, take greatest issue with the idea that their parents might be ‘self-druggers’ – because of the social implications that might deliver in terms of shame and humiliation in front of their peers if they are connected to an alcoholic (as mentioned above, this is defined as someone who is psychologically weak or a ‘loser’ and unable to manage their alcohol like a normal person).

Importantly, where there are young people with strong alcohol-connected family members, shame and secrecy surrounding the behaviour of these adults is high. To have such behaviour outed as being a drug-addiction is potentially quite helpful, but ultimately may serve to increase the sense of isolation and low-self esteem of these young people.

Across the board, from those who are active drinkers (the vast majority of adults and young people over 14 or 15 years of age), there is a clear vested interest in keeping alive the conviction that alcohol management is possible and desirable. The concept of drug management is less welcome and appears to be an over-dramatic way of thinking about things.

How and why one should manage the relationship with alcohol is not given much coverage – although the spectre of alcoholism does exist, it is very much an unlikely endpoint for those who cannot cope. Normal people stick to their ‘limits’ without much intervention.

Recommended units however, ranged wildly in number and there were complaints that the size of glasses made keeping track very difficult. Respondents were aware that volume proof was somehow implicated though many were not sure how that affected the calculation. Some older drinkers had regularly been
keeping to an erroneous weekly safe limit; in one case, the respondent was in fact ‘responsibly limiting’ himself to twice his weekly units.

Despite this lack of detail, respondents reached for the limits myth and repeatedly assured the research team that they knew what their limit was and would always stick to it.

3.2 Alcohol ‘lite’ is fine

In relationship to alcohol consumption for children and young people, especially as viewed by parents and carers, but also applying to the majority of the respondents, there is a concept of lighter alcohols being safer.

On a spectrum of ‘graduated manageability’, the lower alcohol drinks were more safe and required less concern and skill to manager. The higher alcohol content/the more expensive, the stronger the message that caution and experience were necessary to drink safely.

Strongly implicit in the mental map of adults and young people are issues around growth, ‘maturity’, and experience of the drinker. The parent feels that the lower end of the spectrum provides a safe haven from which to have fun. Clearly the teen drinker wants to progress up the scale to the more mature end, and some do.

It is clear that objectives and intentions clash somewhat as to the definition of alcohol lite and thus the exact line where drinking is safe. However, most parents and young people would agree that alcopops are a suitable marker for this. For parents, WKD is colourful, alco-lite and clearly targeted at young people. For young people, alcopops are affordable, drinkable and accessible.

Critically, then, some of the issues of alcohol damage come with the quantity and frequency of what is drunk. However, parents and young people still think in terms of alcohol lite being safer.

Addressing this issue may well become key if the message is to get through, beyond parents and out into the streets.
The diagram shows the mapping of the market below. The perception of low risk/no damage or dependency issues is clear. However, the mapping against strength also belies the desire (for some) to move from beginner level to more mature levels more quickly – in order not to be seen as drinking safe.

There was some very immediate and transitory suggestion that alcoholism might be more immediately associated with the ‘harder’ liquor end of the spectrum – i.e. respondents seemed to be aware, although did not articulate, that alcoholism would involve needing more and more of the substance in order to get the same ‘hit’ and that the higher proof drinks would deliver that hit efficiently. However, they were also aware that the alcohol hit could be delivered by drinking larger volumes of lower proof drinks. The key indicator for alcoholism was not limited to type of drink, but more with the amount of time spent not drinking, and the occurrence of drinking at inappropriate times and settings. The overwhelming majority of the respondents felt themselves to be safe from alcoholism because they were not drinking every day, in the afternoon, in the morning, instead of going to work or school. Thus even the heaviest tequila shot drinking weekend evening session was perceived as being within the range of normal; a glass of wine with lunch was more likely to be perceived as needing justification if anything.

The complex processes and factors that are used to establish the legitimacy of drinking behaviour should not be overlooked; a number of adult respondents brought forward data when talking about their drinking in order to set the correct background in which their consumption would be acceptable. It is not the case that adults and young people do not believe alcohol is connected to alcoholism per se; it is more the case that both groups are aware of the social shame – and
the limitations on drinking that would be set – if they were to be (mistakenly) perceived as having a problem.

This verbal context setting is an important part of the social dialogue around alcohol.

### 3.3 Learn by your Own Mistakes

Prevalent throughout the sample of young drinkers - and of PCs whose CYPs drink - is the notion that the best way to understand alcohol management is to experience alcohol mismanagement – drinking to excess and feeling some damage.

A negative (hopefully mild) experience is the best teacher, and it is felt that a common theme is to ‘get through’ a variety of early experiences and establish a reliable pattern of response to alcohol. This, for the majority, was seen as the most effective way of establishing one’s personal limits.

For CYPs the potential for higher risk damages (either to oneself or to others) above and beyond a ‘nasty hangover’ or mild embarrassment are not spontaneously considered. Physical or serious damage is ‘not a likely’ risk.

Accompanying this, there is a lack of acknowledgement surrounding longer-term damage accrued from ‘par-for-the-course’ mistakes. Currently it seems the main perceived risks from drinking are hangovers and the unfortunate remote possibility of having an accident. Addiction and tolerance dependence from pushing boundaries are not considered at all.

This myth is a particularly strong driver to drink early and to excess. Parental response to early negative effects in YPs is resigned and assumes control is being gained, ‘at least they’ll know now’.

To counter this, all negative effects need to be reframed as damaging. Any impact at a biological level (cellular and physiological) is currently ignored.
3.4 I am not at risk

The notion of being exempt from risk is common especially in CYP populations on any issue, but also in adult respondents around this particular topic.

This invincibility is due to two main reasons.

Firstly, automatic reactionary statements which remove individual's from ‘the other’ who drinks irresponsibly and with a lack of knowledge are common place. Secondly an actual ignorance of the majority of products and consequences. These two factors compound each other.

Strengths and ingredients are not investigated or understood by CYPs and PCs. This is especially true of new products. People take the lead from the general packaging, colours, imagery and store location. Very little understanding surrounds strengths and types of alcohol and effort is rarely put into finding out.

The consequences of these attitudes and the surrounding lack of knowledge are multifarious. It gives rise to a perception that alcohol is not necessarily addictive and that addiction is either down to individual genes, or a ‘loser’ attitude, that somehow that individual is weak. Alcoholism is always conceived of in its most extreme forms and not otherwise.

For respondents pushed to describe how they would know someone had an alcohol problem, as has been touched on above in this report, the external context for drinking is the main reference point. (References to physical effects like shaking, sweating, craving alcohol are much fewer). Thus alcoholism involves having to have a drink first thing in the morning or not being able to to say ‘no thanks’. Images are of people queuing for the pubs to open, and being willing to wait for alcohol in the middle of the day.

References to volumes of drinking are also missing from this dialogue – except in the extreme case. There is little or no awareness of the effects of gradual exposure to alcohol, increasing tolerance and dependence over a long time. There are even fewer comments made about the connection between alcoholism and amount of alcohol drunk – respondents do not have a damage range in terms of units such as ‘regularly drinking x units more than the safe limit’. The
effect of binge drinking in pushing towards alcohol dependence is almost below the radar. Instead, there is an inverted idea – the worst drinkers drink over their limit because they are alcohol dependent. With this, the controrted logic reveals that the respondent themselves is safe from harm because they are not alcohol dependent: they are in control of their drinking units and might binge drink or not without alcohol dependence being a factor.

The concept of a ‘drinking limit’ is already as well embedded as alcohol itself is in the national psyche. However, the limit is self-defined and often runs counter to the advice leading to responsible alcohol consumption. Units are seldom referred to, especially by younger people.

Even for those who might ‘drink by units’, the units themselves are often miscalculated. In general, limitations are most often related to experience and ‘habit’ (‘I drink five cans and that’s my limit’). For many CYPs, the only measure often contains some negative physical feedback, ‘I'll drink till just before I know I’m going to be sick’, i.e. until a strong feeling of constant or sudden nausea is experienced.

The myth - that alcohol damage is avoided by self-awareness and monitoring of one’s drinking against personal alcohol limits - is critical to address. The academic literature around alcoholism points to denial as being a key indicator of alcohol dependence. Even on a practical level, the blunting effects of alcohol on self-awareness would make the self-regulator an unreliable monitor of their own experience. The self-regulating myth plays strongly into the hands of potential damaging effects. However, counter messages to this can only be generated and become credible, by underminding the assumptions of self-control/regulation via the other, bigger myths.

3.5 Weighing alcohol effects by ‘personality’

Drinking is defined by respondents in relation to a small and repeated range of positive outcomes. Negatives effects exist and are volunteered but are increasingly in the realm of the ‘weaker’ others. The ‘weakness’ is often frequently associated with a ‘personality type’. 
The table below includes the descriptions, effects and social impact of drinking as volunteered for various 'types' of drinkers by respondents, including themselves. It also describes the cited causes or ‘personality’ types associated with different behaviours and opinions given by respondents.

<table>
<thead>
<tr>
<th>The way they perceive their alcohol consumption</th>
<th>'I'm an Alcohol Manager' – the majority</th>
<th>Causes 'Collateral damage' – occasional drinkers</th>
<th>It's an Avoidable Shame – Minority</th>
<th>The Apocryphal horror – (applies to no one themselves, only 'others')</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause of drinking or alcohol related consequences/'Personality type'</td>
<td>'me'</td>
<td>Inexperienced, potentially poor decisions, the crowd/circles they’re in, circumstances</td>
<td>Emotional, temporary stress, financial difficulties, low self-awareness, unemployment</td>
<td>Weak, genetically predisposed, socially inept, ‘sad’, 'losers'</td>
</tr>
<tr>
<td>Description of Drinking</td>
<td>Daring, Adult</td>
<td>Expensive</td>
<td>Important, Damaging</td>
<td>Poison, Lethal</td>
</tr>
<tr>
<td>Effects</td>
<td>Fun, Reliable 'event-maker'</td>
<td>Blocker, occasional regret-maker</td>
<td>Difficult to control, kick starter, shameful</td>
<td>Horrifying, shameful</td>
</tr>
<tr>
<td>Social Impact</td>
<td>Interesting, removing shyness, bonding</td>
<td>Sexual facilitator</td>
<td>Distracting, Impacting, under attack from other's perceptions</td>
<td>Destroying</td>
</tr>
</tbody>
</table>

Classic alcohol defence is either ‘the other’, ‘not me’, or ‘circumstance-dependent’. When the question of whether alcohol is a drug is reintroduced at this point respondents are easily reminded of some of the negatives that affect everyone. The association with the ‘drug’ like nature of the substance starts to come to the fore.

However, counter to this exists a language associated with ‘limits’ which indicates a strong awareness of different types of different drinkers. Respondents often identify their own drinking behaviour against that of an ‘other’ to show them
in a socially acceptable way; implying that ‘at least I’m not like X who is worse’. Examples of which are:

- ‘We’re not ‘big’ drinkers’
- He likes a drink but...
- The odd drink here and there
- A very ‘light’ drinker
- I know my limits
- My kids don’t seem the ‘worse for wear’
- I drink ‘socially’
- On the weekend we might have a bottle of wine

3.6 Other Supporting Myths

There is a raft of ‘supporting’ myths whose strength lies in their combination. On their own each myth is relatively easy to get respondents to become reflexive upon. This reflection will often get the respondent to challenge their points of view. This is generally because these myths are straightforwardly ‘rattled-off’ by respondents as their ‘stock’, immediate justifications.

i. All kids will

There is a strong perception from both parent/carers and children/young people that ‘all kids go through this’. The implication is that all children with at some point try alcohol, almost certainly more than once, and some negative consequence will occur eventually.

The only exception is parent/carers who are the complete reverse and adamantly attempt to restrict their children from consuming alcohol (as far as is in their control). Exceptions like ‘a drink at Christmas or a wedding’ are often cited.

This can extend to extreme behaviour justified by the desire to ‘protect’ (e.g. picking them up in the middle of the night when they go out rather than them take public transport), or issues with legality. They also justify their behaviour by talking about ‘boundaries’ which are put in place ‘for the best interest of their children’, and the theme of a strong family unit also repeats.
The following statements indicate the majority points of view:

- All kids have to go through this
- Teens is a time of rebellion but they will come out alright the other side
- Everyone has a hangover at least once in their lives
- Alcohol is part and parcel of life
- If you are too strict with kids, they'll do it behind your back
- All teenagers go wild. It's natural for them to be out with their peers

ii. Over-parenting kills

It seems apparent, and is talked about by a few, that there is a parenting dilemma: to parent or not to parent? Individual goals have taken over from family orientated life strategies. ‘Life aims’ and media roles are indicative of independence and self control. ‘Parenting beyond a certain age’ is subsequently frowned upon by both CYPs and PCs (for the vast majority).

There is consensus that there is a push to ‘grow up’ early for children and that it is difficult to ‘keep as children’. This again is echoed by both CYPs and PCs. In conjunction with this drive to grow up early is a ‘hands-off is probably best’ approached, which is perceived to do least harm.

Again, the only exception appears to be the ‘protector’ parents. They have a high interest in, and devote energy towards creating a family-centred group. They also have a long term connection with their children. Key is maintaining the relationship and model-maintenance through sometimes short-term sacrifice. Often there are social and environmental factors that support their leadership. Especially religion, inter-generational contact, and Asian cultures.

iii. The worst that happens is…(for CYPs)

The ‘actual’ consequences of drinking alcohol in CYP’s minds, that is to say what they think is likely to happen to them, are a very low level concern and not very prominent. There are a number of consequences which are repeatedly echoed by respondents:

...Vomiting - this is especially true for girls. ‘Puke breath’ is shameful. ‘Basting’ stomachs (with milk, or yoghurts) and ‘eating to drink’ are strategies employed to try and prevent vomiting whilst still allowing drunkenness.
For boys this can also be a trophy and is a strong example of peer parenting in action when it is encouraged.

It is seen as a natural consequence and part of ‘limit learning’. There is potential here for the greater explanation of the biological damage incurred by consistent vomiting, and the effects of tolerance dependency.

Having one’s stomach pumped for many was also somewhat of a natural extension of vomiting, and the thought of it was not a deterrent for most.

…Embarrassing yourself – this is relevant consequence especially for young girls. However, it is currently not an effective deterrent and it is not seen to affect long-term prospects and relationships. Perhaps if more drastic outcomes and long term effects were made apparent it would have a stronger impact.

…Getting ‘Spiked’ – this is the highest level consequence. It is not connected to the effects of alcohol but to the effects of an unknown stranger. It raises visceral fears but people are also aware of strategies for avoiding it (bottle caps you can bring with you to cover your drink, to never leave your drink standing alone etc).

There is potential to target these fears and to connect the danger of lost/lessened control to other alcohol-related situations (unwanted sex/unsafe sex/physical attack/accidents). The current drink sensibly campaign is in this territory but for many is somewhat apocryphal and ‘not me’.

…Sexual attack, pregnancy, STIs – unwanted sex and putting oneself in less-than-glamorous positions is a consequence that is recognised by both genders.

Girls are, as might be expected, especially aware of the extra risk they run when drunk. However, this is not enough on its own to act as a deterrent to drinking or as a prompt to safer sex. One issue is the potential to shift any responsibilities to the ‘men taking liberties’ rather than to the girl herself.

…Stranger (Danger) - Rules around transport in particular focus on this consequence. Many parents lay down rules such as ‘don’t get into a taxi on your own’, and these mostly apply to girls rather than boys. For most respondents finding yourself in a situation where a stranger could take advantage of you was
seen as an avoidable risk and this avoidance was often an inevitable part of the evening.

This is also one of the biggest consequences/fears for parents. The passing stranger who is asked to buy alcohol by CYPs (and actually buys it for them), or the unlicensed mini-cab driver outside a club, are significant worries.

…Becoming a ‘loser’ – this is the lowest level consequence/concern as it is a long-term result and not connected to the ‘current evening’. Alcoholism is seen as an isolated place, one of abandonment and failure. CYPs often take the attitude that ‘it won’t be me, so long as I’ve got all my mates around me’. This translates into the theory that as long as they all drink together none of them will become alcoholics.

For PCs, the Worst thing that can happen…
Reportedly consequences for CYPs are higher in the mind of PCs. They are less defined, unguarded against and soon move to consequences for themselves.

…Young Person Being Attacked – this is one of the greater concerns for parents. However, the mantra of ‘as long as you know who they are with and what they are doing, they are fairly safe’ prevails. A cursory knowledge of where their children are, and with whom they are, is all that is needed to placate many parents.

There is little high consciousness connection between alcohol and long-term damage consequences – STIs, pregnancy, murder, dementia, addiction. Significant consequences are either ignored by parents, or do not even enter their minds.

…Hangovers – this is partially a ‘rite of passage’ and is often seen as a sign of a good night out. It can be a bonding experience with teenage drinkers. It is seen more as an inconvenience than a sign of any cellular level damage. There is a heavy connection with ‘wasting the day’ and not getting on with things whilst hung-over.

…Driving – this is one of, if not the highest, level consequence for adults. The fear is in not being able to get home or pick up others. Drink driving is mostly
frowned upon but the fear of accidents or damage is less than the overriding fear of losing the licence. Losing one’s driving licence is a significant and major issue.

iv: Drugs aren’t branded

Despite the known role of the brands (especially alcopops) in pushing excessive drinking, no parent is taking action. Alcohol and youth rebellion are embedded in the national psyche (largely by brands themselves). The branding of alcohols, and especially alcopops, make them, as opposed to drugs, ‘friendly’, ‘approachable’, ‘fun’ and ‘acceptable’.

‘young people have always drunk, but now it is easier with alcopops. They drink more.’ Stakeholder, Leicester.

‘slightly more fruity looking things, to a child they don’t look like alcohol, they’re going to see PINEAPPLE, TROPICAL ORANGE [pointing at Bacardi Breezers]. I know Bacardi is alcohol but to a child it isn’t. £1.39, it’s very affordable’ Parent, London.

‘Alcopops are geared to a very young age group. They are always on the shelves next to the soft drinks’ Parent, Midlands.

‘Alcohol is so cheap kids can afford to do it’ Parent, South.

Strong branding has made certain alcohols attractive to CYPs. The pricing of them, and their prominence in supermarkets and off licences, means that they are available and sought after. These brands often legitimise ‘drinking young’ by referencing the daily lives of CYPs in their campaigns, but of course without outwardly endorsing underage drinking.
4. Audience Differentiation

4.1 Underage drinking is everyone's problem

Although there were three audiences sampled to uncover the findings for this report (CYPs, PCs and Stakeholders), in thinking about how to land the issue for greatest effect, there would seem to be two psychological audiences involved in a youth drinking strategy in the UK.

The psychological territory of emotions makes any communications campaign difficult. Labelling people as ‘Drinkers’ (i.e. those who lie at the cause of many alcohol related problems) raises guilt, shame, confusion, irritation, and moral criticism. There is a very strong denial mechanism that can manifest in any number of ways.

However, because the territory is unstable and people’s opinions and feelings are quite volatile in relation to ‘drinkers’, there will be ways and means of effecting communicating. The tone and approach of any campaign needs to be very straight and to seize the agenda.

Formulating arguments from the point of view of these two audience groups effectively gets round the defence mechanisms of both adults and young people who drink: the subject affects them directly in one of two ways.

As discussed and applying the paradigm (from smoking) of ‘active/passive’ involvements, we can start to look at:

‘Active drinkers’ – adults and young people within various sub-segments who consume alcohol

and

‘Passive drinkers’ – non-drinkers within various sub-segments who are affected by the fallout from active drinkers.

For active ‘Drinkers’, the data needs to be analysed in terms of how they harm themselves and affect those around them: what can be done to minimise that harm and influence? For ‘passive Drinkers’ there is a need to first think about
how ‘Passive drinking’ can affect the population, and then a need to understand what can be done to minimise the effect of drinkers and their influence.

4.2 The Difficulty of Communication

The feelings of many are that ‘alcohol has been around for long enough, we all know the score’. The audience, when asked to consider Britain as a nation of drinkers, is aware that there is a problem and that alcohol is occupying an increasingly larger space. However, there is ambivalence in what they can reasonably ask themselves to conclude from this fact. As people who consume alcohol, they are caught in a challenging territory. Although ‘everyone’s thinking the same and we don’t really want alcohol to be removed or limited for us, no one wants to mop up for others afterwards’; the physical and financial fallout of tolerating drinking is becoming too high to bear.

There is an emergent desire, when the situation is looked at carefully, for some action to be taken to start restricting the alcohol excess. But this communication needs to be direct and to be rooted in the logical and societal costs – which are undeniable. If focusing solely on the harm of alcohol at an individual level, it is easy for all drinkers to say ‘not me’.

5. Parents and the ‘Parenting Trap’

5.1 Whose problem is underage drinking anyway?

The prevailing image of underage drinking is strongly connected to the binge drinking at nightclubs and pubs. These are not necessarily the places where the youngest drinkers are drinking. The poor behaviour of the 18-24 year old age group seems to be creating a focus that in some ways serves to highlight the problem of excessive alcohol consumption in the UK, and in some ways serves to draw attention to the clubs, pubs and venues that many under sixteen are not able to get into. There is a danger that other drinking events which more strongly concern the underage may be missed.
However, the role modelling effect of young adult drinkers for underage consumption is a powerful one, either when they see it for themselves or when they see it reported in the media.

The role modelling of the parents of the underage is perhaps as potent, though certainly less visible.

The parents see themselves very much as adults, separated by age and status from the ‘young drinkers’ – whether truly underage or in the blurred ground of the young adult drinkers. In this differentiated status, many parents quickly find permission to disassociate themselves from the problem of excessive alcohol consumption altogether.

Unless they are specifically involved in a way that they cannot escape from, this separate attitude creates a huge obstacle. Although they acknowledge that underage and binge drinking are a problem for society, most parents eventually find themselves at the centre of a conundrum that quickly prevents them (and anyone else) from acting.

On the one hand, they accept that they are the role models for their children, and they agree that alcohol drinking in youth (underage or young adult) is a problem. On the other hand, they do not accept that they might influence their young people (by curbing their own drinking) and they do not feel the government can parent their children better than they can. They equally do not connect with the effect that their drinking behaviours have – when they are out socialising with their adult friends – on younger people who might be watching.

Parents feel they are both a role model and innocent of role modelling; they are both ultimately responsible for their young people and unwilling to lead their young people; they perceive a societal issue with young drinkers but are unwilling to allow government to intervene.

Below, in the table, is the typical type of parenting conundrum or puzzle that emerges from the research. Parents take several different soap boxes.

Whilst demanding solutions, they deny opportunities for change and hamstring themselves and the government in a complicated ‘logic’. Once their contribution
is raised from an individual level to a societal level, some of this logic naturally crumbles under its own weight.

### The parent puzzle:

- ‘I influence my child’
  - BUT
  - ‘I am not a cause of this behaviour’
  - AND
  - ‘I cannot influence this behaviour’
  - AND
  - ‘And I don’t want Government meddling in my affairs’
  - AND
  - ‘I don’t want to change myself’
  - BUT
  - ‘I want something to change’

There is both a recognition of a problem, and an unwillingness to be part of the solution.

### 5.2 Parenting Myths

Parenting positions are based on a sense of natural parenting philosophies as well as on ‘myth’.

The parenting philosophies run along the spectrum from more to less involved as parents (Hands-off, engaged, over-protecting). These standpoints have pertained since the young person was small, and thus are not new.

However, as teenage issues start to emerge around rebellion, independence, exploration and challenge, parents find their old methods needing some kind of support and underpinning rationale.

In the absence of any shared societal information, myths that are strongly relied upon can be highlighted thus:
The ‘Continental Model’ leading to the ‘Alcohol Manager’

The drinking introduction believed to be the ‘safest’ route to alcohol management. Implicit is an assumption that alcoholism is ‘not me/not us’, that somehow it can’t affect us as ‘we are immune because we understand alcohol’.

The Continental Model is very strongly based on a misunderstanding about the alcohol statistics in mainland Europe, where it is believed that alcohol abuse and damage is avoided by a young introduction to alcohol with food.

Parents in the UK feel that if Spanish and French and Italian children are learning to drink alcohol from a young age at the table with their families, they will not be inclined to binge drink as they grow older.

De-demonising alcohol is felt to be the best way to ensure that young people do not seek to use it as a rebellion; they become alcohol managers.

Of course, the misperceptions are firmly based on opinion (perhaps from holidays abroad) rather than from health statistics about mainland Europe. Parents who fall into the Continental Model group are searching for any logic that helps them maintain their own drinking whilst protecting their children from alcohol dangers.

In this way, this group inadvertently introduce alcohol at a younger age than some of the young people would naturally be able to access it. They effectively ‘push’ their youngsters by drinking regularly in front of them, by buying alcohol with the main shopping each week or by allowing them to start ‘appreciating’ wine from a young age.

The young people, thus educated to believe that alcohol is not damaging and can be controlled, access it with a level of confidence that is not matched in any other group. They become a harder target for any messaging about limitations and control because they have adopted a strong internal locus for control.

The Continental Model is generally made up of a series of images: leisurely family-controlled drinking of local wines over a sleepy siesta lunchtime, in the
company of mixed age groups which include senior citizens as well as small children. All these elements perhaps lead to a more contained and sociable consumption and set of behaviours.

This idyll, which itself is becoming less and less a reflection of southern European life³, does not translate well to the reality of the UK environment where the factors are very different: single age group drinking, clubbing, drinking without food, bulk-drinking across five hours or so each weekend. The British factors (and the weather which pushes drinking indoors and into commercial control) are more akin to the Northern European Model.⁴ These factors, coupled with the lower price of alcohol in the UK compared with Scandinavia, may be the reason the issue seems to be seen more strongly here than elsewhere.

If pushed, some of the parents – although these were a minority – could begin to see why the Continental Model was now flawed in its application to their modern, busy lives. However, the notion is very firmly rooted and poorly translated (as ‘parents should allow young people to drink early at home’) in the mindset of the nation.

Since the seventies, the images and the myths have been perceived as the intelligent way to train young people to become alcohol managers. Direct evidence to contradict this model is needed. The increasing prevalence of liver damage and disease related to alcohol consumption throughout Europe is not understood and may be of help in addressing the issues.

The Need for Personal Experience

Some parents fall into a more hands-off mindset.

Although nodding in the direction of the Continental Model, and understanding that their goal should be to train young people to become alcohol managers, actually the failure of this seems almost inevitable.

At this point, many parents believe they should do nothing. The situation will self-regulate. A hangover or illness will be better teachers for CYPs.

³ http://news.bbc.co.uk/1/hi/uk/7093143.stm
As discussed above, then, even drinking beyond limit is seen to have benefits in teaching about limitations. When faced with an ‘over-dosing’ young person, many parents shrugged their shoulders and coped with the immediacy – believing that in the long-term, the young person would learn more quickly.

‘Other people are the problem’

Knowing that there will be challenges to the young person’s safety, some parents lay down rules that focus on limiting their ‘stranger danger’.

In their minds, the young person and the friends who are known are imagined to be completely innocent. They could not, it is imagined, possibly instigate any dangerous situation willingly or knowingly.

Thus, all and any danger originates from elsewhere, not from within the CYP's circle of behaviour. The corollary to this kind of parenting myth is that, as long as the fifteen year old daughter has a mobile phone, stays with her friends, gets into taxis with others rather than on her own and watches that her drinks are not spiked, she is at liberty to go clubbing and to control her own drinking. The volumes consumed and the associated behaviour of her circle of friends is not discussed.

Teenage Kicks

The biggest myth from Western culture since the sixties is that the youth years should be about rebellion.

The concept of the modern ‘teenager’ is only half a century old but youth rebellion is firmly entrenched in the minds of parents and young people. In one sense, it helps to normalise the challenges for young people and parents: anger between young people and parents is not (for example) the result of a changed, urbanised, industrialised society. The problems are not because young people have no place and no resources, no money to do anything constructive, no outside space to be able to engage in their own entertainment, no physical activity to use their energy and build muscle, no meaningful work to engage them, no freedom to spend their days doing what is of interest.
Where it is experienced, the anger between young people and parents is interpreted as a natural, hormonal surge which is normal. Teenagers rebel. They fight, scream, shout, drink, smoke, have sex young, and take drugs because they are in some way supposed to.

The myth implies that the wild behaviour of youth will submerge again – and in some cases it does – and that any ill-effects will be left behind in teenager-hood. Clearly, this ‘containability’ does not match the reality of what many parents are seeing in the society around them: teen pregnancy, adults smoking and drinking since teen, STIs increasing, drug abuse continuing, worklessness amongst young adults as a result of substance abuse in teen-hood, and youth crime and lawlessness having an impact on careers in later life.

However, in the best light, Teenage Kicks as a myth allows parents to believe that their young people are happy. This seems to be the goal of the majority of the parents we spoke to in the research. Thus, knowing that their young people are living life to the full takes a higher priority for parents at this stage than knowing their young people are being controlled and directed to a non-alcohol path.

Changing the focus for adults so that they see the longer-term effects of this myth – and the way that the results can easily bleed into adulthood and contaminate whole lives – is key to changing the amounts of licence young people have to engage and over-consume.

It must be said, however, that Teenage Kicks is a very fashionable myth. It underpins much advertising and the vast majority of commercial messaging. Vested interest from a wide range of agencies in maintaining the Teenage Kicks myth will not easily afford a route for a counter-perspective. The challenge is clearly to propose a more controlled route without appearing ‘old’ (since Youth equals Rebellion under the myth, so Age must therefore equate to Conservatism).
5.3 Currently ‘confident’ in ability to educate CYPs

In the absence of further information, parents/carers reach for the myths above to help them to parent through these years. They therefore say they are confident knowing what to do about alcohol and their own CYPs.

The strength of belief in the myths is almost unshakeable. Because of the Continental Model being given ‘factual’ status, there is a strong sense that parents should have the freedom to introduce their children to alcohol at home as a matter of right.

Accompanying this is the attitude that ‘as long as I know my own child all will be well’.

PCs perceive little need to seek help with the issue of YPs and drinking alcohol. This is illustrated by comments such as ‘you’re talking to the wrong people here’, ‘we’re not the problem’. Where the young person has over-drunk and been ill, the parent sees this as evidence that they will be learning more quickly: where the young person has not been caught out drunk, the parent sees this as evidence that they are not drinking, or not drinking to harmful level. (Many young people talked about the difference between what they drank and what they allowed their parents to find out they had drunk. Vodka, for example, was favoured by young people because it leaves little taste and smell of alcohol and thus avoids any problems.)

As discussed, alcohol effects are conceived as being related to personality. Thus parents believe that they and their family are apart from the societal problems they see around them:

1. The State should not interfere and try to tell them how to do things in their sphere.
2. The State does not have their own ‘insider’ knowledge – the personality type and family personalities surrounding CYPs.
3. There is resistance to listening to messages from authorities who do not know them or their children
Simultaneously, however, because they have been young people themselves, PCs are nervous and some are fatalistic about what might happen once the kids get out of the house. There are unknown factors which they know can influence CYPs. They do perceive that the youth culture is very persuasive and pervasive; they are aware that there is a shadow of risk that their young person could become involved in something undesirable.

However, that thought leads some into much deeper waters than they associate with sociable drinking and fun nights out. Currently alcohol management is based on personal experience, family and friends, and not on State intervention.

5.4 Parents and ‘roles’

In order to get around these myths and to be able to reveal new information, new schemas of thinking need to be applied to the audience.

Parents need to be thought about in three roles. The attitudes and expectations shift as they are considered and as they consider themselves in each of these positions. These roles are:

1. Parents as ‘Parents’ – fulfilling ‘basic’ parenting (food, clothing, housing etc)
2. Parents as ‘Role models’ – their behaviours affect that of their children
3. Parents as ‘Pushers’ – promoting certain behaviours

1) Parents as Parents: Parents battle with a number of factors in relation to alcohol and communication with their children:

- Lack of parenting skills and low self-perceived legitimacy of anti-drinking standpoint (For some, this is simply because they are drinkers. They feel they have no right to impose curbs on amounts of alcohol. For others, this is because they drink to get drunk themselves; their young people will receive their alcohol limiting messages with scepticism.)
- Low conviction about the ‘best’ way to parent
- Fear/anxiety about risks of getting it wrong (for some)
- Low impetus to review as long as current approach ‘works’
- Awareness that control and power to influence naturally diminishing
• Lack of clear knowledge about mid and long-term effects
• Lack of knowledge about safe limits for adults, about safe limits for YPs
• Low levels of education about product and its effect on self and others

‘Natural’ Parenting Philosophies as touched on above have prevailed up until the teenage years. For some parents, a slight adjustment is made once the subject of youth and alcohol comes into play (the Continental Model is the closest thing to received wisdom at the moment).

What is meant by natural is the concept many parents hold with them that as parents their roles MUST include being: a Facilitator, a Protector, and a basic resource. These are the minimum expected from parents. However, the meaning or practice of these three roles is highly varied.

There are four main attitudes towards alcohol emerging from parents:

a. Find Your Own Way Round (I did)
• ‘My kid’s drinking is not my business’
• Facilitating access to alcohol – and not engaging in education
• Turning a blind eye to effects of over-drinking
• Perception that CYPs should learn by their own mistakes

The above is a list of behaviours from the adult who is essentially adopting a hands-off stance towards parenting their young person through their teen years. Typically, this stance has been taken in order to both relieve the adult of the responsibility of parenting, and to build self-responsibility early in the young person.

The result of this stance is that the CYP is essentially ‘un-parented’, in relation to alcohol as well as sex and other topics.

b. Continental Model (the only way)
• Slight push towards first drink PLUS desire to moderate ongoing drinking by facilitating to minimise risks
• Hazy on exact process – and not aware of the differences in lifestyle and context between Continent and UK
• Believe they are ‘educating’
The Continental Model has moved from a myth (used to support a natural parenting stance) to a parenting stance in itself at this key time. Since there is little actual instruction about how best to direct young people through the teen waters, the Continental Model has taken on a certain weight of truth.

Even those parents who are otherwise naturally hands-off or over-protective find themselves referring to ‘the way the French do things’ in order to make a positive difference to their young people on this issue. The Continental Model has no peers in other areas (i.e. there is not a quasi-instruction model for smoking or drugs) with the possible exception in sexual health, where ‘the way the Dutch do things’ is used as a guideline for early introduction of sexual health information.

The result of the Continental Model is that the CYP is introduced to alcohol early. To judge from the parents’ own drinking, the Continental Model does not necessarily lead to greater awareness of healthy drinking limits or to greater capacity for self-limitation.

c. Not an Issue for us (we are lucky)
- Do not feel there is an issue in their family
- Not educating because they assume the CYP has internalised the rules and understands risks
- May not have information or a true picture of their CYP

The parents essentially display great trust in their young people.

Because they place such trust, factual points are not repeated and young people are less likely to be limited in terms of where they go and how much freedom they have. Parents do not tend to police situations but rely on their young people to self-police from about the age of fourteen and fifteen.

The result is that many of these young people are ill/mis/uninformed, since messages and information about drinking come largely from vested interest drinkers around them.
Many of these CYPs feel that they lose the overarching protection of PCs at a time when they need intervention. Where they experiment, it is without adult knowledge or confidence.

d. Stay Out, Don’t Touch!
- Do not engage with alcohol education at all
- Believe in protecting - very rigid rule (alcohol not allowed till 18)
- Will pick up and taxi young people to and from venues, and will vet events to ensure rules are policed
- Often believe that their CYP is above and beyond the mainstream

Naturally more over-protecting, such a parenting stance removes much of the information source from young people. They are not allowed to engage with the subject at all – any discussion seen as being too old and inappropriate for the family.

Whilst the young person is interacting with a great majority of peers from the other three categories of parenting stances, they find themselves with little or no information about alcohol.

The result is more often than not ill informed, or uninformed CYPs. Peers have a much greater influence on this group than on others.

2) Parents as Role Models

From some, there is a strong desire to be a ‘role model’ for their CYPs, or at the least to gain obedience from them. ‘Do as I say’ is recognised as likely to increasingly cause issues (especially as CYPs grow older). In opposition there is a recognition from most parents that ‘do as I do’ is more likely to influence.

However, there is no external support for messages about decreasing risks. There is no motivation to model safer behaviours by PCs reducing their own drinking. This is compounded by many PCs ignoring, or forgetting, that other adults are also modelling drinking behaviours for CYPs. Without an acknowledgement of the role of other adults, any attempt to have informed communication with their CYPs is difficult for PCs.
There is also a belief that all teens kick against whatever the adult says anyway, ‘so what I do is not likely to have much influence anyway’. Many parents therefore shy away from taking any action or are inconsistent in their words and actions.

Whilst there is an awareness that those with drinking issues can be seen as part of a familial pattern, there is no linear connection with parenting ‘philosophies’.

3) Parents as Pushers

Parents who themselves drink are battling with a number of additional issues. There is a vested interest in maintain a position as a social drinker, not a ‘boozer’. There is a language of guilt, justification, limitation and ‘special circumstance’, excuse and embarrassment maintained around adult drinking (especially in the home where it is most visible to CYPs).

Under-reporting amounts they themselves have drunk and justifying circumstances in which they drink are common place behaviours. ‘I only drink X a week, that’s my limit’, ‘we only have a glass or two of wine with dinner’. CYPs are learning very early on to under-report their behaviour.

There are also a set of mixed or duplicitous messages associated with parents drinking. Firstly, in addressing the subject of alcohol with their children, in-home drinking is off the radar. ‘Drinking’ is associated with being out of home in public places (pubs, clubs, bars etc). Secondly there are messages such as ‘try a bit of daddy’s wine…it’s good for me, but not good for you’. These are seen across all SEGs.

In ‘dry’ homes another set of issues arises from parental attitudes toward alcohol. Often it is never discussed or brought up as there is ‘no need to’. Only ‘others’ have the ‘problem’ and alcohol is not a positive or relevant substance. If unnoticed then the CYP is not steered through difficult waters and ‘peer parenting’ through experimentation (and a need to hide any alcohol related behaviour from parents) can take over. Such parents are often judgemental and critical of those who drink. This maintains a cycle of embarrassment, justification and covert drinking activity on the part of the CYPs.
Summary

Parents are perceived by CYPs as the gatekeepers, leaders and facilitators to alcohol. They are seen by all to be the first port of call for information. They are also the source of finance and permission to go out. They are experienced in alcohol culture already and so are potentially a source of wisdom for CYPs.

For PC’s, many are currently not really confident of their potential to address the issue of National Drinking head-on, nor are not ‘properly equipped’ to do so. Currently they are exacerbating the problems of drinking and passive drinking harm through all four parenting philosophies: no one we saw really had the whole picture covered.

6. The Youth Audience in Detail

There appear to be ten youth segments emerging from the work which can be considered helpfully in terms of their general attitude towards alcohol – positive or negative – and their current drinking status – drinking or non-drinking.

The chart below shows a very simple four-way break against these axes.

(It is worth pointing out that the labels for the youth segments may be indicative of gender but are very much to be read as unisex categories which may have a higher prevalence of one gender than another but cover both.)
Established Drinkers

Those groups whom one might consider to be **established drinkers (top right)** would be the **Sophisti-kates**, the **Main Shop** and the **Park Life**. These groups are explained in more detail below.

Generally, these three groups feel very positive about alcohol, see it as a main part of their everyday lives and use it regularly when socialising.

In terms of accessing alcohol, they are generally able to count on their parents either supplying for the household or providing the money for the young people to go and buy and then drink in groups.

**Sophisti-Kates** are males and females of upper SEG professional parents, usually espousing a Continental model for teaching young people about drinking. The groups is named Sophisti-Kates because the female young people are strikingly confident and forward (compared to their female counterparts in other groups) about their opinions of alcohol. They model their parents and have a strong streak of intelligence and logic with which to defend their drinking.
behaviours. Both males and females drink to excess and use alcohol to socialise – however, they see their parents doing the same thing, and still holding down successful careers. It is difficult to find a way to discuss the damage of alcohol with this group since they currently perceive very few negative effects. Embarrassment and social networks being damaged (by not drinking or by being seen to be rude and judgmental) are of greater concern than any discussion which allies their middle class parents and themselves with the beer-swilling, binge drinking Saturday night town centre.

Sophisti-Kates are an extremely challenging audience to address. Immune from the fear of alcoholism, they are encouraged to drink early and to become what their parents imagine to be wine/beer ‘managers’. They may talk about ‘appreciating wines’ and learning to understand and drink properly – choosing quality over quantity. The Continental model is firmly in their mind; having travelled more extensively than other groups, this segment of the youth audience sees themselves, and is seen by younger peers, as knowing what they are talking about. In their own drinking behaviour, they are just as likely as any other group to go for quantity over quality. They also discuss not drinking in the day or not drinking in the week, however theory and practice are easily separated. Drinking only with food can soon become drinking always with food.

In discussions, they argue their point effectively, dismissing any attack on their own drinking and denying the effects of alcohol on them. For their peers who are listening to them discussing these things, they are very influential and lead the pack. They want to retain their drinking and they are prepared to fight for it with ‘logic’.

With access to both household alcohol, and with enough pocket money to finance both drinking and (for some) drugs, these young people are likely to start experimenting at a young age inside the home and outside. They are allowed to socialise with parties and to stay overnight; parents are typically liberal and affluent. They facilitate the consumption of alcohol and are largely mildly disapproving of wild behaviour. The young people report their parents still going to parties and still getting a bit drunk; there is little stigma to pushing limits, although vomiting and being a social liability are likely to draw disapproval from Sophisti-Kates and their parents alike.
The Main Shop are mid-range SEG, and essentially living in homes where alcohol is bought with the main shopping, either as ‘Dad’s beer’ or ‘Mum’s wine’. There is always alcohol stored in the house and it is not necessarily a fine wine or vintage; rather the wine rack or the fridge always contain alcohol.

To that end, these young people are established drinkers from an early age. Barbecues and family events are always centred around food and drink. Boundaries between parents and older teens are blurred rather than removed altogether – although alcohol is allowed for older teens, there is a sense that permission inside the home should always be asked, but that parents were likely to say yes for a special occasion. Without parents, however, at social gatherings, these young people were likely to feel confident accessing alcohol and bringing it along. They did not behave furtively or in any way wildly about drinking – this was a well-known substance which could be relied upon to get the party going.

This segment is not necessarily wealthy – brands accessed were mainstream (Stella was typically discussed). However, in terms of volume, these young people were able to drink beyond their limit (units) without getting into a terrible state, simply because they were familiar and practised drinkers.

For this group, it is perhaps hardest to discuss alcohol as a drug. Their parents drink large amounts, often after work in the home to de-stress. Their parents are largely home-based within the week and holding down middle of the road jobs and families. They are neither extremely high-fliers nor at the lower end of the social scale; alcohol is a normal and standard part of everyday life for these young people. It is a way of having fun and of relaxing. It is habit and unconscious. Losing control is just a way of being aggressive rather than the effect of alcohol itself.

Park Life youths are established drinkers at the lower end of the social scale. For them, alcohol is accessed through the adults around them – either stolen from home, bought (as a rare treat) by parents, or bought by olders and adults on their behalf (from the off-licence).

Because this group do not have easy access to much money, the alcohol they steal is likely to be stronger than the alcohol they buy. Respondents reported their parents, grandparents and step-parents having vodka in the house, or
Southern Comfort, or Bacardi. They reported buying Cider or cheap lager in volume.

In contrast to the two groups above, Park Life is also less likely to drink at parties: living largely in urban areas, alcohol is drunk because there is little else that can be afforded. Cinemas and bowling alleys all cost money they do not have, and offer only a short span of entertainment. Alcohol can be drunk on the street or in the park; it offers a centre around which the youth can gather and discuss. Getting drunk is a purpose in and of itself, rather than a means to socialise. Alcohol and drugs are also a more ‘certain’ event; ten pounds’ worth of alcohol is more reliable as an event than buying cinema tickets for a film which you might or might not like. Alcohol can last the evening and provide a route through to sexual encounters in a predictable way; for this young group, drinking delivers a guaranteed outcome at a time when they have little to waste on experimenting.

The Park Life group comprises boys and girls, from the ages of 11 upwards. Typically lower attainment levels in school, this group tends towards exclusion and gang membership. Peer parenting is not uncommon: as has been discussed in Section 1 above, the self-interest of peer parents leads to weaker gang members being pushed to further and further excess just for interest or entertainment.

For Park Life girls, parental control is low and their status depends to a certain extent on their acceptance within the group and the status of the boy they are going out with: Park Life girls experiment with sex much earlier than other females. They are not necessarily highly educated about contraceptives and are not likely to have been put on the pill ‘for their skin/for their period pains’ as other female teens may have been. Pregnancy – whilst not always necessarily sought – is not necessarily viewed as a disaster.

For Park Life boys, hierarchy and status are important – roles within the group solidify fairly quickly. There may be postcode distinctions that have to be observed. For both boys and girls, targeting by the police is common, and respect for the law is low. Girls are used to hide alcohol, since it is known that male police cannot search females. Alcohol is hidden in boots and in bags (as are knives and other contraband). Most often, the police will aim to remove the
alcohol from the youths - which threat only leads to a pressure to drink more as quickly as possible in order not to lose it.

Park Life has very low tolerance for adult messages on the whole; they are very uninterested in listening or understanding messages about harm. Disassociated from their own parental role models, they struggle to connect with authority. Messages of harm are more likely to be listened to if delivered by group leaders. Group leaders, however, are unlikely to want to dismantle the substance around which their group and their leadership depend.

**Age and Stage Drinkers**

Drinking on a less regular basis, the *Rugby Boys, Mainstream Experimentation and PHSE Believer* groups are more *Alcohol Neutral or Alcohol Negative*. For these groups, drinking happens as an occasional part of their peer group connections but is not the main or only way in which they socialise.

Alcohol may be accessed by parents, but is more likely to be accessed through pubs or parties and through the off-licence. Young female Mainstream Experimenters mentioned that there is significant flirtation involved in accessing alcohol: girls as young as fourteen discuss the mechanics of dressing older than they are and pulling their tops lower to reveal décolletage, so that older men will agree to buy drinks or serve them. Young males describe bribing adults to buy alcohol for them (by inviting them to ‘keep the change’). Many young respondents discussed fake IDs, bought on-line for ten pounds, as a clear route through to being able to buy from shops and off-licences themselves without having to resort to others.

In the main, off-licences and smaller shops were chosen as being most likely to sell to the underaged. Larger supermarkets were rejected because, as there were too many people around, the person at the till would not take the chance. However, in the smaller shops, it was deemed to be much easier: as long as there were no other customers in the shop, and as long as the underaged asked for something that could be quickly taken from a shelf and placed into a carrier bag by the shopkeeper, then the shopkeeper was likely to oblige and to take the sale. In some cases, respondents reported that shopkeepers were stocking their
shelves so that bottles of typical teen drinks (WKD and cider) were in such an easy –reach location. Even where there was the presence of CCTV in the shop, designed to limit such sales, some shopkeepers were known to ‘palm’ a fake ID or an Oyster card, hiding it with their hand just out of sight of the camera view so that it appeared they were checking it properly. There were no reports of either shopkeepers or young shoppers being caught in these acts.

Mainstream experimenters are a very mixed group, simply indicating that the vast majority of young people – of one kind or another – move through alcohol experimentation at some point in their teens. This is partly to do with messages that indicate teenager-hood as being a time when one should try such things. Youth is wasted if you do not, according to most respondents, both old and young. Thus most young people have swigged beer or tried some alcohol by the time they are seventeen.

The younger (those who start experimenting in their very early teens) mainstream experimenters are likely to access alcohol through close adults – either through as special occasion such as a wedding or Christmas, or through socialising with cousins/olders who offer sips for their own entertainment and to include the younger person in the group.

In this respect, the offer of alcohol is seen as a compliment and a point of pride. These younger experimenters report that they do not necessarily like the taste, but are pleased that they have been allowed to ‘enter’ the adult group. For them, and for the adults who offer, there is often only a mild sense of disapproval (if any) at giving alcohol to a child. Certainly, for this group, any idea that the child is being abused or ‘pushed’ a drug falls wholly outside the mood and the intention of the act and is likely to be rejected as killjoy exaggeration. The long-term consequences of offering just a small sip are not connected up.

For older mainstream experimenters (those who start experimenting with alcohol towards their mid teen years - perhaps from as early as fourteen - but more likely closer to fifteen, sixteen and onwards), alcohol may be tried first in a variety of locations and more likely to be offered by peers rather than adults.

Usually, the peer with the alcohol is an established drinker (see above) and thus will have had regular access to alcohol for some time.
The older mainstream experimenter who tries for the first time with a peer (either exact peer or slightly older teen) drinker is likely to drink more and to be drinking to get drunk.

For females, the connection between being drunk (out of control) and being able to have sex (losing inhibitions) may be consciously sought.

These young people will largely be drinking outside the awareness of their parents, who are more than likely to have stricter control messages around alcohol. Thus the older mainstream experimenters may suddenly be exposed to more immediate risks as a result of drinking than the established Park Life, Main Shop or Sophisti-Kates – a fact which reinforces the myth for observers that alcohol should have been introduced and mastered much earlier in the child’s life.

Mainstream Experimenters may also be experimenting with drugs and with sex; the peak of mainstream experimenting being seventeen. In general, by this point, drinking behaviours are more under control. Both males and females may withdraw from partying and alcohol at exam times in order to get their grades. They may then resume and take up more or less adult drinking patterns – i.e. weekend only.

Rugby Boys also encompasses some of the more unusual females (unusual because sporting falls away dramatically for the girls post-14). For this group, bonding is through activity and being part of a team. Drinking supports that bonding but is secondary to it – at the beginning at least. The Rugby Boys behaviour typically connects drinking with intermittent bouts – often where the point is to drink to get drunk, rather than to socialise. Similar to the established drinkers, however, the social aspect of having been there at the drinking is very important. As such, the drinking becomes an inescapable side-effect of the sporting activity.

Because of the intermittent nature of the drinking events, the Rugby Boys very strongly do not see themselves as likely to become drinkers in adult life. They are clearly able to control themselves. They are only drinking because others do, rather than because they want to or have to drink, and they are mainly focused
around other things – alcohol does not occupy a central location in their minds. However, because of the volumes drunk, their alcohol tolerance and the harmful effects of binge drinking are present, increasingly so as they gain independence and financial control. Rugby Boys, like the established drinkers above, begin to set lifetime patterns in process in their mid teens. Unlike established drinkers, many Rugby Boys seem to have little idea that they are creating a relationship with alcohol.

PHSE Believers do eventually flow into lots of different groups because when very young, the vast majority of the sample recalled being told in school that alcohol was bad. As such, they initially approach it (from the beginning of Year 6) with strong negatives. By the end of Year 6, the youngest Park Life have begun to break away, tempted by alcohol at home and low parental controls.

By the end of Year 8, the youngest mainstream experimenters have begun to break away, as have some of the Main Shop offered alcohol on a regular ‘special occasion’ basis. By the end of Year 9, there are few PHSE Believers amongst the above groups; they pertain amongst the Alcoholic’s Child and especially amongst the Denials discussed below.

**Trigger drinkers**

The **Trigger Drinkers** are typified by the *Alcoholics Child* and *Denials*. These are segments who behave in a similar way towards alcohol. Both these types of young people were typically quite alcohol-negative: those who have close relatives with alcohol dependency and those whose family culture leads them to keep away from alcohol because of their age or gender (too young to be partying, nice girls do not drink…) exhibit a somewhat brittle relationship with the substance. Their triggers to not drink are emotional; being unaware of their own physical response and having built up no tolerance through their teens, it is likely that the cultural discourse (using alcohol to soothe emotional hurt) will lead them to experience quite severe drinking events (drinking to excess) at an older age.

Alcoholic’s Child is not typified by demographic or age. As the name suggests, these are found in all homes where a parent, stepparent, sibling or very close-bonded relative is known to be a drinker and where the drinking is undeniably diagnosed as alcohol-dependency.
The respondents who fell into this category were typified by a more serious and older-than-their-years response to the subject of drinking. Typically, they expressed shame cues – remaining silent whilst others were talking about the subject, keeping their own information close to their chests for a long time, revealing little about their parents’ behaviour. The label ‘alcoholic’ is stigmatising – even when related second-hand. To be connected to an alcoholic is to be suspected of being psychologically weak, or somehow a lesser person. For the young people who had seen their parent kicked out of the family home because her/his drinking could no longer be supported, the hardened nature of the decision taken by their remaining parent was etched on their own faces. Survival of the family had been at stake, and one parent had been effectively sacrificed. For the young person living still with a heavy drinker, the efforts to hide that and to remain un-stigmatised were strong. These young people knew more than the others about alcohol and were able to discuss volume proofs, brands, and percentages with ease and detachment. They were less able to connect to the physical and psychological effects of alcohol in a meaningful way – the emotional barriers to doing so protect them from further hurt.

The Denials are the true heirs of the PHSE Believer group. Coming from more strict households, they are least able to discuss details about alcohol. Their parents do not allow them to drink, and they have not experimented with sips and special occasions. Typically female biased, they are from middle income households, sometimes – though not always – suburban rather than city. The stereotype is sheltered daughter of office worker parents.

These young females may be going to parties, but will be driven their by their parents and picked up at ten. They may have boyfriends, and may have been put on the pill by their cautious mothers, but the reason will have been given as ‘for their skin/for their period pains’. They will not be discussing alcohol and sex within the home – other than in the most cursory of tones. The strong message is that ‘nice girls do not’. From other research we have conducted, such girls may have sexual intercourse before they experiment with alcohol, since the one is easier to hide from parents than the other. They may wait till University for drinking, by which time, emotional trauma and risks from being an inexperienced drunk but an experienced sexually being can be higher. Again, negative
consequences are seen as a strong indictment for the Continental Model of alcohol ‘education’.

**Alcohol rejecters**

Of the youth segments, the Alcohol Rejecters are found amongst the Star Junior and the Religious. These two groups have strong self-concepts which are incompatible with alcohol consumption. To that end, they are separated by default; they cannot drink.

Star Junior, as might be expected, are those who have shown some hobby/skill/talent early on and who have a long-term goal which requires lots of time and practice. This can be sport but can equally be drama, ice-skating, dancing or music. There was little connection between the type of hobbies of the young people and their likely rejection of alcohol – simply that the presence of an overriding interest or passion was weighed in the balance as more interesting than getting drunk.

Star Junior typically self-identifies at around 11 years of age (although clearly there are highly talenteds who are discovered much older and much younger). For the boys, however, the end of Year 6 is a time when they are moving towards the Senior School. As has already been mentioned, the youngest established drinkers will have started to begin to attach to drinking gangs. Being a Star Junior at this stage protects those most at risk from school exclusion. Obviously, the Star Junior is only a minority group within the young people audience.

As the Star Junior age group moves upwards, it has more likelihood of encompassing alcohol at certain stages. Star Junior is invited to the same parties as other young people. However, Star Junior young people are likely to already be familiar with the concept of being different from peers, and perhaps of having to sacrifice time away from mainstream activities. Parental connection and involvement is also high for these youngsters. Typically, mother or father drives them to their activity. As such, shared adult-youth goals take the discussion and the focus away from alcohol and hanging out.

For the religious, anti-drinking was likely to involve following Islam. This attitude could also encompass other religions, however, in the sample, it was the Muslim
young people that were the main religious group identifying themselves as rejecting alcohol.

Where they did so, the reactions of the main group were non-curious and rather dismissive. Little attempt was made to understand the philosophical standpoint, or the effects of not being 'allowed' to drink. Rather the conversation moved on with barely a second glance at the non-drinker; they were effectively excluded from the rest of the discussion.

This response raises questions for the impact of the Religious and the Star Junior. They stand outside the group and are aware of themselves as being different. They make no attempt to influence the group away from alcohol. And the drinkers do not even consider for one moment why or how alcohol might become a lesser part in their own lives.

7. Cross-Segment Themes

As well as segmenting the youth audience, we can look at the data along fault lines related to the young person life stage, to the specific problem of alcohol drinking and to the wider contextual aspects of drinking. This can help us see how similar are some of the ten youth segments and the extent to which alcohol drinking crosses socio-economic, age and gender boundaries.

Considering the fact that teenager-hood is recognised as a time of establishing youth identity\(^5\), we can see which of the segments group together in forming an Early Alcohol Identity – a self-concept as an underage drinker – as well as which reject this self-image and drinking behaviour because of who they see themselves to be.

In thinking about drinking behaviour itself, we can see that some segments are strongly building towards an Early Alcohol Dependency, whilst other segments are strongly building and including other activities which make dependency upon alcohol very unlikely.

In thinking about how young people spend their time and what contextual elements draw them towards underage drinking, we can see that some segments

\(^5\) Erik Erikson: Childhood and Society
share an experience of certain key factors. These factors deliver an **Early Alcohol Drinking Culture** or protect against it.

### 7.1 A Teen Identity which includes or excludes Alcohol at a Young Age

Youth culture separates out relatively easily into those who are more likely to experiment with alcohol early on in their teens, and those who are significantly less likely to do so.

There are a number of strong influences which push CYPs in one direction or another. Personal, peer and group aspirations are one of the strongest influences and pull in both directions.

The identity and self concept of ‘me, the drinker’ evolves through time and potentially encompasses other health-limiting behaviours (drugs, smoking, early sexual activity). Many behaviours are also justified by a ‘natural’ curiosity in alcohol and adult culture. However, there is very little self analysis or reflection as to why or whether they (the CYPs) do what they are doing.

There is, reported by many, a cultural pressure leaning towards alcohol consumption as being the eventual norm for the young person as they reach adulthood. Few envisage being teetotal completely. However, some young people are likely to embrace alcohol as part of their key behaviours from a young age (end of Junior School onwards).

Peer pushers (those who promote certain behaviours amongst their peers) are more often than not poorly informed, but it does seem clear that many CYPs do not need much persuading.

Alcohol is rejected in terms of identity formation by the few.

Organised and full timetables with early goal orientation/seeking behaviour seem the surest way to alcohol avoidance.

Religious beliefs, cultural and community values can be strong influencers away from alcohol. In many communities, especially with strong cultural/religious
backgrounds such as Muslim, Hindu or Sikh, there is no (or very little) alcohol access and no alcohol modelling.

A strong family structure and prevailing attitudes towards alcohol (and other substances) can provide a firm anti-alcohol identity. However, the majority of parents do not see themselves as providing this kind of firm identity. An alternative is investment by the CYP in other activities – sports teams or going out to dance rather than drink.

Having a clear investment in something which early drinking or excessive drinking can harm is a strong deterrent for CYPs.

Below are the key ages for alcohol consumption and excess drinking behaviours. It should be noted that, for the majority of these ages (between 11, 12 and 25), most instances of drinking occur out of home. The relative impact of parents, commercial venues, alcohol vending venues and general society need to be considered in that light. Adults out of home (who may not necessarily be the parents of the young person) also need to appreciate the possibility of a non-drinking identity and to help reinforce that in those who have not yet begun to drink:

<table>
<thead>
<tr>
<th>12, 13</th>
<th>14, 15</th>
<th>15 - 18</th>
<th>18 - 25</th>
<th>25 - 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity and experimentation.</td>
<td>Tried and want most to access Drinking</td>
<td>Drinking - with some regretted instances</td>
<td>Peak drinking and socialising, because independent money and no responsibility</td>
<td>Socialising, working and taking on responsibility, Nesting and saving</td>
</tr>
</tbody>
</table>

The role of Peers as ‘Pushers’ in Forming an Alcohol Identity

Although adult influence is key to forming a strong self-concept as a non-drinker (or at the very least, protecting against the young person becoming an underage drinker), young people themselves are also in a position of responsibility and influence.
For PCs, keen to clarify where harm lies in the realm of alcohol, most ‘blame’ lies with peer groups rather than their own young person. They thus direct any comments to ‘those others’ rather than their child.

It is certainly true that there are key ‘pusher’ groups amongst young people: in home, certain groups of CYPs have high levels of access and early opportunity to experimentation with alcohol.

For many such, the reasons not to become drinkers themselves are thin on the ground. Especially in households where alcohol is part of the main household shopping, Sophisti-kates/Main Shop/Park Life can access alcohol easily.

However, these groups also want to share their own opportunity for experimentation and curiosity with their friends. This gains them status to some extent, and dramatically improves the experiences and exposure of their social circle to exciting events.

Peers are not reported to have great influence over the decision to drink. Few young people reported feeling pushed or pressurised into drinking. Most said that they had started drinking ‘with a group of friends’, or that they had experience some curiosity themselves and then found a way of sourcing alcohol.

Peer influence is best categorised as an invitation to ‘join in’. Although this does not technically amount to ‘pushing’ alcohol at non-drinkers, the effect is to include them in an activity earlier than they might otherwise have been able to include themselves.

The impact is as if the peer had ‘pushed’ the substance. They are affording the means and the conditions necessary for the young non-drinker to be involved in a harmful activity.

‘Peers are more important. Young people like to look big in front of their mates’
Parent, York

‘When you first tried alcohol depends on when your parents let you or the peers that you are around’
Parent, Sutton Coldfield.
'The pressure is coming from your friends to try it and look cool'
Parent, Sutton Coldfield.

Reframing the older peer drinker who includes others as a ‘pusher’ rather than a social hero may help to encourage limitation around group drinking and initiating drinkers. At the moment, those who include especially youngers in drinking are seen as being generous and ‘cool’.

7.2 Factors, Behaviour and Attitudes that lead to or protect against Early Alcohol Dependency

For adults and young people, the impact of alcohol consumption is not clearly understood or categorised. Questions of whether alcohol is a drug or not remain. For the most part, respondents seemed to feel that (even if it were a drug, which it probably is not) alcohol is ‘better than drugs?’ (i.e. less harmful and therefore fairly tolerable).

Alcohol dependency did exist in the families of some of the respondents we spoke to. However, the journey towards that dependency is not subject for discussion within the family. Their experience clashes so strongly with the more attractive myths of Teenage Kicks and Continental Model in which alcohol is seen as a natural, fun, essential and manageable substance.

Significantly, for parents and young people who are related to alcohol-dependents, it is strongly rejected when the topic of youth drinking or the age of first drink is raised. These are (whether the young person or adult wants to admit it) understood at some level as being entry points to the alcoholic issue in their family, at least. Alcohol is an addictive substance akin to other drugs.

For a further minority, alcohol is not perceived as an addictive substance at all. As discussed, ‘addictive-ness’ is placed in the person who is drinking.

In fact, most young people do not know about alcohol-dependent behaviours or warning signs and are thus extremely ill-equipped to debate whether alcohol is addictive or not.
Most people (PC and CYP) talk about the end-stage manifestations – such as being unable to stop drinking vodka when pregnant. There is no recognition of a process towards addiction. The signs of dependency include lone drinking, being prepared – as we have already mentioned – to wait in a queue until the pub opens or the section of the supermarket can be opened, taking time out of your life to ensure that you are ready to drink at the first opportunity, not being able to stop for important events, prioritising alcohol over food and heating.

*I know a guy whose daughter is an alcoholic. He gave her £10 for a joint of meat for Sunday lunch and she spent it on vodka*
Parent, South.

‘Alcohol is not addictive’ Parent, Walsall.
‘Alcohol is addictive but to get addicted you have to have a problem to start with’ Parent, York.

‘You can do what they hell you like with alcohol but don’t touch the drugs’ Parent, York.

‘Drugs do more harm, especially to the brain and the physical’
Parents, Walsall.

‘If they get up in the morning and they need a drink that’s a problem’
Young Person, Leicester.

For all respondents, the specific and disproportionate effects of alcohol on young bodies were unknown. There was no awareness of CYP alcoholism and no connection with the possibility that someone under fifty could be an alcoholic: the alcoholic spectre is always past mid-age.

Raising the spectre of the teen alcoholic can shake this complacency.

For some segments, the real addictive effects of alcohol need to be very strongly clarified. These segments express the most extreme ‘I am not at risk’ attitudes.
Rugby Boys, for example, tend to fall amongst this group. They are almost united in their unwillingness to believe that their drinking could cause a problem: they are not regular drinkers, they are relatively sporty, they have not formed an alcohol identity at a young age. Despite their occasional, very high consumption, they would perceive themselves as being beyond all dangers.

Similarly, most Sophisti-kates would argue that although they have an early alcohol identity, it is a very positive one. They could not be forming a physical dependency on alcohol because they have learned to be psychologically in control of it, through developing an understanding and an appreciation of it.

Mainstream experimenters would assert that they are not young heavy drinkers, nor are they high volume consumers – they could not possibly become addicted or even psychologically dependent. However, they all acknowledge the ‘need’ for alcohol to alleviate shyness and fear in new social situations – the concept of emotional addiction is not yet present for them and might help to make them more cautious of their involvement and repeated use.

7.3 Contextual Factors that combine to promote or protect against underage Alcohol Drinking

Brands monopolise the debate for young people and adults. Most youth segments are highly exposed to the information (or lack of it) that is given by these brands.

In general, aside from a strong message to consume, the drinks industry is perceived not to be delivering any rational product information at all. The desire to be so informed is low, but even when pushed, respondents could not think how or where they might find the true picture about what they were drinking and the effects of it.

Once they have stepped outside the PHSE Believers segment (because they have rejected the school’s negativity towards drinking), there is little in the way of even-handed and clear objective information.
Respondents did talk about FRANK as being a very good source of ‘real’ information on drugs, and whilst they were not able to understand alcohol as a drug, they were aware that the alcohol debate was one-sided.

Commercial and quite cynical advertising and promoting – through packaging as well as product development – was seen as being a key draw for young people towards alcohol.

‘When you go into the supermarkets and shops, the colours, it’s just like a sweet shop…you can see why the kids want to drink it’ Parents, South.

**Looking at how to improve Alcohol Control amongst young people**

In thinking about all segments (and their parents) who were accessing alcohol in shops or at home, the can/bottle itself was seen as having a major role to play in improving alcohol control.

Refocusing the content information (either on bottles, labels, adverts) may be a way of limiting the attraction for some. Instead of just giving numerical information – which means little – about proofs and volume, a greater amount of effect and dosage information is suggested.

‘Putting the unit amounts on drinks might help people understand what they are drinking’

Parent, York

This could be important, firstly for young people, in terms of satisfying curiosity (which is their main prompt to drink).

Secondly, for all respondents, this may help as a way of directing individuals to cut back and to ‘self-medicate’ properly; a large amount of alcohol is reportedly consumed in order to relieve boredom or to reduce the sensation of stress.

Information that could help control excessive drinking could also include calorie/health labelling on bottles, indicating how sugar content, diabetes, weight increase is related to alcohol.
Alcohol advertisers were seen as having a responsibility to provide some guidance of information.

‘They could do more advertising on the dangers. Not to stop people drinking but to make it safer’ Parents, Walsall.

Young people and parents were aware of alcohol advertising in the media, but warnings were only quoted from the ‘know your limits’ campaigns rather than any brands supporting sensible limitations.

Most of those who were able to access alcohol in pubs and clubs (all those who were active drinkers and usually over sixteen) felt that physical controls on accessing alcohol (limiting drinks sold) would be impossible to achieve. Without exception, respondents rejected this idea out of hand, as they felt people would take advantage of any system which might be imposed.

Importantly, however, whilst on a practical level, the audience perceived that most drinkers would find ways around limitations, the general idea of greater control on the availability and sale of alcohol was not itself rejected.

‘It would be very difficult to put a limit on the alcohol sold.’
Stakeholder, North

‘how could you put a limit on alcohol, people are different, bigger or smaller?’ Parent, Leicester

The Media Mixer: controlling the extremes for drinking

The media backdrop in which alcohol rests is hugely potent for all youth segments – and seemingly more so for the younger non-drinking who have fewer real-life experiences to set against it.

The media, and in particular, television soaps further explain, demystify, normalise, glamorise and legitimise drinking. Most young people have been into a pub (the Rovers Return, the Woolpack, the Queen Vic⁶) as many times a week as they have entered a school. How alcohol works, how it is ordered, served,

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⁶ settings for mainstream UK favourite soap operas
shared, used and paid for is already a familiar part of a young Briton’s vocabulary before they ever start drinking.

The media portrays alcohol in a variety of ways and means. Most of these contexts are seen as attractive and desirable.

Alcohol is portrayed/seen as:

- **Central to everyday life** - Hollyoaks, EastEnders, Coronation Street
- **Aspirational** – models and celebrities frequenting Mahiki, China White
- **For dramatic purposes, but not fatal** – Police Camera Action, Shameless, EastEnders, Coronation Street
- **Making a badge of honour out of drunken behaviour** – Chris Moyles, Club Reps

There are currently no strong counter-voices by significant role models that respondents identify with. ‘Official’ attention (that of FRANK, the police, PSHE) is perceived as focused elsewhere (presumably on harder issues such as sexual health, smoking, hard drugs).

As already discussed, few illustrations of the risks of drinking are present. Where they are seen, they are mostly regarded representing the ‘absolute extremes’ of uncontrolled abuse rather than the ‘alcohol norm’.

Such examples are often more ridiculed or celebrated than taken as serious examples: Amy Winehouse, Ozzy Osbourne, Britney Spears.

The media tends to caricature. It delivers one-sided and short-term information about the culture of drinking. Characters like Lily Allen who might be somewhat drunken sometimes are less likely to be shown than characters facing a completely alcoholic breakdown leading to rehab. There is, it seems, little appetite and low provision for ‘whole addiction’ truths.
Understanding the routes by which young people access alcohol

Young people are able to access alcohol by purchasing it (mostly from small off-licences where they know under the right circumstances – generally if there is no one else in there – they can get served, rather than supermarkets).

Alternatively, as mentioned in the section on Youth Audiences, they are supplied with it by strangers whom they’ve asked to buy a bottle for them. Sometimes they flirt with adults in order to have alcohol bought for them. In some cases, parents willingly source alcohol for their young people (they are ‘protecting’ their children by regulating how much alcohol they have access to).

A large percentage of, especially younger, teens also admit to having stolen alcohol from their parents.

‘Lots of people I know steal alcohol from home – we have kind of unsaid rules’ Young Person, Bradford

Access to alcohol is not an issue for underage drinkers in Britain today.

The external context of how and where alcohol is consumed draws specific risks into the foreground for some segments.

For the majority of drinking individuals, their drinking takes place both inside and outside. For those who have their parents’ blessing (Sophisti-kates, Main Shop) drinking is likely to be largely a ‘safe’ event – in the early years at least.

- Have bought my daughter a 75cl bottle of vodka before, so we could monitor how much she drank and explain to her how to drink, volumes etc.’
  Stakeholder, South

For very young drinkers (Park Life), it is more likely to take place outside of the home and often outdoors (to avoid being caught/finding a ‘safe’ place to drink, e.g. the park and hidden). Here there are risks in terms of exposure to other risk behaviours, as well as physical risks of being drunk and vulnerable in an unsupervised space.
For young adults (18-25), there are fewer dangers from being hidden and more from being in a public place where others are drunken and may be out of control - socialising in bars, pubs and clubs.

For the majority of underage drinkers, however, there are other elements around alcohol push towards higher damage.

Drinks are chosen for their limited detectability – vodka is preferred to lower proof drinks because it has a low smell and the young person can hide their drinking.

Drinks are also mixed in an unregulated manner in order to get as drunk as possible quickly. They are downed in a short space of time in order to save money. Drinking can start at home in unmeasured volume and then be topped up with social drinking in public, to ‘give the night a good head start’. Without a breathalyser, amounts and potency are wholly uncontrolled and incontrollable in this instance, even if public venues did bring in alcohol limits on what they served over the counter. Alcohol is also ‘downed in one’ as a game and in order to avoid drinks being removed by the police in stop and search.

- ‘Vodka is easier to mix – tasteless and smell-less’ Young Person, Bradford

- Because her money was limited, especially at 16/17, she wasn’t working so she’d go home and start from home, and her friends, they’d go to the parents cabinets and start from home so they’re already half drunk before they’ve even left, so they’re on a level.’ Mum, C1, London.

In reality and despite legal age restrictions, young people can access alcohol in volume in the UK. The external contextual factors push most young people strongly towards a negative, uncontrolled drinking behaviour.
7.4 Summary

It is clear that the effects and impact of alcohol are not understood or categorised in the minds of adults or young people\(^7\). Alcohol is accessible through a number of routes. Youth consumption is poorly regulated, hidden, excessive, facilitated by adults and in some cases, sanctioned by parents.

Questions from adults and young people still persist such as ‘is alcohol a drug?’, ‘How do I manage it?’, ‘What’s the actual problem?’, ‘Isn’t it better than the other drugs?’\(^\) Stakeholders (professionals dealing in the area of youth drinking) are under no illusions about the effects. However, their opinion and perspective is at odds with the rest of the audience.

Dependency is an issue many people have come across. But dependency is a social taboo which people avoid discussing or confronting. Blame for addiction is placed solely on the individual who had been drinking (sometimes extenuating circumstances are taken into account but alcohol itself is not directly blamed).

\(^7\) 1. Alcohol causes nearly 1 in 10 of all ill-health and premature deaths in Europe. The World Health Organization’s Global Burden of Disease Study finds that alcohol is the third most important risk factor, after smoking and raised blood pressure, for European ill-health and premature death. Alcohol is more important than high cholesterol levels and overweight, three times more important than diabetes and five times more important than asthma.
8. Moving Forward

8a Specific Messaging and Communications Needs

Appetite and needs for communications

In terms of appetite we researched amongst users of a drug to determine whether they would like to see information and communications about how they manage their habit. Alcohol management is likely to be lower on the priority lists than many other things but it would appear that there is some appetite for greater awareness and education.

Clarifying the issues surrounding limits in order to aid people to ‘self-medicate’ better is of particular note.

Whilst the desire for information and education regarding alcohol consumption may be relatively slight, the need for it is abundantly clear. Very few adults knew what the safe limits for themselves were and often imposed arbitrary limits. These arbitrary limits were held up as evidence of self control and effective management (even, as in one example, where the self imposed limit was 40 cans of larger a week – which translates to roughly 88 units per week).

There was very no evidence of any adults knowing what the safe limits for a young person were. This, coupled with high evidence of a ‘hands-off’ parenting approach, leaves many CYPs peer-parented and exposed to high risk levels.

There is strong evidence for alcohol pushing/facilitating behaviours from parents (the ‘Continental Model’ and the ‘Find your own way’ parenting stances in particular). Other adults who are guilty of facilitating drinking are shopkeepers (corner shops and small off licences) and adult strangers (buying and sharing drinks).

What becomes apparent is the importance of finding an aerial viewpoint to see the societal – and inter-related social - effects of alcohol and other youth culture issues. For this, a legitimate platform from which to debate the issues is key if information is to come overtly from government.
One of the main issues for young people is that, without adult reinforcement of their knowledge and a reminder that teens themselves may not be the best people to adequately assess risk, there is little reason for CYPs to listen.

For many ‘behaviour is following reason’ when it comes to alcohol – this is a drug, and they are teens, what does one expect? Experimentation is almost a duty.

Therefore, it seems likely that many drinking behaviours are likely to continue even in the face of new communications.

For the majority of CYPs, identity and bonding norms are focused around shared ‘adventures’ and experiences. Alcohol is seen as a significant facilitator in an urban environment.

The young people whose role in alcohol consumption is more leading can be thought of as peer-pushers.

On the one hand, it is desirable to limit the ‘pushers’ influence (those whose actions are likely to facilitate and encourage others to start drinking or to drink more), and to advocate the avoidance/substitution of alcohol as a youth focal point.

For ‘peer-pushers’ one would want to reinforce that if they are starting an alcohol habit, it is their own choice but that they would be more responsible to keep it to themselves.

For some of these young people, the fact that children are watching their actions has previously been interpreted as a status point. Turning that around, the message is palatable that good alcohol management behaviour includes not deliberately influencing non-drinkers.

In supporting the non-drinking identity and inoculating it against alcohol, one would want to communicate that having goals and personal values is a great thing. The role of non-drinkers as part of the group, ensuring that friends who may be heading for trouble with alcohol are looked after, shows true friendship.
For those friends who are just looking for something to do, the good non-drinking leader helps them find something better than alcohol.

For everybody ‘control’ needs to be resituated as a positive rather than a function of old age (cf. Teenage Kicks myth).

There was evidence from the research, both from the opinions and recommendations of the stakeholders, but also from the opinions of the most aware parents and young people, that a strong and overt correction to the national mis-perceptions is needed.

It must be made clear that alcohol does have massively more impact on the body of young people than it does on those of adults and that the foundations of addiction are more easily laid in the brains of young people than of adults.

Although young people and adults may want to go and have ‘a mad night out’ with their friends, overt damage limitation should be a priority.

The difficulties of managing alcohol once dependency begins are not clear enough. Thus, the reasons to stay on ‘this side of safe’ have greatly lessened impact. Understanding how dependency involves physical, emotional and habitual properties will demystify dependency as the result of individual traits (genetic or personality type).

On the above points, Stakeholders were vociferous. Alcohol management is a social issue which needs strong and united intervention.

8b. Intervention Ideas

Outright alcohol rejection and abstinence is very far away from the cultural norms.

In helping the audiences reframe alcohol management knowledge and goals, and to encourage consumption and habit at a level which is biologically safe, five specific themes arise which can be tapped into:

1. Power of the Drug – to harness the latent awareness of alcohol as a drug
2. All-coholic – that anyone can be vulnerable to the effects of alcohol
3. Measure – Inform people clearly what their limit really is and why it is important
4. Punitive – make the consequences of unsafe alcohol consumption clearer and higher in people’s consciousness
5. Aspire – recalibrate the cultural benchmark for successful alcohol management

1) The Power of the Drug

As part of alcohol being reframed as a potentially addictive substance, a modern and legitimate Government stance needs to be established.

Currently recent legislative changes in licensing lack an overt ‘drug management’ explanation. 24 hour alcohol access has been believed to be among the best way to discourage binge drinking and alcoholism. This is a hard sell since it is disproving itself as mechanism.

However, this could be aligned with the ‘Continental Model’ which many parents strongly buy into. Although Define understands that the 24 hour licensing was related to a policy decision based on making alcohol less of an urgent and time-limited substance (which is somewhat aligned with how the mainland continent approach it), the UK in general has not understood any rationale behind the extension to closing time.

Harnessing 24-hour licensing as an experiment to see how Continental Model could apply to UK (and the failures of it) would fit and make sense, would afford room for a change in policy should it be required and will effectively destroy the model for British parents at the same time.

Many people are currently suspicious of government motives (e.g. believing that 24 hour access was solely an attempt to raise revenue through increased alcohol sales). Thus a strong understanding of the positive aims which were the intention of alcohol legislation is necessary to regain trust in the Government.

One of the key questions is whether it is desired, or possible, to position alcohol as a drug.
It is doubtful to what extent this will be believable for the majority. The impartial FRANK’s messaging is very well received and is in danger of being diluted if it begins to encompass ‘non-drugs’ such as alcohol.

For many parents, other drugs have more worrying effects and they want the ability to trade off alcohol permission against cannabis or worse. There is also the question for both parents and CYPs of the legitimacy implications of allowing ‘drugs’ to be licensed and to be sold in supermarkets?

It is most likely that alcohol will continue to have a secure place in British culture, as will the perception it is a self-medicating substance, essential to relieve stress and boredom.

Greater clarification is required for consumers and non-consumers.

Key for educating young people, parents, drinkers and non drinkers is to increase knowledge of how to manage alcohol, what the ‘right way’ looks and feels like, and how/why to avoid excessive use or overdose.

2) All-coholic

‘Loss of physical attractiveness. That they don’t care, getting in trouble with the parents. Getting mugged or raped they don’t think will happen to them. Getting pregnant and STI’s, they don’t care either’ Mum, C1, London.

CYPs cannot see the harm for themselves of mismanaged alcohol consumption. Drinking itself diminishes cognitive capacity so at the time of drinking consideration of potential dangers are less immediate or likely.

Hard facts and stats concerning the effects of alcohol are not easy to come by and so rejection of the dangers is made easier. Current levels of consumption have not yet returned a mass-population effect that might deter young people.

To compound these factors parents and CYPs do not want to discuss the potential for alcoholism – the ‘not me/not us’ attitude prevails and there is no personal or objective advice on the ‘signs’.
The process of gradual damage is not visible. For example liver damage is not ‘visible’. Increased tolerance is seen as an improvement in strength. The brain is perceived to only be temporarily affected – it ends with the end of the hangover. The ‘pickling’ effects of alcohol could be equated to the impact of methamphetamines on addicts.

What seems to be necessary is a longer-term dependent’s profile at current levels of consumption which includes brain and liver aging, shock and highly visual imagery. Complexity and personal regrets of alcoholics, and passive drinkers observing them (like the SMOKING KILLS campaign) could prove a fruitful avenue and long-term projections could be used to show negative impact over time (e.g. Honey, We’re Killing the Kids graphics).

Greater access to information and advice for both parents and CYPs is required – especially through an online presence.

There may be a role for a consumption quiz related to cellular level/biological dependency outcomes rather than framed as ‘are you an alcoholic now?’ These all need to be linked to an upward trajectory, implicating us all in the long term. For young people, in particular, the longer term and the future are almost unimaginable.

3) Measure

There are a number of components to the work that could be done surrounding measures, labelling and correct knowledge of limits, units etc.

There is interest in on-pack information being more present. This might include the number of units, how many bottles/cans you could have in one night or week. Increased information allows people to make more informed decisions on what is acceptable and what isn’t.

There is a very low knowledge about personal limits for adults. They know that being male or female makes a difference but not sure as to the reasons (size, weight or if it’s otherwise?). There is no awareness of alcohol limits for CYPs.
Again the size of CYPs is argued to make a difference but this is not spontaneously considered.

It seems that as alcohol is bought in public the social opprobrium around over-buying will have some impact, including for home drinkers, and could be exploited.

Suggestions from respondents for the enforcement of limits are few. On-hand indelible stamps, or beer tickets and tokens, along with taking alcohol off people who have drunk too many, are the most popular interventions forwarded. However, it is also clear that legally enforced restrictions would not be welcomed which is in keeping with the notion of self medication and an assumption that good alcohol management isn’t difficult to achieve.

There is also some wider interest for information and alcohol measurement. In general people state that it is others who tell them if they are over the limit. Disposable and or personal breathalysers are a good idea for many.

Strategies for acceptable drink spacing could be useful. This is especially true for the 17-25 audience who need to socialise and thus want to retain some level of control. Industry tricks for promoting quicker and heavier drinking need to be addressed. These include buying in rounds, buying whole bottles (large 1.5ltr or 2ltr bottles of spirits, or super strength cheap ciders), big glasses of wine only being available, happy hour discounting and cocktail hours, and the sale of alcopops.

4) Punitive

Strategies for accessing alcohol under age are very well known:

In-Home:
- Stealing from parents/others
- Being bought alcohol as a treat or Christmas gift
- Spending pocket money and dinner money on alcohol
- Staying over-night at friend’s houses
In Shop:
- Targeting known sellers
- Flirting with shopkeepers (girls pulling tops lower to reveal cleavage)
- Buying in shops when no-one else is there (more likely to be served)
- Buying alcohol that is closest to shop keepers hand (usually spirits, and it reduces time-to-bag enticing shop keepers to sell)
- Palming ID card to hide from shop cameras (using Oyster card or other substitute so on camera it looks like a ID inspection)
- Getting adult strangers to buy alcohol for them (keep the change!)

In Venues:
- Fake IDs or fake passports (bought from school or online – usual cost around £10)
- Flirting with older men to get them to buy drinks
- Getting older group members or strangers to buy from the bar for them

Suggestions for intervention mainly address the In-shop access as others are very hard to police.

These would include:
- Increased prosecutions for selling to underage CYPs
- One ID card for under 21s that can log details of when and where used
- Raising the age at which one can buy to 21
- Only selling alcohol by card and checking signature
- Stickers on bottles that can be traced to shop
- Plea-bargaining for CYPs (to nominate shops who sold) was suggested by a minority

In-Home supply and facilitation by older adults is not addressed in current advertising or available information. Clarity surrounding the legal issues (drinking age), and recommended safe quantities for age groups would enable those who are wavering to stand on firmer ground. Accompanying this, re-categorising those who supply alcohol to under 18’s as ‘pushers’ would also help dilute the practice.

It was suggested, but not hugely taken up, that parents should be more responsible in law for young people. However, that would only address the part
of the issue which is immediately visible. Underlying causes will not be addressed by this route.

In-Venue, supply was addressed partially as an issue of facilitation by older group members. Age limit raised to 21 was seriously suggested by many parents and stakeholders. The alternative of youth night clubs with no booze rules was also forwarded. Some suggested similar clubs where strict alcohol limits were set. Issues surrounding ID were also repeatedly mentioned – the ease of access of underage drinkers into clubs was a concern for the majority.

5) Aspire
While not the favourite method of alcohol management emerging from the sample, the prevalence of strategies for personal dissociation and defence indicate that the lines of alcohol and drinking do need to be redrawn. This must be done early, concerned with both in and out of home drinking, and with a life-time frame of reference.

An essential part of this is in the role that parents adopt for their YPs in relation to alcohol. E.g. Shifting away from ‘best friend’ tactics, or being liberal long-suffering chauffeurs.

Part of this will lie in redefining the national drinking psyche and starting to create a strong UK model for alcohol.

Specific issues need to be addressed as well as more wide reaching notions surrounding alcohol:

- We are not on ‘the continent’ (that is a holiday-type mentality for the middle classes)
- We do not have an agricultural weekly timetable (we work Monday to Friday as a rule and we work very long hours). The French leisurely lunchtime bottles become our Friday night binge drinking all compressed into one evening.
- Our youngsters are not parented in multi-generational, sunny, café culture: we socialise indoors, in pubs, clubs and around alcohol.
- Our youngsters do not drink wine and beer for life – spirits and alcopops are introduced very early
• The myth that there are no alcoholics on the Continent needs to be firmly and completely busted for the UK parenting audience
• We are more similar to the Scandinavians (where alcoholism figures are high) – there is a problem and it must be acknowledged.

The prominence of alcohol in youth culture needs to be addressed. Alternatives such as vouchers for other events or activities for young people (bowling, skating, cinemas, cheaper entry and not necessarily sports) would promote non-alcohol involved or related activity.

The need for role models with different sets of behaviours (which do not make good ‘news’ for many) would help legitimise behaviours for those who are wavering and the minority who are committed to a non or low drinking path.
D) Conclusions & Recommendations

Conclusions

1. There is a perception that the UK Youth is in crisis (for parents and for some CYPs). Alcohol abuse incidents are seen as evidence of this. Awareness that brands, shops and venues are targeting youngsters and encouraging early and high volume drinking is also prominent. In general there is a consensus that alcohol is on the ‘drug spectrum’ and it is a substance that can cause addictions.

2. However, there is certainly no current mass mandate for the Government to ban alcohol or to limit drinking/access to alcohol significantly. Alcohol is embedded in our National Psyche, and this is often used as a justification of behaviours. The government is seen to have legitimised the sale of, and access to, alcohol with 24 hour drinking legislation (without increasing the age limit to 21). Many of the parents we talked to who are drinkers felt confidently that they were modelling sensible drinking to their children. All of which is compounded by myths surrounding alcohol management and consumption, and low levels of education meaning that drinkers believe they are safe from harm. Non-drinkers are somewhat silent facilitators as many feel the issue doesn’t affect them and no dissenting voice is heard.

3. Despite this lack of mass mandate for action it is clear that there is a need for education across the population. Adults are adopting parenting strategies which are either setting poor habits or leave their young people uneducated and unprepared for alcohol. At the very worst some parents are actively pushing alcohol onto their young people from an early age (often in the belief that it is the correct thing to do to enable them to become competent drinkers). The umbrella of myths under which both adults and young people are operating means that exposure to alcohol, be it early or late, is not properly supported by fact.

4. Three major myths form the core of the argument. Firstly, that alcohol is not ‘really’ a drug (and thus the assumed consequences of ‘drugs’ are not applicable). Secondly, that sticking to certain types of alcohol is safe (a
form of self imposed limits justify their behaviour as ‘informed’). Thirdly, that the best way to learn is to drink to excess in order to find your own physical limit (the key often being a physical limit, not a social or level of enjoyment limit).

5. Supporting myths to these three include:
   - ‘All kids will’ (rebellion and striking against authority by getting drunk seen as ‘normal’, or a ‘natural phase’).
   - Over-parenting kills (and a hands-off parenting attitude is the safe alternative).
   - The consequences of alcohol abuse are low-level, and on the whole manageable.
   - Brands are targeting young people, but they’re only pushing a product, not addiction (consequences are not attached).

6. In the face of these myths, and their working in combinations, adults and young people tend to believe that they can personally manage alcohol quite well. This is, however, accompanied by a lurking suspicion that alcohol is a wider societal issue, and that things have changed and are changing in terms of influences that young people are exposed to. In this light, and once the issues have been explained in terms of facts and statistics, appetite for intervention and communication increases.

7. Interventions fit across five main themes. These are:
   - Alcohol as a powerful drug;
   - Alcohol as potentially affecting all;
   - The need to increase capacity to measure alcohol dosage correctly;
   - Punitive action against those who supply/facilitate early drinking;
   - A new model of Youth Culture and Drinking Culture in the UK.

8. Audiences for communications fall into three groups. These are parents, youth/adult drinkers, and youth/adult non-drinkers.

9. The parenting audience may be tackled as one if resources require a single campaign. The overwhelming potency of the Continental Model which tacitly permits both young drinking and much parental drinking is a huge obstacle to correct consumption. However, the three natural parenting attitudes each leave
the young person exposed at some level to the dangers of alcohol – either now or in the future.

10. The three themes looking at how an early alcohol identity is formed or protected against, how early alcohol dependence is not understood properly, and how contextual pressures push towards harmful early drinking – these themes indicate specific behaviours and events that may form the centre of communications/policy themes. Targeting some segments in particular may be best effected through these themes.

11. The young drinkers can be targeted, as can the young non-drinkers, through schools and youth groups in the main. The very youngest drinkers indicate the need to consider beginning targeting in Year 6 of Junior School. Exposure (through an outdoors drinking context) to older peers and a wider set of risk behaviours means that some of these youngest drinkers may start to become more excluded from schools as they come into the second and third years of Secondary School. Their habit and opinions may well be strongly formed at this point.

**Recommendations**

The findings and conclusions from this study indicate the need for:

1. A communications and intervention programme targeted at drinker and non-drinker adults (to avoid the disassociation effect of current alcohol myths (‘not me/us, we don’t have a problem’).

2. A national identity and vision for alcohol that is firmly established on legitimate grounds, and 24 hour licensing legislation to be explained within that framework.

3. Alcohol education from basic unit level upwards to more complex information on dependency is introduced from year 6 upwards in schools, particularly targeted towards children whose families are drinking alcohol in home.
4. Parenting information around management of teen issues given from Year 1 of secondary school (perhaps joined up intervention across sexual health, alcohol, drugs and smoking). In other research that we have conducted, young people suggested that their parents could all be given a DVD that would help the parent to guide the young person through their secondary school years (or even through their last year of Junior School, in preparation for SATS, puberty, societal challenges and so on). Such a DVD was initially suggested in relation to sexual health, but we would suggest that the idea could hold more than one issue of relevance at this age. Other ideas might be through leaflets, or through parenting programmes at the junction between junior and senior school.

5. Addressing access to alcohol (urgently):
   i. Personal sources such as known adult (parent/friend/older boyfriend) and young person ‘pushers’
   ii. Unknown adult and young person facilitators who buy for young people
   iii. Commercial sources who are knowingly serving young people
   iv. (Fewer) commercial sources who might unknowingly serve young people – through good fake ID being used

6. Strategies and interventions for drinking management to assist in establishing an ongoing national shift in drinking for all:
   i. Units information (by proof) on bottles and cans
   ii. Consumption limiters such as hand stamps
   iii. Drink spacing aids such as free soft drinks with each alcoholic drink

7. The promotion of alternative activities for young people – relaxed, passive, engaging and safe – a new teenage model.
Appendix 1  Detailed Breakdown of Sample Structure

A. Expert Information and Context Sessions

**Stakeholders**
All with mix of experience from 1 to 10+ years and gender:
- 2 x groups (with social workers, teachers, youth workers) – 1.5 hours
- 8 x depth interviews with intermediaries (youth worker, schools liaison workers, school nurses) – 1.5 hours

**Experts**
- 3 x interviews with experts on alcohol – 1.5 hours
- Organisations represented included: Portman Group, Alcohol Concern, 4 Children

B. In Depth Understanding of Context and Behaviours

**In-home Interviews**
⇒ 8 CYP interviews (4 male and 4 female) – 1.5 hours
⇒ 8 PC interviews (4 male and 4 female) – 1.5 hours

**Accompanied Shops**
⇒ 6 CYP-CYP pairs (3 male and 3 female) – 2 hours
⇒ 6 PC-CYP pairs (3 male and 3 female) – 2 hours
⇒ 4 PC of known young drinker – 2 hours

**Youth Drinking Sessions**
⇒ 8 CYP youth participant researcher sessions (2 male and 8 female)
In-Depth Behaviour Sessions covering range of respondent details as below:

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<th>Interviews and Ethnography</th>
<th>In home CYP interviews</th>
<th>In home PC interviews</th>
<th>Shops with CYP CYP pair</th>
<th>Shops with CYP/PC pair</th>
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C. Exploratory Conferences

- 2 conferences with Parents/Carers – 3 hours
- 8 conferences with CYPs – 3 hours

Conferences sample including respondent variables as follows:

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And including a further spread of criteria for CYPS:

- Y11 at/not at school, college
- urban/rural
- single/two parent household
- size of household
- siblings

Together with a further spread of criteria for PCs:

- parent age
- urban/rural
- single/two parent
- parent status
- parent attitude to drinking/CYP drinking

D. Deep Psychological Insight: Interactive Gallery

Gallery Materials viewed by:

- 8 sets of CYP trios
  ⇒ 4 male trios and 4 female trios – 1 hour
- 6 sets of PC with CYP pairs
  ⇒ with 3 male CYPs and including at least 1 male PC – 1 hour
  ⇒ with 3 female CYPs and including at least 1 male PC – 1 hour
- 6 sets of PC individually followed by CYP
  ⇒ with 3 male CYPs and including at least 1 male PC – 1 hour
  ⇒ with 3 female CYPs and including at least 1 male PC – 1 hour

plus

- 3 CYP individual interviews – 1 hour
- 16 PC individual interviews – 1 hour
- 12 Stakeholder individual interviews – 1 hour
Total sample details for the Interactive Gallery sample including a wide spread of respondent variables including:

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Plus
- spread of ethnicity
- spread of attitudes of parents towards their young people drinking
Appendix 2  Discussion Guides and Interview Stimulus

This appendix includes stimulus and discussion guides as outlined below:

1. In Home Stimulus
   ⇒ Pre-task
   ⇒ Discussion Guide – CYP
   ⇒ Discussion Guide - PC

2. Accompanied Shop Stimulus
   ⇒ Discussion Guide for PC of known drinker alone
   ⇒ Discussion Guide for CYP Pairs
   ⇒ Discussion Guide for PC/CYP Pair

3. Conference Stimulus
   ⇒ Plenary Session debate
   ⇒ CYP Discussion Guide
   ⇒ PC Discussion Guide

4. Interactive Gallery
   ⇒ CYP Discussion Guide
   ⇒ PC Discussion Guide
   ⇒ Stakeholder Discussion Guide
   ⇒ Artworks (See Appendix 2b)

5. Stakeholder Stimulus
   ⇒ Stakeholder Discussion Guide
Dear __________,

First of all, thank you very much for agreeing to take part in this research study.

The interview will be about you as a person and your lifestyle, as well as about your attitudes to food and drink.

We would like you to take a bit of time in the days before our interviewer visits to make a collage about you and your life! We would like you to use some pictures from magazines or the internet to show who you are – and you can also include words or drawings as well. We have given you a sheet of paper to use for the collage (but you can use extra sheets as well if you want).

This stage should take around an hour or so to do, and we will give you an extra £5 for completing the task.

We hope you enjoy the exercise and have some fun with it! If anything is unclear, please do not hesitate to contact your recruiter.

Thank you very much in advance, and we look forward to meeting you soon!

Kind regards

Define
ME AND MY LIFE!
Please use pictures to show who you are as a person!
Some of the questions you could think about are:
- How would you describe yourself and your lifestyle?
- Who and what is important to you?
- What do you like doing, and what do you dislike? What’s the best part of the week? And the worst?
- What makes you happy? And what makes you angry or sad?
- What are your goals and dreams? What would you change in your life if you could?

My motto in life is ______________________________.
______________________________

Friends would describe me as__________, and__________, and__________.
Guide indicates the areas to be explored in the discussion, the likely order in which topics will be covered and the kinds of questions and techniques which may be used.

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own 'language', efforts will be made to meet the communication needs of the individuals interviewed.

Core aim of interview: **explore the range of attitudes held by CYPs towards alcohol, their drinking patterns, factors influencing their behaviour and attitudes, and the terminology used by them**

Scope of interview: **The interview is intended to cover the following subjects:**
- Influencers on CYP's attitudes and behaviour, including role of parents
  - Generally, and in relation to alcohol consumption by CYPs
- CYP attitudes to and associations with alcohol
- Control of alcohol consumption in CYP's household
- Drinking patterns – CYPs and other household members – and drivers of product choice
- Perceived risks of alcohol and drinking among CYPs

Throughout interview, moderator to be aware of terms / language respondent uses

### 1. Introduction

**5 mins (5)**

**Moderator**
- Moderator to explain research process and format of interview
  - As part of the interview would like respondent to give a ‘guided tour’ round the main public areas of the house (lounge, kitchen, etc) to help understanding of lifestyle

**Inform**
- Topic of discussion is attitudes to food, drink and alcohol, but discussion will start with covering general attitudes and lifestyle, so we understand them fully as a person
- Reiterate independence of Define and the need for honesty to help with research. Explain the need for tape recording and reassure on confidentiality.
2. Background: Lifestyle and self-perception (school, leisure, friends and family)

Aim: establish respondent context and warm up 10 mins (15)
Stimulus: pre-task collage

Ask respondent to talk through pre-task collage. Cover specific areas below in discussion

Pattern of Life
- Talk me through a normal week (establishing for self in the main and touching on rest of family):
  - What does a typical weekday look like?
  - What does a typical evening look like?
  - What does a typical weekend look like?

School / College and Leisure
- Do you attend school/college? What do you like / dislike about school/college?
- What do you like to do in your free time?
  - What do you do with whom?
  - Which hobbies / interests do you have?
  - What would you like to do more often in your free time?
- Talk me through a really great weekend;
  - What would happen? What would you do?
  - What would the best moment be?
- What happens on not so great weekends?
  - What’s happening (or doesn’t happen)?
  - What would the best moment of those weekends be?

Family
- Who lives in your household?
- When do you spend time with your family?
- Do you do activities as a family? What / when? Do you eat / relax together or separately?
  - Do you enjoy doing things as a family, or not?
- What sort of things do you do on your own, independently, and what do you do as a family?

Lifestyle and Self-Perception
- What is important to you? What do you really enjoy in your current life?
- What are the things you do not like? What would you like to change?
- Who are the important people in your life? (family, friends, other)
  - What role do these people play?
- Do you have a role model in your life – someone you really look up to, or someone you want to be like in some way?
  - What is it about them that you like (beyond money)?
- Do you have any goals or dreams you would like to achieve in the next few years? What about further in the future?
- How would your best friend describe you as a person?
3. Social Networks and Influencers
Aim: understand potential influencers on attitudes and behaviour 10 mins (25)

Complete Social Network Map with respondents to identify influencers in their life. Diagram will be revisited at Stage 10.

I’d like to think about all the different groups of people you have contact with day-to-day:
- Who are the different groups?
  - This can include friends, relatives, adults, young people - anyone who you have contact with really
- Who are the different groups of friends you have? Do you have different groups of friends based around the things you like to do – such as music or sport or just hanging out with?
- Do you have any groups of friends on the internet?
- Are there other people who you see or talk to – even if they are not exactly friends?
- What about your wider family – are there different groups within your wider family?
- What about people who you see or meet less often, but who are still important to you in some way?
- Are there any groups who you are not currently part of, but would quite like to be?

MODERATOR: probe to break down large/vague groups such as ‘school friends’, into smaller groups. Keep probing until comprehensive picture of respondent’s social network built up.

- Which of these groups are most important to you?
- Which group do you feel most in tune with, that you have most in common with, or that you fit best with?
  - Can you describe this group? What are they like as people? What do they do? What do you like about them? What do you have in common with them?
- Which groups do you most like to spend time with?
- Which group would you be most disappointed to not be a part of any more?
  - Why? What would you miss?
- Which group would you like to be more a part of?
  - Can you describe this group? What are they like as people? What do they do? What do you like about them? What do you have in common with them?

4. Role and Relationship with Parents
Aim: understand role of parents as an influencer on attitudes and behaviour 5 mins (30)

One of the groups on your chart are your parents:
- How would you describe your parents? What sort of parents are they?
- Compared with your friend’s parents, in what ways are they the same or different?
- Compared with your friend’s parents, do you think they are strict, or not?
  - What sort of things are your parents strict about?
  - And what sort of things are your parents not strict about?
  - Probe fully to explore rules and boundaries established by parents
- Can you talk to your parents about any subject – or are there some things you prefer not to talk to them about?
  - What would you feel happy to talk to them about?
  - And what sort of things would you feel uncomfortable talking to them about?
  - Probe fully to understand how open the relationship between parent and child is
5. House Tour

Aim: explore drivers of purchase decision-making (price/promotion/advertising/peer preference) and – within household as a whole – the relationship with alcohol within broader context of diet and consumption

10 mins

MODERATOR:
I would like you to show me around some of the main areas of the house to help provide an insight into your lifestyle

View lounge, kitchen; then (indirectly) ask to look at any other areas where alcohol may be stored (such as fridge, utility room, shed/garage).

Within discussion try to build up picture of volume of alcohol in house and how well controlled access is. Without being too obvious / focused, take digital photos of all alcohol in house wherever possible. During tour ensure subjects below are explored

Make a note of any specific branded food / drink / alcohol products or own label / unbranded food / drink / alcohol products. As you go around the house probe, where appropriate, on the subjects below. If it is not possible / relevant to probe on some things whilst doing the house tour, ensure you explore these when the interview continues after the tour is complete.

Diet and Consumption:
Probe for a variety of food items (including treat foods and healthy foods if possible), and specifically probe on any items respondent has bought / requested to be bought:
- Who eats/drinks?
- How often?
- On what occasions?
- Where was it bought from?
- Why do you think that specific item is bought rather than any other?
- Explore role of pricing & promotion vs advertising vs peer choice or preference
- Probe to understand food / drinks respondent particularly likes / dislikes
- Explore their perception of what is healthy / unhealthy food and drink; what things they think they should / shouldn’t be eating or drinking.

Purchasing Patterns: (MODERATOR: primarily cover this through observation)
- Do you buy or choose any of the food or drink in the house – or do you ask for / encourage others to buy specific items? Which ones?
  o What is it about that particular item that appeals to you? Why that specific brand rather than any other?
  o Probe beyond issues of taste: explore influence of brand / advertising / peer preference
- Explore role of pricing & promotion vs advertising vs peer choice or preference

- How much food and drink is kept ‘stockpiled’ at home vs bought week to week? Which items specifically? What things are there always spares of in your home? And what do you always seem to run out of?
- Is there anything in particular that is bought on special offer/bulk purchasing in this house? Can you think of anything that was bought which was a deal (food specifically)?
- Explore role of pricing & promotion vs advertising vs peer choice or preference

- Do you buy any food or drink for yourself outside the home?
  - What do you buy? Where from? Who are you with?
- Explore role of pricing & promotion vs advertising vs peer choice or preference
Brand Importance:

**Interviewer: make sure respondent is clear what is meant by brand as opposed to product**

  - What is it about those brands you like?
  - When is it really important to have a branded version of something (versus unbranded or own label)? Which specific brands do you always buy or ask your parents to buy? Why?
  - What brands do you have in your house that you really don’t like? What is it about these that you don’t like?
- If we focused on one product – for instance on soft drinks - what types and brands do you like? Do you usually have these types, or do you have other ones?
  - What is it about those types and brands of drink that appeal to you?

Alcoholic Drinks:

- Tell me all about where alcoholic drinks fit in this household?
- What's always in? What sorts of thing get bought most weeks? What gets bought on ‘special occasions’ only (Probe for types and occasions)
- What sorts of alcoholic drinks do your parents drink? (Probe for types, occasions, quantity)
- What about you? Are there any alcoholic drinks that get shared or are for you specifically (don’t probe at this stage – covered in detail below)

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**6. Household Rules and Control of alcohol**

*Aim: Understand household rules relating to alcohol / how alcohol is controlled* 10 mins (50)

Different people have different ‘rules’ about drinking alcohol – in this research project we are seeing huge differences between different households, with all sorts of different reasons. The ‘rules’ might not have been talked about or written down – they might just be things that someone does or doesn’t do. How do things work in your family? Thinking about drinking generally – both inside and outside the house - what are the ‘rules’ about drinking alcohol in your family? If you want, you can imagine that someone who has never heard of alcohol before asks you when, where, what and how much it is OK to drink (and also what they shouldn’t do!). What would you tell them is the case in your family?

Complete list together using grid (see back of guide)

- Probe on any vague statements to understand underlying attitude; get as specific as possible
- Are the same rules applied to all members of the family, or do different family members follow different rules?
  - **MODERATOR:** throughout exercise, try to establish pattern of parents’ drinking:
    - Frequency of drinking, volume on each occasion, type of drink, motives for drinking
- Where do you think these rules come from?
- Why do they exist?
- Do you think other people in your household have the same rules or not (older siblings / grandparents, etc)
- What about other adults you know e.g. your parents friends?
7. CYP Drinking Patterns / Role of Alcohol
Aim: Understand drinking patterns and role of alcohol for CYP 10 mins (60)

MODERATOR – IN THIS SECTION ENSURE YOU EXPLORE AND UNDERSTAND THE CHRONOLOGY OF CYP DRINKING; WHEN AND WHY THEY STARTED DRINKING AND BUYING ALCOHOL, AND WHAT THE KEY INFLUENCES WERE AT THIS STAGE, AND WHAT THEY CURRENTLY ARE

We have talked about the family rules about alcohol – but what are the rules when it comes to you specifically? Reassure on confidentiality.

Do your parents ever allow you to drink alcohol?
IF YES:
- When are you allowed to drink?
- Where - inside or outside the house?
- Only when your parents are present, or when you are just with friends?
- Only when your parents are drinking, or do you drink on your own ever?
- Talk me through the different types of occasion – describe what you’re thinking and doing, who else is there, and so on
- For each occasion, establish:
  - How often does this happen?
  - What do you drink? Why this sort of drink?
  - How much do you drink?
  - When did you first do this? What was the occasion?
  - Why do you prefer an alcoholic drink on these occasions? Why is it better than a soft drink? PROBE FULLY
    - How have things changed over time?
    - How do you think things will change in the next 1-2 years?
- When drinking at home: are you free to get your own drinks / bring your own alcohol into the house? Do you ask for alcohol, or is it ‘wait to be offered’? Do you ask for particular drinks to be bought that you like? How do your parents react if you ask them for alcohol?

IF NO:
- Why do you think they don’t let you? What are their reasons do you think?
- What do you think about this situation?

Are there times when you have a drink without your parents knowing? Reassure on confidentiality.
IF YES:
- Talk me through the different types of occasion – describe what you’re thinking and doing, who else is there, and so on
  - Where would this happen - inside or outside the house?
  - With friends / siblings or alone?
  - How often does this happen?
  - What do you drink? Why this sort of drink?
  - How much do you drink?
  - When did you first do this? What was the occasion?
  - How have things changed over time?
  - How do you think things will change in the next 1-2 years?
  - Where does the alcohol come from? Who pays/buys (where does the money come from)?
- Why do you prefer an alcoholic drink on these occasions? Why is it better than a soft drink? PROBE FULLY
- Have your parents ever found out about these occasions? What has their reaction been?
  - Probe to understand the impact any parental reaction had on their drinking behaviour

IF NO:
- Why do you not drink without your parents knowing?
- What puts you off, or prevents you from drinking without your parents knowing?

- Earlier we discussed the sort of things that you did and did not talk to your parents about; what about alcohol and drinking – do you talk to your parents about that?
  - Do you go to talk to them, or do they tend to start discussions on the topic?
  - What do you talk about? Do you talk about your own thoughts and actions, your parents’ thoughts and actions, or about other people e.g. your friends, your parents’ friends, stories on TV/ in the news?
- When you talk to them about drinking, are they a source of advice? Or are they more like a friend to share experiences with? Or a voice of authority? Or do they play a different role altogether? How would you describe it?

- How open and honest are the conversations you have with them about alcohol?
  - Are there any areas and issues that are not discussed, areas that are ‘out of bounds’?
  - Do you keep some of the details about what you think and do to yourself, or do you speak freely?
- Why do you think discussion about the subject is open / not open?
- In terms of talking to your parents, what other subjects is this one like? What’s easier/even harder to talk about? Briefly explore why

- How do you feel about talking to your parents about drinking alcohol?
  - Probe to understand whether CYP actually want to have more of a dialogue with their parents and want to go to them for advice and information
8. Associations with Alcohol and Drinking

Aim: Understand perceptions of alcohol

- We've talked about rules and parents etc above, but now just thinking very freely…
- When you think about the subject of 'alcohol and drinking', what are all the images and thoughts immediately spring to mind? What pictures run through your mind?
  - What else?
  - Probe for images, associations, thoughts, advice, other rules, concerns. Explore all

- And what immediately springs to mind when you think about alcohol and drinking in relation to your age group?
  - What else?
  - Probe for images, associations, thoughts, advice, rules, concerns. Explore all

- Do you have different associations with different types of drinks?
  - Are there any drinks that you have positive thoughts or images with?
    - Which drinks?
    - What are your associations with them?
    - What sort of person drinks them/could you imagine drinking them?
  - Are there any brands or type of drink that you would never drink?
    - Which drinks?
    - What are your associations with them?
    - What sort of person could you imagine drinking them?
    - Why are these things ‘not for you’?
  - Probe fully to get beyond like / dislike of taste

COMPLETE ALCOHOL POSITIVES / NEGATIVES SHEET

On this page I would like you to show your thoughts about 'alcohol and drinking' as it relates to you as an individual - all the good and bad things that you associate with the subject in relation to yourself. We can put the good things at the top of the page, and bad things to the bottom.

- Probe fully to establish perceived benefits and drawbacks / risks of alcohol to respondent
- If not mentioned spontaneously, probe around 'softer' consequences
  - e.g. potentially feeling really bad the next day, missing out on doing other things, etc
9. Knowledge and Perceptions of Alcohol Legislation and Retailing Practices

Aim: Understand perceptions of alcohol

5 mins (75)

Knowledge of laws around alcohol use by CYP:
- Can you tell me what the laws are around young people and alcohol? What are the laws about the age at which young people can buy and drink alcohol?
  o Allow respondent time to respond spontaneously in full, then probe:
    - At what age is it legal for young people to **drink** alcohol? Does this vary by where they drink?
    - At what age is it legal for young people to **buy** alcohol? Does this vary by where or when they buy the alcohol?
    - What is the situation for **shops**?
    - And what is the situation for **pubs, bars and clubs**?

- Do you think people – adults as well as young people - are clear about the laws around young people and alcohol?
  o Are any areas of the law unclear or misunderstood?
  o Which exactly?
  o What sort of people might be unclear?
- What about you personally – are you clear about the laws around young people and alcohol?
  o How certain are you that you correctly understand the laws?
  o Probe for any aspects of law that are unclear:

Perceptions of laws around alcohol use by CYP:
- What do you think about the laws about young people and alcohol?
- Do people take notice of the laws?
- Do you think young people take notice of the laws?
  o Which ones do they take notice of, and which do they ignore?
  o Do you think the laws make young people any more or less likely to buy or drink alcohol when they are under 18?
  o What sort of person does take notice of the laws? And who doesn’t?

- How easy or difficult is it for a young person under 18 to buy alcohol?
  o Where is it easy for them to buy from, and where is it more difficult?
  o Why is it easy / difficult in these places?
- What effect do you think the ease or difficulty of buying alcohol has on whether and how Young People drink?
  o What is the impact? How does this work?
  o Who specifically might drink more or less?

10. Perceived risk of CYP Drinking

10 mins (85)

- Has you having a drink ever had an impact on your life?
  o Has it ever changed the way people think of you? For better or for worse?
  o Has it ever had an impact on your school/college work? How? Anything else?

- Can you think of any stories of when something has gone wrong, or someone is in a bad situation because of drinking? What happened? What next?
  o Does this sort of thing have any impact on whether you have a drink, or how you drink?
  o Would anything else make you think about drinking safely and / or not drinking?
- Are there any risks related to having a drink? What can happen?
- Does anything worry you about drinking?
- Does anything give you reason to reconsider whether you drink, or how much you drink?

- What are the risks?
  - Brainstorm spontaneous list and write down
- On this card are some other potential risks that people have mentioned (show card)
  - Injury from accidents
  - Health problems – such as liver damage
  - Alcohol dependence / addiction
  - Unprotected sex
  - Fighting, offending or anti-social behaviour
  - Being a victim of crime
  - Truancy and exclusion
  - Illegal drug use

- Of all the things here, which do you think are the biggest risks?
  - Why are they bigger as risks/what is the risk about?
  - Which are most likely? Why?
- Which would you be more bothered about? Why?
- Would any of these things make you think about whether you drink, or how you drink?

- Do any of the things on this list not apply to you? Any that do not represent a risk or are less important?
  - Why do these not represent a risk to you?

- Is there anything that you are doing or can do to lessen these risks?
- Who else should be working on addressing these risks?
  - Probe for: school, police, government

- Are there any other things that might make young people think about whether to drink, or how to drink?
  - Allow spontaneous answers, then show list of ‘softer’ consequences

- Which of the things on this list do you think you and your friends would be more bothered about?
- And which would you be less bothered about?
- Are any important enough so that you and your friends might not drink, or might drink less? Which ones? Why?
  - Wanting to get home safely
  - Needing to drive
  - Having to go to school / college / work
  - Not having any money
  - Wanting to stay in control
  - Not wanting a hangover
  - Not wanting to be sick
  - Not wanting to miss out on other things
11. Influencers on CYP commencing drinking / on CYPs drinking behaviour

Aim: Understand influences on CYP alcohol consumption

10 mins (95)

Refer back to social network map created at stage 3:
- Which of these groups of people have most influence on whether or not you have a drink?
  o What influence do they have?
  o Do they make it more or less likely that you would have a drink? Why?
  o Who encourages / discourages you? How do they do this? What do they say?

Card sort: On these cards are some other factors that may (or may not) have an influence on whether or not young people have a drink, and on how they drink – the location of drinking, and volume and type of drink
Add in any suggested by respondents through earlier course of discussion
Are we missing any influencers? Are there any other people, media or things that influence young people in whether and how they drink?

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<th>Parents</th>
<th>Teachers / School</th>
<th>Magazines</th>
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<td>Other adult family members</td>
<td>GP or health professional</td>
<td>TV (what?)</td>
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<td>Brothers / Sisters</td>
<td>Friends</td>
<td>Websites (which ones?)</td>
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<td>Shops and products on sale</td>
<td>Girlfriends / Boyfriends</td>
<td>Celebrities/experts (who?)</td>
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<td>Government or NHS adverts / posters / leaflets</td>
<td>Other</td>
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Please sort these into rough order, those you think might have strongest influence on how young people think and behave with respect to drinking, through to those having weakest / no influence. When sorted into rough hierarchy, explore each.

- How might this factor work as an influencer on how young people think and behave with respect to drinking?
- What sort of messages do you think young people take about drinking from this influencer?
- Why might this factor have strong / weak influence on young people?

PROBE particularly on role of:
- Parents / family
- Government
- School and PSHE
- Shops and products on sale

Appropriate intermediaries:
- What type of people (e.g. from influencers above) do you think young people would be more likely to listen to talking about alcohol and how to drink safely?
- What sort of a person would be most suitable to talk about this issue?
  o Probe to understand if this would be a friend / relative / expert organisation / health professional etc; would seek information / help at all?
  o Why these?
  o How would they talk about it/broach the subject (explore tone/manner/starting point for conversation, etc
- Who would definitely not be right? What sort of tone/manner would they have?

- What about schools / colleges? Should they be involved in giving young people advice and information about alcohol?
  o What would be the best way for them to do this?
- **What sort of role should the Government play?** What could the Government do that would be effective?
  - *If any legislative change, or change to retailing practices are mentioned, probe fully*

**Media and communications:**
- What is the best way to provide information / advice relating to drinking to young people?
  - *Is it face to face, on-line, TV, telephone, magazines, radio?*
  - Probe for circumstances when one communication channel might be more suitable than another

- Thinking specifically about encouraging young people to think about how to drink safely and / or not drink, can you remember any adverts or posters that try to do this?
  - *Probe around what images, adverts, etc they can recall and where they saw them*
  - *Probe to understand what message they took from these*

- What sort of messages do you think would be most effective for encouraging young people to drink safely / not drink?
  - *Probe around the types of messages: simple facts and figures; shocking images/stories; focusing on the risks associated with alcohol; the benefits of not drinking alcohol*

**THANK AND CLOSE**
Following pages are for completion with respondent during interview / for card sort exercises.
Injury from accidents

Health problems – such as liver damage

Alcohol dependence / addiction

Unprotected sex

Fighting, offending or anti-social behaviour

Being a victim of crime

Truancy and exclusion

Illegal drug use
Wanting to get home safely

Needing to drive

Having to go to school / college / work

Not having any money

Wanting to stay in control

Not wanting a hangover

Not wanting to be sick

Not wanting to miss out on other things
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MY RULES ABOUT DRINKING ALCOHOL

Different families have different ‘rules’ about drinking alcohol. The ‘rules’ might not have ever been talked about or written down – they might just be things that people do or don’t do.

To help you with an example, someone’s ‘rules’ about chocolate might be:

1. Never eat chocolate before 11 o’clock
2. It’s greedy to have more than one bar at any one time
3. (if you’re going to have more than one bar at any one time, make sure no one sees you!)
4. Christmas and Easter are the two times of the year when it’s OK to eat loads of chocolate
5. Bars like Kit Kats and Twix are for morning / lunchtime snacks; ‘slabs’ of chocolate are for evenings!

What are the ‘rules’ about drinking alcohol in your family?

1. 
2. 
3. 
4. 
5. 
6. 
7.
The good side

Alcohol and Drinking

The bad side
In Home Discussion Guide PC

DISCUSSION GUIDE: Alcohol
In-Home Interviews (1½ hour) with PCs (v4)

N.B Guide indicates the areas to be explored in the discussion, the likely order in which topics will be covered and the kinds of questions and techniques which may be used.

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own ‘language’, efforts will be made to meet the communication needs of the individuals interviewed.

Core aim of interview: explore the range of parental attitudes and approaches to alcohol use by CYPs, and the terminology used by them.

Scope of interview: The interview is intended to cover the following subjects:
- PC’s perception of role as a parent, goals, ambitions, fears for CYP
  ○ and how this relates to alcohol and their children
- Drinking patterns – PCs and CYPs – and drivers of product choice
- Parental attitudes to use of alcohol by Young People
- Parental rules and control of alcohol use by their children
- Parental perceptions of influencers / motivators for alcohol consumption by CYPs

Throughout interview, moderator to be aware of terms / language respondent uses

1. Introduction 5 mins (5)

Moderator
- Moderator to explain research process and format of interview
  ○ As part of the interview would like respondent to give a ‘guided tour’ round the main public areas of the house (lounge, kitchen, etc) to help understanding of lifestyle

Inform
- Topic of discussion is attitudes to food, drink and alcohol, but discussion will start with covering general attitudes and lifestyle, so we understand them fully as a person
- Reiterate independence of Define and the need for honesty to help with research. Explain the need for tape recording and reassure on confidentiality.
Ask respondent to talk through pre-task collage. Cover specific areas below in discussion

Pattern of Life
- Talk me through a normal week (establishing for self in the main and touching on rest of family
  - especially CYP of target age):
    o What does a typical weekday look like?
    o What does a typical evening look like?
    o What does a typical weekend look like?

Work and leisure
- What does work mean in your life?
  o Beyond money, do you get any other personal reward in your work?
- What do you like to do in your free time?
  o Which hobbies / interests do you have?
  o What would you like to do more often in your free time?
- Who do you spend your leisure time with?
  o What do you do with whom?
- Talk me through a really great weekend;
  o What would happen? What would you do?
  o What would the best moment be?
- What is your perfect evening out? What would it involve?
  o What might be an alternative good evening?
- Do you have any ‘me time’?
  o What do you do in this time / what would you do if you had some ‘me time’? Why?
- Let’s talk about treats! What’s your biggest weakness/favourite treat? How often do you indulge?

Family
- When do you spend time with your family / your partner?
- What does the time with your family / partner mean to you?
- Do you do activities as a family? What / when? Do you eat / relax together or separately?
- What sort of things do you do on your own, independently, and what do you do as a family?
- What about the children – what sort of things do they do on their own, independently

Lifestyle and Self-Perception
- How would you describe your current lifestyle?
- What is important to you? What do you really enjoy in your current life?
- What are the things you do not like? What would you like to change?
- Who are the important people in your life? (family, friends, colleagues, other)
  o What role do these people play?
- How would you describe your current life stage?
- How will your life look in the next 10 years?
  o Which goals would you like to reach in the future?
- Do you have something like a personal life motto?
- How would your partner/best friend describe you as a person?
3. Role as Parent

<table>
<thead>
<tr>
<th>Aim: understand perceived role as a parent, and aspirations / concerns for children</th>
<th>10 mins (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus: parent segmentation card</td>
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</table>

**Parenting style and Philosophy**
- Show parent segmentation card: which best matches respondent’s outlook? Why?
  - *Shielding them or protecting them from the outside world – you can’t do everything, but you can do your best to make sure they don’t get exposed to bad influences*
  - *Giving them the tools to face whatever situations they might need to in the future*
  - *Providing a roof over their head and food to grow – the rest, they will learn as they go along*
- How do you think your children would describe you as a parent?
- Tell me a bit more about the hardest parts of being a parent
  - Probe briefly in relation to children of different ages (as appropriate) but focus on CYP of target age
  - What about at the toddling age? Primary school? Secondary school?
  - Which age was the trickiest overall, why?

**Aspirations for CYP:**
- What are your hopes for your children? What would you most like your children to be doing over the next 10 or 15 years?
- Who do you think is their ideal/role model? What is it about them that they aspire to, do you think?
- What are your biggest fears for your child/children, the things that might stop them achieving their full potential? Respondent to generate list of ‘risk factors’ – explore briefly:
  - For each, why this particularly? What concerns you?
  - If not raised specifically, ask briefly if each of alcohol / drinking, drugs and crime are concerns
  - But do not probe in detail - if necessary, reassure we can come back to some of these issues later on
  - Which of these do you think are more/less of a problem? Why?
4. House Tour

Aim: explore drivers of purchase decision-making (price/promotion/advertising/peer preference) and relationship with alcohol within broader context of diet and consumption

I would like you to show me around some of the main areas of the house to help provide an insight into your lifestyle. I’d particularly like to look at the places where you keep food and drink (alcoholic and non-alcoholic) just to get a better idea of what you like / don’t like

INTERVIEWER: view lounge, kitchen; then specifically ask to look at any other areas where alcohol may be stored (such as fridge, utility room, shed/garage). Ideally ask to see any recycling containers (note if empty alcohol containers are in them but do not disclose to respondent – refer to only if discussion around consumption conflicts with what seen).

Within discussion try to build up picture of volume of alcohol in house and how well controlled access is. Without being too obvious / focused, take digital photos of all alcohol in house wherever possible.

Make a note of any specific branded food/drink/alcohol products or own label/unbranded food/drink/alcohol products. As you go around the house probe, where appropriate, on the subjects below. If it is not possible/relevant to probe on some things whilst doing the house tour, ensure you explore these when the interview continues after the tour is complete.

Diet and Consumption:
Probe for a variety of food items (including treat foods and healthy foods if possible):
- Who eats/drinks?
- How often?
- On what occasions?
- Where was it bought from?
- Why was that specific product and brand chosen?
- What lead you to buying that item rather than any other?
- Establish role of pricing and promotion vs advertising vs peer choice or preference

Purchasing Patterns:
- How much food and drink do you keep ‘stockpiled’ at home versus buy week to week? Which items specifically? What do you always have in? What do you always run out of?
- Is there anything in particular you look out for on special offer/bulk purchasing?
  o What was the last thing you bought which was a deal (probe for food specifically? Soft drink specifically? Alcohol specifically?)
  o Which products do you wish were on special offer more often?
- Establish role of pricing and promotion vs advertising vs peer choice or preference
Brand Importance:

  - What is it about those brands you like?
  - When is it really important to have a branded version of something (versus unbranded or own label)? Which specific brands do you always buy? Why?

- I see you have brand X (food / soft drink). Do you always buy this brand? Why?
- When would you not buy this brand?
- Are there other brands you would prefer to buy – why?
- What determines whether or not you buy these brands?

- So focusing on soft drinks, what types and brands do you buy?
  - Probe to establish full list typically bought
  - What is it about those types and brands of drink that appeal to you?

- How similar is choosing alcohol purchases to choosing soft drink purchases? Why?
- And alcohol, what types and brands do you buy?
  - Probe to establish full list of drinks typically bought
  - What is it about those types and brands of drink that appeal to you?

- Are there any brands or type of drink that you would never buy?
  - Which are those?
  - For what reasons do you reject them?
  - Probe to uncover underlying attitudes about role of alcohol / drinking and sophistication around consideration (go beyond dislike of taste). If necessary probe: Would you buy Special Brew beer or Diamond White cider? Moet et Chandon champagne? French/German/Italian/Australian wine? Bottled of canned lagers? Barcardi Breezers (or other mixed drinks)?
5. Drinking Patterns / Role of Alcohol for PC

Aim: Understand drinking patterns and role of alcohol

Stimulus: Card sort exercise

10 mins (50)

- What are all the various times you might have a drink in a normal week?
  - **Brainstorm and write each on a card / post-it note**

- Then explore each in more detail:
  - Locations of drinking: in home / pubs clubs
  - Days of week and times
  - With other people / alone
  - Type of drink and volume

- Talk me through the different types of occasion – describe what you’re thinking and doing, who else is there, etc
  - What do you think alcohol adds to this occasion?
  - What would this occasion be like without alcohol being involved?
  - Probe aspects of stories/descriptions to understand different reasons why drinking alcohol and different roles alcohol plays

**COMPLETE ALCOHOL POSITIVES / NEGATIVES SHEET FOR PC**

On this page we would like you to show us your thoughts about ‘alcohol and drinking’ as it relates to you as an individual - all the good and bad things that you associate with the subject in relation to yourself. We can put the good things at the top of the page, and bad things to the bottom.

- Probe fully to establish perceived benefits and drawbacks / risks of alcohol to respondent
- If not mentioned spontaneously, probe around ‘softer’ consequences
  - e.g. potentially feeling really bad the next day, missing out on doing other things, etc

**INTERVIEWER: USE IF NECESSARY / IF TIME:**

Which of these best match your views about alcohol? Why?

- **Tee-totallers have less fun than drinkers**
- **Kids drink because there is nothing else to do**
- **People who drink in the street aren’t very classy**
- **Alcohol should really only be drunk with food**
- **Everyone drinks on the weekend – it’s part of our country’s culture**

- Explore for those rejected
  - How do you feel about this? Who would say this, what else would they think? (for example about eating, going out, life generally, etc)

- What would you say ‘the normal’ viewpoint is about alcohol?
  - What sort of people differ in their views (from you? from each other?)
  - How common would you say your own views are?
### 6. Rules for use of alcohol

**Aim:** Understand attitudes to alcohol / role of alcohol  
5 mins (55)

People have different ‘rules’ about drinking alcohol. The ‘rules’ might not have ever been talked about or written down – they might just be things that someone does or doesn’t do.

Thinking about drinking generally – both inside and outside the house - what are your own ‘rules’ about drinking alcohol?

If you want, you can imagine that someone who has never heard of alcohol before asks you when, where, what and how much it is OK to drink (and also what they shouldn’t do!). What would you tell them?

Complete list together using grid (see back of guide)  
- Probe on any vague / open statements to understand underlying attitude, getting as specific as possible

**Then probe:**
- Where do you think these rules come from?  
  - Did you come to have these rules as a result of your own experiences, or did someone else tell you about them, or did you learn them from watching other people? Who?
- Do you think other people in your household have the same rules, or not?  
  - Who shares your rules and who has different rules?
- What about your friends / other people you know in your area?  
  - Probe to understand if society / local communities have any influence on the rules for drinking
- Why do you think you have these rules? For what reasons?
- When do you break these rules?  
  - Which rules?
  - On what occasions?
  - How often?

**RETAILING laws around alcohol:**
- What are the laws around where and when alcohol can be sold?  
  - What is the situation for shops?
  - And what is the situation for pubs, bars and clubs?
  - Probe for detail of respondent’s understanding
- Have there been any changes to the situation in the last few years?  
  - What exactly?
- What do you think about the situation regarding the selling of alcohol – what effect do you think the laws about where and when alcohol can be sold have on drinking itself?  
  - What is the impact? How does this work?
  - Who specifically might be most influenced?
7. PC Attitudes to Use of Alcohol by Young People

**Aim:** Explore parental attitudes to Alcohol use by Young People, and communication with CYPs by parents regarding alcohol

| 5 mins (60) |

- When you think about alcohol and young people in general, what thoughts immediately spring to mind?
  - Probe for images, associations, thoughts, advice, rules, concerns. Explore all.
  - Do you have in mind a picture of typical person? Describe them to me. What are they like? What age are they?
- And what immediately springs to mind when you think about alcohol and your child(ren)?
  - Probe for images, associations, thoughts, advice, rules, concerns. Explore all.

- Is drinking alcohol something you ever talk to your children about?
  - Do they proactively come to talk to you, or do you tend to start discussions on the topic?
  - What do you talk about?
    - Do you talk about your child(ren)’s own thoughts and actions, or about your own thoughts and actions, or other people e.g. their friends, your friends, stories in the news, etc)
  - Are there any areas and issues that are not discussed? Any areas that are out of bounds?
  - What is your role in the discussion? Are you a source of advice? Or a friend to share experiences with? Or a voice of authority? Or do you play a different role?
  - How open and honest are the conversations you have with them about alcohol?
  - Why do you think discussion about the subject is open / not open?
  - Do you feel you have a good understanding of whether they drink / when / how much they drink - or do you think they hold back some of the details?

- How do you personally handle alcohol and your children?
  - Do you allow them to drink, or not?
  - Do you try to dissuade them from drinking? How do you do this?
  - Do you try to educate them about alcohol, or leave them to work it out for themselves? How do you do this?
  - Do you try to teach them anything specific about alcohol / communicate any specific messages to them about alcohol? What are these messages?
- How much do the rules we discussed above apply? If different, how would they be different?
- Do you have a particular ‘philosophy’ about how to handle alcohol and your children?

- Earlier you said your approach to parenting was [REFER TO ANSWER AT SECTION 3]:
  - Is this reflected in how you handle alcohol with your children?
  - How would I see this attitude coming through in how you handle alcohol with your children?
8. Drinking Patterns / Role of Alcohol for Young Person

**Aim:** explore PC awareness of CYP drinking, perceptions of role of alcohol and motivation for CYP drinking

**Stimulus:** card sort exercise

10 mins (70)

While this section exists as a discrete section in terms of this Discussion Guide, as appropriate, this element will be threaded

**MODERATOR – ENSURE YOU FULLY EXPLORE AND UNDERSTAND THE CHRONOLOGY OF CYP DRINKING; WHEN AND WHY THE CYP STARTED DRINKING AND BUYING ALCOHOL, AND WHAT THE KEY INFLUENCES WERE AT THIS STAGE, AND WHAT THEY CURRENTLY ARE**

**Alcohol use by CYP:**
- Have your children ever had any alcohol? When/where?
- Tell me about typical times in relation to your family and child when (put all three cards out at once so respondent can see alternative scenarios):
  - ‘You all might have a drink’
  - ‘Adults drink but the kids don’t’
  - ‘Kids drink on their own’
- FOR EACH OCCASION MENTIONED: What are your thoughts about them drinking on that occasion? What are the benefits/drawbacks, if any?

**CYP Drinking at home:**
- Are they allowed to drink in the house? How does this work?
  - When are they allowed to drink?
  - What do they drink? Why this sort of drink?
  - How much do they drink?
  - When did this start?
  - How has this behaviour changed over time?
  - How do you anticipate this behaviour changing in the next 1-2 years?
- How controlled is the drinking – are they free to get their own drinks / bring their own alcohol into the house? Do they ask for alcohol, or is it ‘wait to be offered’?
- Do you buy particular drinks that they like / that you feel are most suitable for them?
- What do you think their reasons are for drinking on this occasion?

**CYP Drinking outside of home:**
Do they ever drink outside your own home? Where do they drink?
- FOR EACH LOCATION, do you know:
  - When do they drink there?
  - What do they drink? Why this sort of drink?
  - How much do they drink?
  - When did this start?
  - How has this behaviour changed over time?
  - How do you anticipate this behaviour changing in the next 1-2 years?
- How do they get hold of the alcohol? Who pays/buys (where does the money come from)?
- What do you think their reasons are for drinking on this occasion?
- Are there any types of drinks that you wouldn’t want your child to drink, that you think are not appropriate for them?
  - Why is this? What is it about these drinks that make them unsuitable?
Earlier, we talked about the good things you associate with drinking alcohol (interviewer revisit alcohol positives/negatives sheet) – do you think any of these good things or benefits relate to children and alcohol?
  o Probe for whether this changes according to age / gender of child and according to context e.g. on holiday / at home / eating out
  o If possible, complete ‘good things’ section of alcohol positive / negatives sheet to reflect this discussion

Knowledge of laws around alcohol use by CYP:
  – Can you tell me what the laws are around young people and alcohol? What are the laws about the age at which young people can buy and drink alcohol?
    o Allow respondent time to respond spontaneously in full, then probe:
      - At what age is it legal for young people to drink alcohol? Does this vary by where they drink?
      - At what age is it legal for young people to buy alcohol? Does this vary by where or when they buy the alcohol?
  – Do you think most people are clear about the laws around young people and alcohol?
    o Are any areas of the law unclear or misunderstood?
    o Which exactly?
    o What sort of people might be unclear?
  – What about you personally – are you clear about the laws around young people and alcohol?
    o How certain are you that you correctly understand the laws?
      o Probe for any aspects of law that are unclear:

Perceptions of laws around alcohol use by CYP:
  – What do you think about the laws regarding young people and alcohol?
    o Why / why not are they effective laws?
  – Do people take notice of the laws?
    o Which ones do they take notice of, and which do they ignore?
  – Do you think young people take notice of the laws?
    o Do you think the laws make young people any more or less likely to buy or drink alcohol when they are under-age?
    o What sort of person does take notice of the laws? And who doesn’t?
  – How easy or difficult is it for a young person under 18 to buy alcohol?
    o Where is it easy for them to buy from, and where is it more difficult?
    o Why is it easy / difficult in these places?
  – What effect do you think the ease or difficulty of buying alcohol has on Young Peoples’ drinking?
    o What is the impact? How does this work?
    o Who specifically might drink more or less?
I’d like to now think about the bad things /risks/ dangers you associate with your child drinking alcohol.

**Complete ‘bad things’ section of alcohol positive / negatives sheet and probe fully to understand their views on the risks and dangers associated with alcohol and their child**

- On this card are some other potential risks that other people have mentioned (show card)
  - Injury from accidents
  - Health problems – such as liver damage
  - Alcohol dependence / addiction
  - Unprotected sex
  - Fighting, offending or anti-social behaviour
  - Being a victim of crime
  - Truancy and exclusion
  - Illegal drug use

- To what extent do you believe each of these do represent a risk?
  - For any unsure of, why not?
- Which of these are news to you?
- Which do you think are the biggest risks?
  - Why are they bigger as risks/what is the risk about?
  - Which are most/least likely? Why?
- Which concern you the most? Why?

- Which do you think your child would be more/less bothered about? Why?

- As far as you know, has your child experienced any of these as a result of drinking alcohol?
  - Have their friends?
  - How did you find you about this – through your child, or another source (other parent, child, teacher, police, doctor etc)

- Is there anything that you are doing or can do to lessen these risks?

- Who else should be working on reducing the risks you associate with your child and alcohol?
  - Probe for: school, police, government, health professionals, expert organisations e.g. alcohol concern
  - Probe to understand where the balance of responsibility should lie between parents and other institutions / organisations

- **Are there any other things that you think might have an influence on whether young people choose to drink or not, and on how they drink?**
  - Allow spontaneous answers, then show list of ‘softer’ consequences

- **Which of the things on this list do you think your son / daughter would be more/less bothered about?**
- **Which issues might do most to encourage them to not drink, or to drink less? Why?**
  - Wanting to get home safely
  - Needing to drive
  - Having to go to school / college / work
Not having any money
Wanting to stay in control
Not wanting a hangover
Not wanting to be sick
Not wanting to miss out on other things

10. Influencers on CYP commencing drinking / on CYPs drinking behaviour

**Aim:** Understand PC perceptions of influences on CYPs

**Card sort:** On these cards are different factors that may (or may not) have an influence on whether or not young people drink, and on how they drink – the location of drinking, and volume and type of drink

Add in any suggested by respondents through earlier course of discussion

Are we missing any influencers? Are there any other people, media or things that influence young people in whether and how they drink?

<table>
<thead>
<tr>
<th>Parents</th>
<th>Teachers / School</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
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<td>GP or health professional</td>
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<td>Other</td>
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**Now thinking specifically about your own child(ren),** please sort these influencers into rough order, those you think might have strongest influence on how your child(ren) think about and behave with respect to drinking alcohol, through to those having weakest / no influence. When sorted into rough hierarchy, explore each.

- How might this factor work as an influencer on how your child(ren) think about drinking?
  - What behaviour and mindset does this influencer promote or create?
- What sort of messages do you think your child(ren) take from this influencer about drinking?
  - What makes you think this?
  - Probe to understand if children themselves talk about any of these influencers and the messages they get from them
- Why might this factor have strong / weak influence on your child(ren)?

**PROBE** particularly on role of:
- Parents / family
  - Challenge respondent if they dismiss their own role to confirm this is indeed the case
- Government
- School and PSHE
- Shops and products on sale:

- Thinking specifically about **encouraging young people to think about how to drink safely and / or not drink**; which influencers do you think have strongest potential to achieve this?
  - Why do these have strongest potential?
- **What sort role should the Government play?** What could the Government do that would be effective?
  - If any legislative change, or change to retailing practices are mentioned, probe fully
Thinking about yourself or a minute:

- If **you** needed information about alcohol or advice about how to talk to your child about alcohol, who would you be most likely to go to?
  - Probe to understand if this would be a friend / relative / expert organisation / health professional etc; would seek information / help at all?
  - If not, why not - is this a taboo subject?
  - Or do they have no idea about where to get help?

- Ideally, how would you like to access information / advice relating to your child and alcohol?
  - Would it be face to face, on-line, telephone? – probe for circumstances when one communication channel might be more suitable than another
  - Who would be the best person / organisation to offer this information / advice? Why?
  - Which person /organisation would you not want to contact? Why?
  - Probe for what is important in terms of tone of voice and manner when speaking to parents on this subject

THANK AND CLOSE
Following pages are for completion with respondent during interview / for card sort exercises.
Shielding them or protecting them from the outside world – you can’t do everything, but you can do your best to make sure they don’t get exposed to bad influences

Giving them the tools to face whatever situations they might need to in the future

Providing a roof over their head and food to grow – the rest, they will learn as they go along
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<td>Alcohol should really only be drunk with food</td>
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<tr>
<td>Alcohol is fine when drunk in moderation – but it needs to be respected</td>
<td>Alcohol is a dangerous drug – it should be banned really – like smoking.</td>
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You all might have a drink

Adults drink but the kids don’t

Kids drink on their own
Injury from accidents

Health problems – such as liver damage

Alcohol dependence / addiction

Unprotected sex

Fighting, offending or anti-social behaviour

Being a victim of crime

Truancy and exclusion

Illegal drug use
Wanting to get home safely

Needing to drive

Having to go to school / college / work

Not having any money

Wanting to stay in control

Not wanting a hangover

Not wanting to be sick

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MY RULES ABOUT DRINKING ALCOHOL

People have different ‘rules’ about drinking alcohol. The ‘rules’ might not have ever been talked about or written down – they might just be things that someone does or doesn’t do.

To help you with an example, someone’s ‘rules’ about chocolate might be:

6. Never eat chocolate before 11 o’clock
7. It’s greedy to have more than one bar at any one time
8. (if you’re going to have more than one bar at any one time, make sure no one sees you!)
9. Never buy cooking chocolate for eating on its own
10. Bars like Kit Kats and Twix are for morning / lunchtime snacks; ‘slabs’ of chocolate are for evenings!
11. ‘Posh’ chocolate (like ‘Lindt’ and ‘Green and Blacks’) is only for adults

What are your own ‘rules’ about drinking alcohol?

1.

2.

3.

4.

5.

6.

7.

8.
The good side

The bad side
2. Accompanied Shop Stimulus

Accompanied Shop stimulus – PC of known drinker alone

DISCUSSION GUIDE: Alcohol
ACCOMPANIED SHOPS (1 hour)
PC of Known Drinker is only respondent (v2)

These instructions indicate the areas to be explored, the likely order in which topics will be covered and the kinds of questions and techniques which may be used.

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own ‘language’, efforts will be made to meet the communication needs of the individuals interviewed.

Intention is for most of the interview to take place at:
   A) Retail outlets (including those where the alcohol the CYP drinks comes from)
   B) Locations respondent associates with both their CYPs, and other people’s, drinking

Scope of interview:
- Understand factors enabling and restricting out-of-home alcohol consumption by CYPs
- Explore drivers of choice of retail outlet, product and drinking venue/location
- Understand parental attitudes towards and knowledge of CYP drinking
- Understand terminology used by target audience

Throughout interview, moderator to be aware of terms / language respondents use

<table>
<thead>
<tr>
<th>1. Introduction</th>
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<tr>
<td><strong>Aim:</strong> warm-up / establish rapport, understand respondents’ context and motivations</td>
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<tr>
<td>10 mins (10)</td>
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Ensure Respondent understands research process:
- We’ll have a quick chat for 5 or 10 minutes, then we will take a look round some of the places you buy food and drink from, and some of the places that you might go to with friends. We can talk as we walk around
Socialising and Drinking

**ESTABLISH PC’s DRINKING PATTERNS:**
- What are all the various times you might have a drink?
- Explore each briefly:
  - Locations of drinking: in home / pubs, clubs
  - Days of week and times / occasions
  - With other people / alone
  - Type of drink and volume
- Talk me through the different types of occasion – describe what you’re thinking and doing, who else is there, etc
  - Probe descriptions to understand different reasons why drinking alcohol and different roles alcohol plays
- (apart from pubs and clubs) Where do you buy drinks from? Why these places?

**ESTABLISH CYP’s DRINKING PATTERNS & SOURCES OF CYP ALCOHOL**
- What are all the various times your son / daughter might have a drink?
- Explore each briefly:
  - Locations of drinking: in home / pubs, clubs
  - Days of week and times / occasions
  - With other people / alone
  - Type of drink and volume
- Talk me through the different types of occasion – describe what they are thinking and doing, who else is there, etc
  - Probe descriptions to understand different reasons why drinking alcohol and different roles alcohol plays
- Where does the drink come from when your son / daughter has a drink at home? Is it bought by you or them? Or is it what you are having yourself?
  - To what extent does your son / daughter decide which types of drinks are bought?
  - Can they have any kind of drink when at home, or are some ‘out of bounds’?
  - What about how much they can have, or when they can have it – are there any ‘rules’ about this in your household? What are they?
- What about when your son / daughter has a drink outside of the house; where does it come from then?
  - What sort of place would your son / daughter or their friends buy drinks from?
  - And are there any places they wouldn’t use? Which ones? Why?
  - Probe briefly to uncover whether specific outlets create stronger / different / additional barriers to acquiring alcohol – return to this subject throughout interview
2. First retail outlet – Supermarket

Aim: Understand drivers of choice of product and outlet, and what enables / creates barriers to purchase

| 15 mins (25) |

- Would you ever come here yourself? Why / Why not? What for?
- How would you describe this shop?
  - What kind of atmosphere does it have, do you think?

A) Food products (cover briefly; 2-3 minutes)
- Which aisles might you buy something from if you were in this store?
  - Take lead from respondent, but try to go to confectionary aisle and / or soft drinks aisles
- What items might you buy from here? Which are you drawn to? Why these ones?
- Talk me through how you come to decide what to buy from this aisle
  - Do you come into the store with a clear idea of what specific product you want, or do you make your choice once you are here?
  - What are you looking for to help you decide what to buy? What are your eyes drawn to?
  - Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences
- Would anything change your mind about what to buy once you are in the shop? What?

B) Alcohol (12-13 minutes)

Go to alcohol aisle:
- Would you buy alcohol from this sort of shop?
  - Why / Why not?
- Do you think your son / daughter would buy alcohol from this sort of shop?
  - Why / Why not?
- What do you think might encourage or put off young people (under 18) from buying (or attempting to buy) from this place?
  - Probe to explore whether the outlet removes / reduces any barriers to CYPs purchasing alcohol that exist elsewhere – or whether it has additional different barriers

Let’s imagine first of all you were buying drinks for yourself:
- Talk me through how you would come to decide what to buy:
- Do you come into the store with a clear idea of what specific drink you want, or do you make your choice once you are here?
- What are you looking for to help you decide what to buy? What are your eyes drawn to?
  - Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences
- Would anything change your mind about what to buy once you are in the shop? What?
- What drinks would you buy for yourself, and why?
Do you ever buy drinks specifically for your son / daughter? We talked about what would guide your choice if you were buying for yourself – but what about if you were buying drinks for your son or daughter:

- Do / would the same things guide your choice when choosing alcohol for them as when choosing for yourself? Or do / would you consider different things?

- Compared to when you buy for yourself . . .
  - What is / would be more important when you are buying for your son / daughter?
  - And what is / would be less important?

- Are there any types of drink you wouldn’t buy for your son / daughter, or wouldn’t like them to be buying or drinking?
  - What? Why is this?

**Now imagine it was your son / daughter or their friends buying drinks for themselves:**

- How do you think they might do things differently?
- If they were buying drinks from this shop, would their choice be guided by the same things as you – or are other things more important for them, do you think?

- Do you think they would come into the store with a clear idea of what specific drink they wanted, or would they make their choice once they were here?
- What would they look for to help them decide what to buy?

- Talk me through what you think they would do here
- What drinks would they buy, and why?
  - Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences

- Are there any drinks here they would definitely not buy? Which ones? Why?
  - What is different about these drinks compared to the ones they prefer?
  - What have / haven’t these drinks got?
  - Probe beyond pricing to establish any negative image associations

- How about we take a look at some other shops that your son / daughter, or their friends, might buy alcohol from?
- Are any of them a different type of shop in some way to this particular supermarket?
3. Other retail outlets (aim to cover 2)

*Aim: Understand drivers of choice of product and outlet, and what enables / creates barriers to purchase*  

15 mins (40)

Ask respondent to show two more places (or type of places) where their son / daughter or their friends buy alcohol from

**For each outlet visited, ask:**
- Would you buy alcohol from this sort of shop?
  - Why would / wouldn’t you?
- And would your son / daughter or their friends buy alcohol from this sort of shop?
  - Why would / wouldn’t they?
  - Probe to explore whether the outlet removes / reduces any barriers to CYPs purchasing alcohol that exist elsewhere – or whether it has additional different barriers
- When would this be a good shop for young people (aged under 18) to buy drink from?
  - And when would a different type of shop be better?
- What drinks do you think they would buy from here?
  - Would they be buying the same type of drinks from here as from somewhere like a supermarket, or different ones?
- Do you think they would be buying the same amount from here as the supermarket?
  - More or less?
- When and where do you think they would drink the alcohol they bought from here?
  - In the same sort of places as the alcohol they buy from a supermarket?
  - Or would the time and place they drink it be different?

**Exterior:**
- Before we go in, what are your thoughts about this shop from the outside?
  - How would you describe the shop generally? Would you generally use positive or negative words – which ones/give me some examples? What range of people use this shop, and what for?
- Does this look like the sort of place it is easy or difficult for young people (under 18s) to buy drinks from? Why?
  - What makes you say this?
  - In what way is it easy or difficult for under 18s to buy drinks from here?
  - Probe to explore whether the outlet removes / reduces any barriers to CYPs purchasing alcohol that exist elsewhere – or whether it has additional different barriers
Interior:
Let’s think of when you might typically buy alcohol from this type of shop:
- Would you make your choice in the same way as in the supermarket, or would things be different?
- Would you be looking for the same or different things when making your choice?
  - Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences

And what about when your son / daughter or their friends buy alcohol from this type of shop:
- Would they make they choice in the same way as in the supermarket, or would things be different?
- Would they be looking for the same or different things when making their choice?
  - Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences

AFTER VIEWING ALL STORES:
- Where else do you son / daughter and their friends buy alcohol from (generate list)
  - How are these the same or different to the places we’ve been already?
- Do you know which is . . .
  - Their favourite to buy alcohol from? Why?
  - The easiest for them to buy alcohol from? Why?
  - The most difficult for them to buy alcohol from? Why?
- What are your thoughts about your son / daughter buying (or attempting to buy) alcohol from these places?
- Do you think it is – or would be - better in any way for your son / daughter to buy drinks from one specific place rather than another?
  - Which ones would be better for them to use?
  - Why exactly?
- What do they think about shops / supermarkets that sell alcohol to under 18s? Why?

4. Locations associated with alcohol and drinking

<table>
<thead>
<tr>
<th>Aim: Explore drivers of choice of drinking venue and what characteristics of drinking venue facilitate /impede drinking</th>
<th>15 mins (55)</th>
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</table>

Does your son / daughter ever have a drink outside of your or your friends' houses?

Moderator note that this could include pubs / bars / clubs – where this is the case probe as appropriate from the prompts below
**IF CYP DRINKS OUTSIDE OF HOME, ASK:**
- Where are these places? How about we take a look at these places?
  - Ask section A below when at CYP's drinking venue(s)
  - *IF TIME:* Then ask sections B and C in relation to CYP

**IF CYP DOES NOT DRINK OUTSIDE OF HOME, ASK:**
- Where do you know that young people (aged under 18) drink in this area (you can think of pubs or clubs, or open spaces)? Where else?
- Are there any of places you think your son / daughter would quite LIKE to have a drink at? Where?
- And are there any places you think your son / daughter would NOT LIKE to have a drink at yourself? Where?
- How about we take a look at these places?
  - Ask sections B. and C. Skip section A.

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**A. Venue where CYP drinks:**
- How would you describe this place to someone else?
  - What words or images or associations spring to mind when you see or think about this place?
- Why do young people come here?
  - What happens when they are here?
  - What would I see if I came back when young people were here having a drink?
  - Do young people come specifically to have a drink, or do they come for other reasons?
- When did your son / daughter first start coming here?
- Has alcohol always been around when they have been to this place, do you know?
- Do young people come here alone or with others? Who?
- When do young people come here rather than go to other places? On what occasions?
- What do you think makes this a good or a bad place for young people to have a drink? What else?
  - Probe to establish how venue facilitates drinking or removes specific barriers to drinking
- Are there any times when young people can’t come here, or can’t have a drink here?
  - When? What is it that stops them on these occasions?
  - What do they do if they can’t come here?
**B. Venues CYP would like to drink at**
- How would you describe this place to someone else?
  - What words or images or associations spring to mind when you see or think about this place?
- What is the appeal of this particular place to your son or daughter do you think?
- Have you heard any stories about what happens here?
  - Describe the story to me; what happened, what happened next?
- What do you think of this story? How does it make you feel about your son or daughter drinking?
- If I was to come here, what sort of people would I meet?
  - In what ways are they similar to your son or daughter?
  - In what ways are they different from your son or daughter?
- What specifically is stopping your son or daughter drinking here, do you think?
  - What else is stopping your son or daughter? What else?
  - *Probe to establish how venue facilitates drinking or removes specific barriers to drinking*
- Do you think your son or daughter will have a drink here at some point in the future? Why / Why not?
- What are your thoughts about your son / daughter drinking here?
  - Would be happy if they told you they had had a drink here?
  - Why / why not? (probe fully)

**C. Venues CYP would NOT like to drink at**
- How would you describe this place to someone else?
  - What words or images or associations spring to mind when you see or think about this place?
- What specifically might make your son or daughter *not* want to have a drink here?
  - Why else might your son or daughter not want to come here? Why else?
- Have you heard any stories about what happens here?
  - Describe the story to me; what happened, what happened next?
- What do you think of this story? How does it make you feel about your son or daughter drinking?
- If I was to come here, what sort of people would I meet?
  - In what ways are they similar to your son or daughter?
  - In what ways are they different from your son or daughter?
- What are your thoughts about your son / daughter drinking here?
  - Would be happy if they told you they had had a drink here?
  - Why / why not? (probe fully)
5. Wrap up
Aim: re-cap on barriers to and facilitators of drinking 5 mins (60)

We have talked a little about the sorts of things that make it easier or more difficult for young people (aged under 18) to have a drink.

Just to recap:
- What sort of things make it difficult for young people to have a drink?
  - What might stop young people getting hold of alcohol, or make it difficult to find somewhere to drink?
- How do young people find ways around these things? What do they do?
- And what sort of things make it easy for young people to have a drink?
  - What makes it easy for young people to get hold of alcohol, and makes it easier to find somewhere to drink?

THANK AND CLOSE
HAND OVER INCENTIVE
Accompanied Shop stimulus – CYP Pairs

DISCUSSION GUIDE: Alcohol
ACCOMPANIED SHOPS (1 hour) with CYP PAIRS (v2)

These instructions indicate the areas to be explored, the likely order in which topics will be covered and the kinds of questions and techniques which may be used.

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own ‘language’, efforts will be made to meet the communication needs of the individuals interviewed.

Intention is for most of the interview to take place at:
   C) Retail outlets (including those where the alcohol respondent drinks comes from)
   D) Locations respondent associates with both their own and other people’s drinking

Scope of interview:
- Understand factors enabling and restricting out-of-home alcohol consumption by CYPs
- Explore drivers of choice of retail outlet, product and drinking venue/ location
- Understand terminology used by target audience

Throughout interview, moderator to be aware of terms / language respondents use
1. Introduction

*Aim: warm-up / establish rapport, understand respondents’ context and motivations*  
10 mins (10)

Ensure Respondents understand research process:
- Reiterate independence of Define and the need for honesty to help with research. Explain the need for tape recording and reassure on confidentiality.
- We’ll have a quick chat for 5 or 10 minutes, then we will take a look round some of the places you buy food and drink from, and some of the places that you might go to with friends
- We can talk as we walk around

**Lifestyle and Self-Perception**
- What sort of things do you like to do in your free time?
  - Why these things? Describe what is appealing about these things
- What do you love doing / hate doing? What are you good at / less good at?
- How would you describe yourselves to someone you met for the first time (differentiate between someone their age and someone else/older as appropriate)? What sort of person are you?

**Socialising and Drinking**
- Let’s think about all the times you might meet up with friends
  - Where and when do you meet up?
  - What do you do at each of these times and places?
- Do you ever have an alcoholic drink *when you are with friends*?
  - Where and when?
- Do you ever have an alcoholic drink *on your own*?
  - Where and when?
- Where do the drinks come from when you have a drink? What are all the different places it comes from?
  - Does it come from your home? Do your parents buy drinks for you?
  - To what extent do you play a role in deciding which types of drinks are bought?

**PROBE BRIEFLY NOW, AND RETURN TO ISSUE THROUGHOUT INTERVIEW:**
- What sort of place would you buy drinks from?
- And are there any places you wouldn’t use? Which ones? Why?
  - Probe to uncover whether specific outlets create stronger / different / additional barriers to acquiring alcohol
2. First retail outlet – Supermarket

Aim: Understand drivers of choice of product and outlet, and what enables / creates barriers to purchase

15 mins (25)

- Would you ever come here yourself? Why / Why not? What for?
- How would you describe this shop?
  o What kind of atmosphere does it have, do you think?

C) Food products (cover briefly; 5 minutes)
- Which aisles might you buy something from if you were in this store?
  o Take lead from respondent, but try to go to confectionary aisle and / or soft drinks aisles

- What items might you buy from here? Which are you drawn to? Why these ones?
- Talk me through how you come to decide what to buy from this aisle
  o Do you come into the store with a clear idea of what specific product you want, or do you make your choice once you are here?
  o What are you looking for to help you decide what to buy? What are your eyes drawn to?
  o Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences
- Would anything change your mind about what to buy once you are in the shop? What?

D) Alcohol (10 minutes)
- Would the alcohol you drink come from somewhere like this? Why / Why not?
  o Probe to explore characteristics of the store enables or creates barrier to purchase of alcohol

- Have you ever bought – or tried to buy - alcohol from somewhere like this?
  o What happened? What happened next?
  o How did you feel when you came in to buy the alcohol? What was it like?
  o And what about when you actually bought the alcohol – what did that feel like?
- When you bought / tried to buy the alcohol, did you have anything like fake ID on you, or did you do anything to make yourself look older?

- Just as we did with the previous aisle, please talk me through how you might come to decide what to buy from this aisle
- Are things different when it comes to buying alcohol compared with buying other products? How is it different?
  o Do you come into the store with a clear idea of what specific product you want, or do you make your choice once you are here?
  o What are you looking for to help you decide what to buy? What are your eyes drawn to?
  o Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences
- Would anything change your mind about what to buy once you are in the shop? What?

- Are there any drinks here that you would definitely not buy? Which ones? Why?
  - What is different about these drinks compared to the ones you prefer?
  - What have/haven’t these drinks got?
  - Who can you imagine buying these drinks?
  - Probe beyond pricing to establish any negative image associations

- How about we take a look at some other shops that you might go to
- I’d like to again think about alcoholic drinks – so are there any shops close to here that the alcohol you drink comes from?
- Are any of them a different type of shop in some way to this particular supermarket?

<table>
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<th>3. Other retail outlets (aim to cover 2)</th>
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<tbody>
<tr>
<td><strong>Aim:</strong> Understand drivers of choice of product and outlet, and what enables/creates barriers to purchase</td>
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</tbody>
</table>

Ask respondent to show you two more places where they or their friends buy alcohol (or they know or think they could). For each:
- Would the alcohol you drink come from somewhere like this?
- Why this sort of shop?
  - Probe to explore whether this outlet removes/reduces any barriers to purchasing alcohol that exist elsewhere – or whether it has additional different barriers
- Have you ever bought – or tried to buy – alcohol from somewhere like this?
  - What happened? What happened next?
  - How did you feel when you came in to buy the alcohol? What was it like?
  - And what about when you actually bought the alcohol – what did that feel like?
- When you bought/attempted to buy the alcohol, did you have anything like fake ID on you, or did you do anything to make yourself look older?

**Exterior:**
- Before we go in, what are your thoughts about this shop from the outside?
  - How would you describe the shop generally? Would you generally use positive or negative words – which ones/give me some examples?
  - What range of people use this shop, and what for?
- Does this look like the sort of place it is easy or difficult to buy drinks from? Why?
  - What makes you say this?
  - In what way is it easy or difficult to buy drinks from here?

**Interior:**
**MODERATOR:** Exercise sensitivity in relation to store: buy products for self and/or respondent if required (under no circumstances buy alcohol for the latter) and interview outside as appropriate
- Just as we did in the supermarket, please talk me through how you come to decide what drink to buy from this shop
  o Do you come into this type of shop with a clear idea of what specific product you want, or do you make your choice once you are here?
  o What are you looking for to help you decide what to buy? What are your eyes drawn to?
  o Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences
- Would anything change your mind about what to buy once you are in the store? What?

- (Building on discussion at previous location) Are there any products here that you would definitely not buy? Which ones? Why?
  o What is different about these drinks compared to the ones you prefer?
  o What have / haven’t these drinks got?
  o Who can you imagine buying these drinks?
  o Probe beyond pricing to establish any negative image associations
- Where else can you / your friends buy alcohol (generate list)
  o How are these the same or different to the places we’ve been already
  o Which is your favourite (why), the easiest (why), the most difficult (why)?

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<tr>
<th>4. Locations associated with alcohol and drinking</th>
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<tbody>
<tr>
<td><strong>Aim:</strong> Explore drivers of choice of drinking venue and what characteristics of drinking venue facilitate / impede CYP drinking</td>
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</table>

Do you ever have a drink outside of your or your friends’ houses? *Moderator note that this could include pubs / bars / clubs – where this is the case probe as appropriate from the prompts below*

- **IF YES:** Where are these places? How about we take a look at some of these places?
  o Ask section A. below, then sections B. and C.

- **IF NO:** When you think about drinking generally, which specific places in this area do you think of? Where do you know that people drink? Where else?
- Are there any of these places you would quite LIKE to have a drink at? Where?
- And are there any places you would NOT LIKE to have a drink at yourself? Where?
- How about we take a look at some of these places?
  o Ask sections B. and C.

<table>
<thead>
<tr>
<th>A. Venues where respondent drinks</th>
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<tbody>
<tr>
<td><strong>How would you describe this place to someone else?</strong></td>
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<tr>
<td>o What words or images or associations spring to mind when you see or think about this place?</td>
</tr>
<tr>
<td><strong>Why do you come here?</strong></td>
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</tbody>
</table>
- What happens when you are here?
- What would I see if I came back when you were here having a drink?
- Is it specifically to have a drink, or do you come for other reasons?

- When did people first start coming here?
- Has alcohol always been around when you have been to this place?
  - If yes, did you originally come here because it was known as a place to drink?
  - If not, then when / why did people start drinking when they came here?
  - Is alcohol always involved when people come here now, or are there times when people come to meet here and don't drink? When? Why?

- Do you come here alone or with others? Who?
- When do you come here rather than go to other places? On what occasions?

- What makes this a good or a bad place to have a drink? What else?
  - Probe to establish how venue facilitates drinking or removes specific barriers to drinking

- Are there any times when you can't come here, or can't have a drink here?
  - When? What is it that stops you on these occasions?
  - What do you do if you can't come here?

B. Venues respondent would like to drink at
- Are there any places you would like to have a drink, but either don't or can't for some reason?
  - What are these places?
  - What is the appeal of these places?

- Can you show me these places?

- What specifically is stopping you going to these places?
  - What else is stopping you? What else?

- What words or images or associations spring to mind when you see this place?
- Have you heard any stories about what happens here? Describe the story to me; what happened, what happened next?
- If I was to come here, what sort of people would I meet?
  - In what ways are they similar to you?
  - In what ways are they different from you?
- Do you think you will have a drink here at some point in the future? Why / Why not?

C. Venues respondent would not like to drink at
- Are there any places you know of where other people drink, but you would not like to drink there yourself?
  - What are these places?
  - Why don't you want to go there?

- Can you show me these places?
- What specifically is making you not want to go to these places?
  - Why else do you not want to go there? Why else?
- What words or images or associations spring to mind when you see this place?
- Have you heard any stories about what happens here? Describe the story to me; what happened, what happened next?
- If I was to come here, what sort of people would I meet?
  - In what ways are they similar to you?
  - In what ways are they different from you?
- What do you think of this story? How does it make you think about your own drinking?

5. Wrap up

| Aim: re-cap on barriers to and facilitators of drinking | 5 mins (60) |

Just to recap:
- What sort of things make it difficult for you to have a drink?
  - What might stop you getting hold of alcohol, or make it difficult to find somewhere to drink?
- Do you find ways around these things? How? What do you do?
- And what sort of things make it easy for you to have a drink?
  - What makes it easy for you to get hold of alcohol, and makes it easier to find somewhere to drink?

THANK AND CLOSE
HAND OVER INCENTIVE
DISCUSSION GUIDE: Alcohol
ACCOMPANIED SHOPS (1 hour) with
PC / CYP PAIRS (v2)

These instructions indicate the areas to be explored, the likely order in which topics will be covered and the kinds of questions and techniques which may be used.

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own ‘language’, efforts will be made to meet the communication needs of the individuals interviewed.

Intention is for most of the interview to take place at:
 E) Retail outlets (including those where the alcohol respondent drinks comes from)
 F) Locations respondent associates with both their own and other people’s drinking

Scope of interview:
− Understand factors enabling and restricting out-of-home alcohol consumption by CYPs
− Explore drivers of choice of retail outlet, product and drinking venue/location
− Understand terminology used by target audience

Throughout interview, moderator to be aware of terms / language respondents use
1. Introduction

**Aim:** warm-up / establish rapport, understand respondents’ context and motivations  
10 mins (10)

Ensure Respondents understand research process:
- We’ll have a quick chat for 5 or 10 minutes, then we will take a look round some of the places you buy food and drink from, and some of the places that you might go to with friends. We can talk as we walk around

Socialising and Drinking

**ESTABLISH PC’s DRINKING PATTERNS FIRST – THEN ESTABLISH FOR CYP**
*(involve both respondents in discussion):*
- What are all the various times you might have a drink?
- Explore each briefly:
  - Locations of drinking: in home / pubs, clubs
  - Days of week and times / occasions
  - With other people / alone
  - Type of drink and volume
- Talk me through the different types of occasion – describe what you’re thinking and doing, who else is there, etc
  - Probe descriptions to understand different reasons why drinking alcohol and different roles alcohol plays

**ESTABLISH FOR PC:**
- *(apart from pubs and clubs)* Where do you buy drinks from? Why these places?
**ESTABLISH FOR CYP (involve both respondents in discussion):**
- Where does the drink come from when you (or your friends) have a drink at home? Is it bought by you/them, or bought for you/them specifically, or is it what your/their parents are having themselves?
  - To what extent do you decide which types of drinks are bought?
  - Can you have any kind of drink when at home, or are some ‘out of bounds’?
  - What about how much you can have, or when you can have it – are there any ‘rules’ about this in your household? What are they?
- What about when drinking outside of the house; where does it come from then?
  - What sort of place would you or your friends buy drinks from?
  - And are there any places you wouldn’t use? Which ones? Why?
  - Probe briefly to uncover whether specific outlets create stronger / different / additional barriers to acquiring alcohol – return to this subject throughout interview

### 2. First retail outlet – Supermarket

**Aim: Understand drivers of choice of product and outlet, and what enables / creates barriers to purchase**

- Would you ever come here yourself? Why / Why not? What for?
- How would you describe this shop?
  - What kind of atmosphere does it have, do you think?

**E) Food products (cover briefly; 2-3 minutes)**
- Which aisles might you buy something from if you were in this store?
  - Take lead from respondent, but try to go to confectionary aisle and / or soft drinks aisles
- What items might you buy from here? Which are you drawn to? Why these ones?
- Talk me through how you come to decide what to buy from this aisle
  - Do you come into the store with a clear idea of what specific product you want, or do you make your choice once you are here?
  - What are you looking for to help you decide what to buy? What are your eyes drawn to?
  - Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences
- Would anything change your mind about what to buy once you are in the shop? What?
F) Alcohol (12-13 minutes)

Go to alcohol aisle:
- Would you both buy alcohol from this sort of shop?
  - Why / Why not?
- What might put you off or prevent you from buying from this place?
  - Probe to explore whether the outlet removes / reduces any barriers to CYPs purchasing alcohol that exist elsewhere – or whether it has additional different barriers

ASK CYP:
- Have you ever bought – or tried to buy - alcohol from somewhere like this?
  - What happened? What happened next?
  - How did you feel when you came in to buy the alcohol? What was it like?
  - And what about when you actually bought the alcohol – what did that feel like?
- When you bought / tried to buy the alcohol, did you have anything like fake ID on you, or did you do anything to make yourself look older?

ASK PC:

Let’s imagine first of all you were buying drinks for yourself:
- Talk me through how you would come to decide what to buy:
- Do you come into the store with a clear idea of what specific drink you want, or do you make your choice once you are here?
- What are you looking for to help you decide what to buy? What are your eyes drawn to?
  - Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences
- Would anything change your mind about what to buy once you are in the shop? What?
- What drinks would you buy for yourself, and why?
**ASK CYP:**
- What do you think of this way of choosing what to drink?
- How do you/would you do things differently? If you were buying drinks from this shop would your choice be guided by the same things – or are other things more important for you?
- What drinks would you buy, and why?
- Would you come into the store with a clear idea of what specific drink you want, or do you make your choice once you are here?
- What are you looking for to help you decide what to buy? What are your eyes drawn to?
- Talk me through what you would do here:
  - Probe to understand role and comparative importance of Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences
- Are there any drinks here that you would definitely not buy? Which ones? Why?
  - What is different about these drinks compared to the ones you prefer?
  - What have/haven’t these drinks got?
  - Who can you imagine buying these drinks?
  - *Probe beyond pricing to establish any negative image associations*
ASK PC
- Do you ever buy drinks specifically for your son / daughter?

We talked about what would guide your choice if you were buying for yourself – but what about if you were buying drinks for your son or daughter:
- Do the same things guide your choice when you are choosing alcohol for them as when you are choosing for yourself? Or do you consider different things?
- Compared to when you buy for yourself . . .
  o What is more important when you are buying for your son / daughter?
  o And what is less important?
- Are there any types of drink you wouldn’t buy for your son / daughter yourself, or wouldn’t like them to be buying or drinking?
  o What? Why is this?
- How about we take a look at some other shops that you might go to; I’d like to again think about alcoholic drinks – so are there any shops close to here that the alcohol you drink comes from?

MODERATOR: PROBE TO ESTABLISH IF THERE ARE ANY SHOPS WHERE THE PARENT BUYS ALCOHOL FROM, BUT THE CYP DOES NOT (AND VICE VERSA). ASK TO GO TO THESE

3. Other retail outlets (aim to cover 2)
Aim: Understand drivers of choice of product and outlet, and what enables / creates barriers to purchase 15 mins (40)

For each outlet visited, ask:
- Would both of you buy alcohol from this sort of shop? CYP: what about your friends?
- Why would you/they buy drink from this sort of shop?
- Why wouldn’t you/they?
  o Probe to explore whether the outlet removes / reduces any barriers to CYPs purchasing alcohol that exist elsewhere – or whether it has additional different barriers

ASK CYP:
- Have you ever bought – or tried to buy - alcohol from somewhere like this?
  o What happened? What happened next?
  o How did you feel when you came in to buy the alcohol? What was it like?
  o And what about when you actually bought the alcohol – what did that feel like?
- When you bought / tried to buy the alcohol, did you have anything like fake ID on you, or did you do anything to make yourself look older?

Ensure both respondents give their point of view
- When would this be a good shop to buy drink from? And when would a different type of shop be better?
- Would you be buying the same type of drinks from here as from a supermarket, or different ones?
  - What would you buy from here?
- Would you buy the same amount from here as the supermarket? More or less?
- If you bought alcohol from here, would you actually drink it in the same type of places as the alcohol you buy from a supermarket – or would the time and place you drink it be different?

Exterior:
*Ensure both respondents give their point of view*
- Before we go in, what are your thoughts about this shop from the outside?
  - How would you describe the shop generally? Would you generally use positive or negative words – which ones/give me some examples? What range of people use this shop, and what for?
- Does this look like the sort of place it is easy or difficult for young people (under 18s) to buy drinks from? Why?
  - What makes you say this?
  - In what way is it easy or difficult to buy drinks from here?
  - Probe to explore whether the outlet removes / reduces any barriers to CYPs purchasing alcohol that exist elsewhere – or whether it has additional different barriers

Interior:
*Moderator: Exercise sensitivity in relation to store: buy products for self and/or respondents if required (under no circumstances buy alcohol for the CYP) and interview outside as appropriate.*
*Ensure both respondents give their point of view*
Let’s think of when you might typically buy alcohol from this type of shop:
- Would you make your choice in the same way as in the supermarket, or would things be different?
- Would you be looking for the same or different things when making your choice?
  - Probe to understand role and comparative importance of *Price; Brand associations / advertising; Packaging and presentation; In-store and point of sale promotion; Special offers or deals; Product characteristics – quality, taste, size; Peer preferences*

*Ask CYP:*
- Where else can you/your friends buy alcohol (generate list)
  - How are these the same or different to the places we’ve been already
- Which is . . .
  - Your favourite to buy alcohol from? Why?
  - The easiest for you to buy alcohol from? Why?
  - The most difficult for you to buy alcohol from? Why?
ASK PC:
- What are your thoughts about your son / daughter buying (or attempting to buy) alcohol from these places?
- Do you think it is – or would be - better in any way for your son / daughter to buy drinks from one specific place rather than another?
  o Which ones would be better for them to use?
  o Why exactly?
- What do you think about shops / supermarkets that sell alcohol to under 18s? Why?

4. Locations associated with alcohol and drinking

| Aim: Explore drivers of choice of drinking venue and what characteristics of drinking venue facilitate /impede drinking | 15 mins (55) |

ASK OF BOTH:
Do you ever have a drink outside of your or your friends’ houses? *Moderator note that this could include pubs / bars / clubs – where this is the case probe as appropriate from the following prompts*

IF BOTH CYP AND PC DRINK OUTSIDE OF HOME, TRY TO GO TO A PLACE WHERE CYP DRINKS, AND THEN A PLACE WHERE PC DRINKS:
- Where are these places? How about we take a look at these places?
  o Ask section A below when at CYP’s drinking venue
  o Then, repeat section A. when at PC’s drinking venue (PC’s drinking venue could be pub / club)
  o Prioritise discussing CYP’s drinking venue
  o *IF TIME:* Then ask sections B and C for CYP

IF CYP DOES NOT DRINK OUTSIDE OF HOME, ASK CYP QUESTIONS BELOW
- Where do you know that people drink in this area (you can think of pubs or clubs, or open spaces)? Where else?
- Are there any of these places you would quite LIKE to have a drink at? Where?
- And are there any places you would NOT LIKE to have a drink at yourself? Where?
- How about we take a look at these places?
  o Ask sections B. and C. Skip section A.
B. **Venue where respondent drinks:**
ASK THIS SECTION WHEN AT CYP’s DRINKING VENUE, AND REPEAT WHEN AT PC’s DRINKING VENUE

*Ensure both respondents give their point of view*

- How would you describe this place to someone else?
  - What words or images or associations spring to mind when you see or think about this place?

- Why do you / people come here?
  - What happens when you are here?
  - What would I see if I came back when you / people were here having a drink?
  - Do people come specifically to have a drink, or do they come for other reasons?

- When did people first start coming here?
- Has alcohol always been around when you have been to this place?
  - If yes, did you originally come here because it was known as a place to drink?
  - If not, then when / why did people start drinking when they came here?
  - Is alcohol always involved when people come here now, or are there times when people come to meet here and don’t drink? When? Why?

- Do you / people come here alone or with others? Who?
- When do you / people come here rather than go to other places? On what occasions?

- What makes this a good or a bad place to have a drink? What else?
  - *Probe to establish how venue facilitates drinking or removes specific barriers to drinking*

- Are there any times when you / people can’t come here, or can’t have a drink here?
  - When? What is it that stops you / people on these occasions?
  - What do you / people do if they can’t come here?
B. Venues CYP would like to drink at
Ensure both respondents give their point of view
- How would you describe this place to someone else?
  o What words or images or associations spring to mind when you see or think about this place?
- What is the appeal of this particular place to you / your son or daughter?
- Have you heard any stories about what happens here?
  o Describe the story to me; what happened, what happened next?
  o What do you think of this story? How does it make you think about drinking?
- If I was to come here, what sort of people would I meet?
  o In what ways are they similar to you / your son or daughter?
  o In what ways are they different from you / your son or daughter?
- What specifically is stopping you / your son or daughter drinking here?
  o What else is stopping you / your son or daughter? What else?
  o Probe to establish how venue facilitates drinking or removes specific barriers to drinking
- Do you think you / your son or daughter will have a drink here at some point in the future? Why / Why not?
- ASK PC: What are your thoughts about your son / daughter drinking here?
  o Would be happy if they told you they had had a drink here?
  o Why / why not? (probe fully)

C. Venues CYP would NOT like to drink at
Ensure both respondents give their point of view
- How would you describe this place to someone else?
  o What words or images or associations spring to mind when you see or think about this place?
- What specifically is making you / your son or daughter not want to have a drink here?
  o Why else do you / your son or daughter not want to come here? Why else?
- Have you heard any stories about what happens here?
  o Describe the story to me; what happened, what happened next?
  o What do you think of this story? How does it make you think about drinking?
- If I was to come here, what sort of people would I meet?
  o In what ways are they similar to you / your son or daughter?
  o In what ways are they different from you / your son or daughter?
- ASK PC: What are your thoughts about your son / daughter drinking here?
  o Would be happy if they told you they had had a drink here?
  o Why / why not? (probe fully)
Wrap up
Aim: re-cap on barriers to and facilitators of drinking

Ensure both respondents give their point of view
We have talked a little about the sorts of things that make it easier or more difficult for young people (aged under 18) to have a drink.

Just to recap:
- What sort of things make it difficult for young people to have a drink?
  - What might stop young people getting hold of alcohol, or make it difficult to find somewhere to drink?
- How do young people find ways around these things? What do they do?
- And what sort of things make it easy for young people to have a drink?
  - What makes it easy for young people to get hold of alcohol, and makes it easier to find somewhere to drink?

THANK AND CLOSE
HAND OVER INCENTIVE
3. Conference Stimulus

Conference stimulus – plenary session debate

**what do you do about alcohol and being a parent?**

If children are educated on drinking sensibly from an early age, they don’t go mad when ‘let loose’. I was allowed a small glass of wine or sherry from a very early age so when I reached 18 it was no big deal.

it's ridiculous when parents say ‘it’s alright to drink in the house’. it's kind of like saying it's OK. It's just insane to give an under 18 alcohol – it's a form of child abuse, it's that simple!!

A parent should be able to let their kid toast with the family for a special occasion or something like that. But there are parents out there who literally buy their kids booze so they can have parties. They need stopping.

It is a parent's responsibility to educate their children about alcohol by talking to them, but more important is the example they set (getting drunk and then saying to your kids they can't do that just doesn't work....duhhh!)

If children are educated on drinking sensibly from an early age, they don't go mad when 'let loose'. I was allowed a small glass of wine or sherry from a very early age so when I reached 18 it was no big deal.

**do you love drinking? do you binge drink? why do you drink?**

yes i love to drink. cause i can have so much fun with my friends. I love the buzz i get from it.

No I don’t. I don't really drink any alcohol...I don't mind it but I prefer the soft drinks!

I like the merry feeling i get after a couple but once that goes I stop. There's no point after that. It's fun to go out and have drinks with your friends to create a relaxed and more social environment.

When I do drink I want to feel the alcohol as quickly as possible to heal pain, which I know is not a good excuse.

I don't like drinking at all really. I hate feeling drunk and hate feeling hungover even more. I also don't like spending the money on it.
Conference Session – CYP Discussion Guide

DISCUSSION GUIDE: Alcohol
CYP CREATIVE CONFERENCE WORKSHOPS (2 hours) (v3)

Provide insight into the influences and motivations for alcohol consumption in young people and to understand barriers that exist to alcohol avoidance in order to inform the design of interventions (messaging and/or other activity) aimed at young people and parents

Aims of workshop:

**Contextual:** Explore key overarching study themes:
- Influencers on behaviour
  - External pressures and social norms
- Role and content of leisure time in CYP’s lives
  - (Establishing context of CYP drinking)
- Preferred sources of information (for range of subjects, including drinking)
  - Most effective tone of communication, and, preferred media / delivery mechanisms
- Relationship with parents, their role as role-models, and what enables / restricts openness of communication with them

**Explore attitudes and imagery associated with specific alcohol and drinking related themes:**
- CYP motivations for drinking
- CYP motivations for not drinking
  - Perceived negatives and risks of drinking
  - What has most potential to deter / moderate CYP drinking
- Attitudes towards ‘problem’ drinking
- Enablers and barriers to CYP drinking

Where respondents are low level or drinkers, they will be asked to project or draw from experiences of those they know as appropriate.
## Summary of workshop:

1. **Conference Introduction** (5 mins)
2. **Context** (30 mins)
   - Respondents in Groups of 8
   - Warm up and bonding
   - Conduct tasks enabling discussion of key study themes:
     i. Sources of information and effective communication
     ii. Role and content of leisure time in CYP’s lives
     iii. Influencers on behaviour
3. **Introduction to Alcohol and Drinking** (20 mins)
   - Presentation of stimulus to provoke thinking and legitimise range of behaviours
   - Respondents in Groups of 8
4. **Creation of artwork** (30 mins)
   - Respondents in Teams of 4
5. **Presentation of artwork** (15 mins)
   - Teams present to full workshop
6. **Discussion of artwork** (20 mins)
   - Groups of 8 review artwork on themes they did not cover

Alcohol not revealed as workshop theme

Alcohol revealed as core theme

Alcohol not revealed as workshop theme

Alcohol revealed as core theme

35 mins

120 mins
1. Conference Introduction

**Aim: Introduction and assurance**

**5 mins (5)**

**Set up:**
- Table at door of hall / waiting area with list of delegates’ names
- Coloured dot sticker given to each for them to be allocated to smaller groups during session – blue, yellow, red

**Introduction:**
Welcome everyone. My name is x and I am from Define Research. These are my colleagues y and z.

Before we get started we’ve got a quick competition – the prizes are these boxes of chocolates! The only rule of the competition is that you have to agree the answer with the person next to you before shouting it out. So please turn to the person next to you and pair up. The first pair to answer each question gets the prize – so you’ll have to be fast. So turn to the person next to you and here is the first question . . .

- How much does a pint of milk cost? (40p at Tesco on 13 Feb))
- How many people live in Great Britain, to the nearest million? (59 million (58,845,700))
- How many portions of fruit or vegetables should someone eat per day, according to official NHS guidelines? (5)
- Who is the star of the film ‘National Treasure – Book of Secrets’ that has just been released? (Nicholas Cage)

OK. Thank you for coming along today and for agreeing to help us get some ideas about your lifestyle, what you like to do with friends, and what you think about food and drink.

Most – but not all - of the exercises today will be in smaller groups – so you don’t need to be worried that we’re going to ask you to speak in front of a big group all day / evening.

This workshop is very varied – we’ve got a lot of different tasks for you to look at and complete. We have run many of these sessions before, and people almost always enjoy them – I hope you do too. If it is unclear at any stage what we are asking you to do, please just ask one of us.

When our recruiter first spoke to you and asked you all the questions, you were quite open and willing to talk about different things, and we know you are all quite creative and aren’t shy - that is why we asked you here today. So we want you to carry on being like that. We really hope that you’re not suddenly going to go all quiet and not say anything – we want to hear your thoughts and opinions throughout the next few hours so that we can understand your point of view and help the people who have asked us to set up this conference today.

This project is run under the Code of Conduct of the Market Research Society. So all your responses and all your involvement in this is confidential and anonymous. Your name isn’t used in any of the work we produce and you won’t be identified or re-contacted as a result of this piece by us, so don’t be afraid to really say what you think. Or to tell it like it really is – we’re not judging people, and we really need you to keep
things honest and real during this session. Please be aware that other people in your
group will be revealing personal stuff about themselves too. We’re all grown-up in here
and hopefully today will be a positive experience for everyone.

We will be audio recording this session. This is done only so detailed analysis can be
carried out by Define after the session. At no stage would any tapes be passed onto
anyone else, nor used for purposes other than this research project.

Once you’ve asked any questions that you may have, we’ll split up into small groups –
based on the colour sticker you’ve been given. You’ll each go into a different space and
start working with your group.

This workshop today is really important and you have a very big role to play – have fun!

So - does anyone have any questions?

Here are set of cards for the first part of the workshop (hand out to each Group
instructions outlining exercises and tasks for section 2). One of the research team will let
you know when to move onto the next task, and will come round and chat to you, but it is
over to you to start things off and do the tasks! Good luck!
2. Context and broader attitudes

<table>
<thead>
<tr>
<th>Aim: Warm-up /bonding and indirect exploration of key study issues – motivators/deterrents for behaviour, and effective communication vectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split up into 3 Groups (c. 8 respondents per Group)</td>
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<tr>
<td>- Aim for each Group to be broadly homogenous in terms of SEG</td>
</tr>
<tr>
<td>- Aim to split up any pairs who know each other</td>
</tr>
</tbody>
</table>

Introduction (5 mins)

Please introduce yourselves to the other members of your team. You should start with:

⇒ First name
⇒ Age
⇒ What you like to do when you are with friends (in the letter we sent you we asked if you could bring a couple of pictures that show what you like to do with friends. If you have these with you, you can use them to help explain things to the rest of the group).

3 tasks in room, each explained on a card. Groups circulate between the tasks (moderator moves group onto next task at correct time), Moderators allow spontaneous group discussion, but guide discussion to ensure detailed coverage. (7-8 mins each)

<table>
<thead>
<tr>
<th>Task 1. Preferred sources of information (for range of subjects, including drinking)</th>
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<tr>
<td>- Most effective tone of communication, and, preferred media / delivery mechanisms</td>
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<tr>
<th>Task 2. Experiences / emotions sought and avoided by CYP in leisure time and when with friends</th>
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<th>Task 3. Influencers on behaviour</th>
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<tr>
<td>- External pressures and social norms</td>
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<td>- Image want to convey</td>
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**Task 1: ‘Who’s on your side?’**

- **Aim:** explore preferred sources of information and tone
- **Exercise:** Battery of words on cards

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<thead>
<tr>
<th></th>
<th>Magazines</th>
<th>BBC Bitesize</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourite teacher</td>
<td>Samaritans</td>
<td>Radio 1</td>
</tr>
<tr>
<td>Parents</td>
<td>FRANK</td>
<td>Facebook</td>
</tr>
<tr>
<td>Grandparents</td>
<td>Social Services</td>
<td>Bebo</td>
</tr>
<tr>
<td>Police</td>
<td>NHS</td>
<td>MSN</td>
</tr>
<tr>
<td>Nurse</td>
<td>Anti-bullying website</td>
<td>Books</td>
</tr>
<tr>
<td>Friends of same age</td>
<td>Girlfriend / Boyfriend</td>
<td>Brother or Sister</td>
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<tr>
<td>Blank card to add more</td>
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Thinking about each of the following subjects in turn, let’s make a pile of the three people or organisations that you might automatically turn to if you were wanting to learn more about . . . And what about if you wanted to learn more about . . .

Our list of people or organisations is just a starting point; there are probably many
other people or places you would go to that we haven’t shown. If there are, please say these and we can add them on extra cards
- Latest bands or Playstation games?
- Money and jobs?
- Drugs?
- Sex and contraception?
- Alcohol and drinking?
- Your future?
- Loneliness and depression?
- Friends letting you down?
- Health/illness

Moderator probes:
- Why is that? Why are they the best people to turn to?
- What have they got that the others don’t? What’s the best thing they bring?
- What sort of ‘tone of voice’ would this source of information have: would they be like a friend to share experiences with? Or a voice of authority? Or do they play a different role altogether? How would you describe it?
- Why would you / would you not talk with your parents?

Task 2: ‘How I want to feel in my free time’
- Aim: indirectly explore some of the reasons cited for consuming alcohol
- Exercise: table with c. 25 cards each showing a word. A spectrum of emotions to be covered

<table>
<thead>
<tr>
<th>Bored</th>
<th>Worried</th>
<th>Calm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>Scared</td>
<td>Loved</td>
</tr>
<tr>
<td>Excited</td>
<td>Frightened</td>
<td>Cool</td>
</tr>
<tr>
<td>Buzzing</td>
<td>Relaxed</td>
<td>Adult / grown-up</td>
</tr>
<tr>
<td>Risky / Edgy</td>
<td>Free</td>
<td>In control</td>
</tr>
<tr>
<td>Out of control</td>
<td>Lively</td>
<td>Sleepy</td>
</tr>
<tr>
<td>Happy</td>
<td>Disgusted</td>
<td>Angry</td>
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<tr>
<td>Blank card to add more</td>
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- Imagine you are with friends on a Friday or Saturday evening; which words describes how you want to be feeling? Which other ones?
- Our list of feelings is just a starting point; there are probably many others you might think of that we haven’t shown. If there are, please say these and we can add them on extra cards

Moderator: probe on preferred 3-4:
- Why do you want to feel that way?
- What do you do now to feel that way? What other things can you do to feel that way?
- And how do you definitely not want to be feeling?
- Is there any situation that might make you feel that way when you are with friends?
- Are there ever any situations you can think of where you might be at the edge of a good feeling and a bad feeling – where the situation could go either way? What might this situation be? Describe it to me. What does it feel like when you cross over into ‘bad feeling’ territory?

Probe using full list as appropriate:
What feelings would you associate with eating food you like?
What feelings would you associate with smoking cigarettes?
And what feelings would you associate with drinking alcohol?

Task 3: ‘Being part of a group and being an individual’
- **Aim**: explore influence of social norms and influences, and strategies CYPs use for ‘saying no’
- **Exercise**: When people are together in a group, they go along with what the rest of the group does most of the time (that’s part of the point of being with other people!). It’s different when you are with other people; if you’re with a good group of friends you might do things that you wouldn’t do on your own. So, what kind of things would you go along with when you’re in a group? And what are the boundaries?
- 3 ‘what if’ scenario cards to discuss:
  - Steve’s with a group of friends walking down an empty street. One scratches a really old parked car on purpose – almost everyone does the same thing. What does he do? Why?
  - Michaela’s Mum and Dad are anti-smoking, and she has always promised them she won’t smoke. But when she is out with her friends, someone pulls out a packet of cigarettes, and everyone has a try. She doesn’t want to be the odd one out, but doesn’t want to break her promise. What does she do?
  - Danny’s friends ask ‘Do you want to come with us on Friday to get drunk at the local cemetery, park or ice rink?. He doesn’t really want to go, but he knows that if he doesn’t go, he’ll lose his friends. What does he do?

** Moderator probes:**
- Allow free discussion of each scenario. Probe to explore:
- What reasons the person might have for following / not following the group
- What the most powerful, ‘winning’ influencers of behaviour are, and why they are most persuasive
- What strategies could be employed to say ‘no’ without losing face
## 3. Introduction to Alcohol and Drinking

**Aim:** convey range of positive and negative aspects to drinking.  
Legitimise positive range of viewpoints  

<table>
<thead>
<tr>
<th>20 mins (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return to seated in Groups of 8; Central briefing about alcohol by moderator</td>
</tr>
<tr>
<td>- Introduction</td>
</tr>
<tr>
<td>- Show simple visual stimulus (resembles a forum thread) projected on wall to convey / legitimise the following positions:</td>
</tr>
<tr>
<td>- Drinking is exciting, a buzz</td>
</tr>
<tr>
<td>- Drinking reduces inhibitions / facilitates social interaction</td>
</tr>
<tr>
<td>- Drinking is a positive bonding experience with friends</td>
</tr>
<tr>
<td>- It’s fine to not drink for a range of reasons</td>
</tr>
</tbody>
</table>

### A. Discussion of stimulus:

**AS A CONFERENCE – MODERATOR TO ASK**

- What are your first thoughts?  
- What stands out to you most of all?  
- Could you spot your own attitudes or actions in any of the comments you just saw?  

### B. Tell me an anecdote, a story, about someone like you drinking; What happened? What happened next?  

**IN GROUPS OF 8:**

- Get 3-4 narratives, some positive, some negative  
- Allow ‘urban myths’, stories about what others did as well as self  
- Allow respondent freedom to deliver story spontaneously, then probe and ask rest of group for thoughts about story; have they heard / experienced similar?  

- What are the conclusions someone should draw about drinking among people like you – how do you do things?  
- What are the good and bad sides to drinking?  
  - Brainstorm list of good/bad things about drinking to help set up exercise below

### C. Upside / Downside to drinking

- Please can you write down the 2-3 best, and the 2-3 worst things about drinking  
- Then fold them over and put them in this envelope – we’ll be putting them all up on a board at the end of the session so people can see them and discuss.
4. Creation of artwork

*Aim: Explore attitudes and imagery associated with specific alcohol and drinking related themes*  
30 mins (85)

Split into smaller Teams (3-4 per Team) and create collages
- Aim for each Team to be broadly homogenous in terms of attitudes to and frequency of drinking

**Introduction of Task:**
We would like each Team to make a collage or piece of art that discusses a specific aspect of drinking and alcohol.

Now, IMPORTANT POINT. The artworks are NOT advertising! We don’t want you to make adverts – we want you to use your skills and the materials you have to show thoughts and feelings. We’ll give you the subject matter for your piece of art. But we don’t want you to come up with adverts saying ‘Drink this, it’s great’ or ‘Don’t drink!’

The best artworks are going to be put into a research project. So they need to be things that really capture a feeling, or a mood that will make other people talk about drinking and alcohol. So feel free to be provocative and shocking in your piece if that is how you feel!

We’ll come back together at the end and each Team will present their ideas back to the whole group – we’ll ask you to show what you made and explain how you got there.

Maybe you want to choose a spokesperson for that bit or maybe everyone in the team wants to speak.

**Artwork:**
3 themes to be selected for each workshop (aim to produce 2 pieces on each theme per workshop (i.e. 2 Teams do artwork on the same theme). This will allow fuller comparison and discussion of a full range of issues / thoughts surrounding each theme.
Themes (to be shown on cards; 1 card handed to each Team): (only assign task 1 to Teams where all members are known to be drinkers)

1. How does it feel when you've had just the right amount to drink? Please think about how it feels inside your head, as well as how it feels physically!

2. What is the good side of being someone who drinks alcohol? (for this task, we would like you to think outside of just how a drink makes you feel physically); Do you look at or think differently of someone if you know they have a drink sometimes? Or do you think differently of someone who does not drink? Does being someone who drinks change the way you think about yourself? Does it change the way other people think of you or look at you?

3. How does it feel the very very first time you have a drink? What was going through your mind when you had your very first drink? Why do you want to have a drink then? What did it feel like? Where was it, and who were you with?

4. How does it feel when you are too drunk and not enjoying yourself? Please think about how it feels inside your head, as well as how it feels physically! (only assign task 5 to Teams where all members have bought alcohol themselves)

5. Getting hold of alcohol: what does it feel like to buy alcohol? Is it enjoyable to buy alcohol, or not? What goes through your mind when you are buying it?

6. How does it feel not to drink? What's good about not drinking? What's difficult about not drinking or saying no?

7. What can go wrong with drinking? Show your thoughts and feelings about the most important things that can go wrong

8. How do you feel about people who have problems with drinking? What are your gut feelings about the sort of people who have problems with drinking?

Materials to create artwork from:
- 4 x magazines per Team: magazines depicting range of behaviours and emotions and age bands – mix of everyday life as well as more aspirational imagery; suggest Heat, ‘everyday life magazine’ such as Woman’s own, TV magazines, GQ and Cosmo
- Flip chart-sized card, scissors, glue, thick pens

5 minutes before end of art creation task, moderator to:
- Ask each Team to write in descriptive words to explain images chosen / ensure any thoughts they want to express but can’t find images for are shown
- Remind Teams that they have to present back to group. Indicate that they will want to select someone to speak, that they will have to present the artwork and that they will have to explain why they chose these images and what their picture represents.
5. Presentation of artwork

Aim: discussion and probing on key themes 15 mins (100)

You’ve all been working in small Teams and now it’s time to come back into the main group and talk through ideas. Each Team will have a chance to present their artwork and to tell everyone what your Team thought. Remember that we are all really working together and that this is not a competition. Today is about finding ways to stimulate discussion and to get other people talking about drinking and alcohol. So we’ll have a look at the art and then maybe line them all up and talk about them some more ….

First Team presents their art to full conference:
- Moderator who they have spent most time with to gently probe to ensure full explanation given
- Then Team that has produced artwork on same theme to present their ideas to full conference.
- Then place both artworks on wall in one section of room.
- Repeat for other 2 themes

6. Discussion of Artwork

Aim: discussion and probing on key themes 20 mins (120)

Each moderator to take 2 Teams together around:
- The artworks on themes they did not create (ie the other 2 themes explored)
- A pin board where ‘upsides and downsides to drinking’ produced at section 3C. have been displayed

Spend 6-7 minutes per area (20 minutes total for this section)

Moderator:
- Probe for reactions – recognitions – dispute – weaknesses and strengths of pieces produced
  - NB not in artistic terms, but in terms of their provocativeness, accuracy, emotiveness, sheer insight and honesty
- Understand what aspects of the artwork resonate with them
- Explore where their thoughts / attitudes / experiences deviate
- Understand what they would have done differently in the artwork and why
- Establish which artworks seem to open up debate and which seem to close things down

- For ‘upsides and downsides to drinking’ pinboard, use statements to prompt specific discussion about most effective scenarios / consequences to depict in communications to encourage safer / no drinking
- **Use discussion to probe specifically about most effective scenarios / consequences to depict in communications to encourage safer / no drinking among young people**

Close and Thank

- Incentives
- Signature sheets
Notes for Moderator Team:
Throughout session – and during the artwork creation stage - the moderators will be roving amongst the Groups / Teams, asking questions and giving direction. Each moderator may ask the whole group as they work or may pick out one or two to ask individually. Ensure dialogue is respondent-centred - eg open questions and a non-judgmental attitude. Ensure any apparently superficial answers are probed to ladder back to deeper seated motivations/attitudes.
Moderator to cover as many of the sections below as possible, and to cover all over the course of the 8 x CYP Conference Workshops. Note: while these sections are numbered this does not reflect the order in which they will be covered: lead shall be taken from discussion within the groups themselves.

During session understand the following issues:

<table>
<thead>
<tr>
<th>1. Broader context of CYP (lifestyles, interests, aspirations, cultural influences/perceived social norms and attitudes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>➞ Tell me about you… Tell me about you…</td>
</tr>
<tr>
<td>➞ What do you do how do you spend your spare time?</td>
</tr>
<tr>
<td>➞ What do you like music-wise? Radio/music stations?</td>
</tr>
<tr>
<td>➞ Who do admire/who are role models/who would you most like to meet/be?</td>
</tr>
<tr>
<td>➞ Where do you meet with friends? Friend’s homes, town, parks, cafes, pubs, clubs?</td>
</tr>
<tr>
<td>o Why these places?</td>
</tr>
<tr>
<td>o Where would you like to go, but don’t yet? / Where would you not go?</td>
</tr>
<tr>
<td>➞ Moderator – some of this will come through observation of group work and wider conversation. Some will need direct questioning. Note language, background detail, references to social networks. Watch for quieter respondents and use group questions to access their responses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Chronology of drinking:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➞ What are young people’s usual first experiences with drinking and alcohol; when, where and why do people first have a drink</td>
</tr>
<tr>
<td>➞ What is the story for you? Is your story similar to your friends, or is it different in some ways?</td>
</tr>
<tr>
<td>➞ What about your first experiences with buying or getting hold of alcohol:</td>
</tr>
<tr>
<td>o Have you done this?</td>
</tr>
<tr>
<td>o How does this work for you, and for most other people?</td>
</tr>
<tr>
<td>➞ If you don’t drink, what are the reasons for this?</td>
</tr>
<tr>
<td>o Have you ever drunk alcohol? What was this like?</td>
</tr>
<tr>
<td>o Probe for reasons why they don’t drink now</td>
</tr>
<tr>
<td>➞ Have there been times when you’ve decided not to have a drink?</td>
</tr>
<tr>
<td>o What were these occasions and why did you decide this?</td>
</tr>
<tr>
<td>o Probe to see if this behaviour has changed over time e.g. they might have been more afraid of parental reaction at a younger age so decided not to drink, but have become less concerned about this as they’ve got older; some might choose not to drink if they have an exam coming up; etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Perceptions around alcohol</th>
</tr>
</thead>
<tbody>
<tr>
<td>➞ When you think about the subject of ‘alcohol and drinking’, what are all the images and thoughts that immediately spring to mind? What pictures run through your mind?</td>
</tr>
<tr>
<td>o Probe for images, associations, thoughts, advice, other rules, concerns. Explore all</td>
</tr>
</tbody>
</table>
When you think about ‘alcohol and drinking’, do you have a picture in your mind’s eye of a particular type of person who is drinking?
  o What are they like?
  o What do you think of them?
  o Do you think differently of them because they have a drink?
⇒ Do you have different associations with different types of drinks?
⇒ Are there any drinks that you have positive thoughts or images with?
  o Which drinks?
  o What are your associations with them?
  o What sort of person drinks them/could you imagine drinking them?
⇒ Are there any brands or type of drink that you would never drink?
  o Which drinks?
  o What are your associations with them?
  o What sort of person could you imagine drinking them?
  o Why are these things ‘not for you’?

4. Ability to talk to Parents about alcohol
⇒ Can you talk to your parents about any subject – or are there some things you prefer not to talk to them about?
  o What would you feel happy to talk to them about?
  o And what sort of things would you feel uncomfortable talking to them about?
⇒ Do you talk to your parents about alcohol and drinking?
  o Do you go to talk to them, or do they tend to start discussions on the topic?
  o What do you talk about? Do you talk about your own thoughts and actions, your parents’ thoughts and actions, or about other people e.g. your friends, your parents’ friends, stories on TV/ in the news?
⇒ When you talk to them about drinking, are they a source of advice? Or are they more like a friend to share experiences with? Or a voice of authority? Or do they play a different role altogether? How would you describe it?
⇒ How open and honest are the conversations you have with them about alcohol?
  o Are there any areas and issues that are not discussed, areas that are ‘out of bounds’?
  o Do you keep some of the details about what you think and do to yourself, or do you speak freely?
⇒ Why do you think discussion about the subject is open / not open?
⇒ In terms of talking to your parents, what other subjects is this one like? What’s easier/even harder to talk about? Briefly explore why
⇒ How do you feel about talking to your parents about drinking alcohol?
⇒ Probe to understand whether CYP actually want to have more of a dialogue with their parents and want to go to them for advice and information

5. Role of Parents in enabling / controlling drinking
⇒ Do your parents ever allow you to drink alcohol?
IF YES:
  o When are you allowed to drink?
  o Where - inside or outside the house?
  o Only when your parents are present, or when you are just with friends?
  o Only when your parents are drinking, or do you drink on your own ever?
  o How often are you allowed to drink?
  o What do you drink? Why this sort of drink?
  o How much do you drink?
o Where does the alcohol come from? Who pays/buys (where does the money come from)?
o When did you first do this? What was the occasion?
o How have things changed over time?
o How do you think things will change in the next 1-2 years?
⇒ When drinking at home: are you free to get your own drinks / bring your own alcohol into the house? Do you ask for alcohol, or is it ‘wait to be offered’? Do you ask for particular drinks to be bought that you like? How do your parents react if you ask them for alcohol?

IF NO:
⇒ Why do you think they don’t let you? What are their reasons do you think?
⇒ What do you think about this situation?

6. Deterrents to drinking
⇒ Show sheet listing risk factors and known ‘softer’ deterrents to drinking, and probe for which provoke most concern / most emotional reaction / would be most powerful in encouraging young people to not drink or moderate drinking
⇒ Which would you be more bothered about? Why?
⇒ Are any important enough so that you and your friends might not drink, or might drink less? Which ones? Why?
⇒ Do any of the things on this list not apply to you? Any that do not represent a risk or are less important? Why?

<table>
<thead>
<tr>
<th>Risks:</th>
<th>Other issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Injury from accidents</td>
<td>Getting home safely</td>
</tr>
<tr>
<td>Health problems – such as liver damage</td>
<td>Needing to drive</td>
</tr>
<tr>
<td>Alcohol dependence / addiction</td>
<td>Having to go to school / college / work</td>
</tr>
<tr>
<td>Unprotected sex</td>
<td>Not having any money</td>
</tr>
<tr>
<td>Fighting, offending or anti-social behaviour</td>
<td>Wanting to stay in control</td>
</tr>
<tr>
<td>Being a victim of crime</td>
<td>Not wanting a hangover</td>
</tr>
<tr>
<td>Truancy and exclusion</td>
<td>Not wanting to be sick</td>
</tr>
<tr>
<td>Illegal drug use</td>
<td>Not wanting to miss out on other things</td>
</tr>
</tbody>
</table>
### 7. Knowledge and Perceptions of laws around alcohol use by CYP:

- Can you tell me what the laws are around young people and alcohol? What are the laws about the age at which young people can buy and drink alcohol?
  - At what age is it legal for young people to drink alcohol? Does this vary by where they drink?
  - At what age is it legal for young people to buy alcohol? Does this vary by where or when they buy the alcohol?
  - What is the situation for shops?
  - And what is the situation for pubs, bars and clubs?

- Do you think people – adults as well as young people - are clear about the laws around young people and alcohol?
  - Are any areas of the law unclear or misunderstood?
  - Which exactly?
  - What sort of people might be unclear?

- What about you personally – are you clear about the laws around young people and alcohol?
  - How certain are you that you correctly understand the laws?
  - Probe for any aspects of law that are unclear

- Do you think people take notice of the laws? Are you take notice of the laws?
  - Which ones do they take notice of, and which do they ignore?
  - Do you think the laws make young people any more or less likely to buy or drink alcohol when they are under 18?
  - What sort of person does take notice of the laws? And who doesn't?

- How easy or difficult is it for a young person under 18 to buy alcohol?
  - Where is it easy for them to buy from, and where is it more difficult?
  - Why is it easy / difficult in these places?

- What effect do you think the ease or difficulty of buying alcohol has on whether and how Young People drink?
  - What is the impact? How does this work?
  - Who specifically might drink more or less?
DISCUSSION GUIDE: Alcohol
PC CREATIVE CONFERENCE WORKSHOPS (2 hours) (v6)

Provide insight into the influences and motivations for alcohol consumption in young people and to understand barriers that exist to alcohol avoidance in order to inform the design of interventions (messaging and/or other activity) aimed at young people and parents

Aims of workshop:

**Contextual:** Explore key overarching study themes:
- Role and Content of leisure time in PC lives
  - i.e. for example establishing context of PC drinking
- Preferred sources of information (for range of subjects, including drinking)
  - Most effective tone of communication, and, preferred media / delivery mechanisms
- Relationship with child(ren), their role as role-models, and what enables / restricts openness of communication with them

**Explore attitudes and imagery associated with specific alcohol and drinking related themes:**
- Associations with alcohol use by CYP
- Preferred ways to handle alcohol and young people
  - And perceptions of parents who use these approaches
- Rejected ways to handle alcohol and young people
  - And perceptions of parents who use these approaches
- Preferred settings for drinking by Young People
- Rejected settings for drinking by Young People
- Fears and Anxieties about drinking by Young People

Where respondents are low level or non-drinkers, they will be asked to project or draw from experiences of those they know as appropriate.
# Summary of workshop:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>7.</td>
<td>Conference Introduction</td>
<td>(5 mins)</td>
</tr>
<tr>
<td>8.</td>
<td>Context</td>
<td>(30 mins)</td>
</tr>
<tr>
<td></td>
<td>- Respondents in Groups of 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Warm up and bonding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Conduct tasks enabling discussion of key study themes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. Role and Content of leisure time in PC lives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. Sources of information and effective communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Perceived role as a Parent, Relationship with CYP, and dynamics of relationship</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Introduction to Alcohol and Drinking</td>
<td>(20 mins)</td>
</tr>
<tr>
<td></td>
<td>- Presentation of stimulus to provoke thinking and legitimised range of behaviours (for PC's own drinking, and around alcohol and young people)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Whole Conference, and respondents in Groups of 8</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Creation of artwork</td>
<td>(30 mins)</td>
</tr>
<tr>
<td></td>
<td>- Respondents in Teams of 4</td>
<td></td>
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<tr>
<td>11.</td>
<td>Presentation of artwork</td>
<td>(15 mins)</td>
</tr>
<tr>
<td></td>
<td>- Teams present to full workshop</td>
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</tr>
<tr>
<td>12.</td>
<td>Discussion of artwork</td>
<td>(20 mins)</td>
</tr>
<tr>
<td></td>
<td>- Groups of 8 review artwork on themes they did not cover</td>
<td></td>
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</tbody>
</table>

Alcohol not revealed as workshop theme

Alcohol revealed as core theme

35 mins

120 mins
1. Conference Introduction

**Aim: Introduction and Familiarisation**

5 mins (5)

Set up:
- Table at door of hall / waiting area with list of delegates’ names
- Coloured dot sticker given to each for them to be allocated to smaller groups during session – blue, yellow, red

Introduction:

Welcome everyone. My name is x and I am from Define Research. These are my colleagues y and z.

Before we get started we’ve got a quick competition – the prizes are these boxes of chocolates! The only rule of the competition is that you have to agree the answer with the person next to you before shouting it out. So please turn to the person next to you and pair up. The first pair to answer each question gets the prize – so you’ll have to be fast. So turn to the person next to you and here is the first question . . .

- How much does a pint of milk cost? (40p at Tesco on 13 Feb))
- How many people live in Great Britain, to the nearest million? (59 million (58,845,700))
- How many portions of fruit or vegetables should someone eat per day, according to official NHS guidelines? (5)
- Who is the star of the film ‘National Treasure – Book of Secrets’ that has just been released? (Nicholas Cage)

OK. Thank you for coming along today and for agreeing to help us get some ideas about your lifestyle, what you like to do with friends, and what you think about food and drink. We’ve asked you here both to understand you as an individual, but also you as a parent, and how things work with your children.

Most – but not all - of the exercises today will be in smaller groups – so you don’t need to be worried that we’re going to ask you to speak in front of a big group all day / evening.

This workshop is very varied – we’ve got a lot of different tasks for you to look at and complete. We have run many of these sessions before, and people almost always enjoy them – I hope you do too. If it is unclear at any stage what we are asking you to do, please just ask one of us.

When our recruiter first spoke to you and asked you all the questions, you were quite open and willing to talk about different things, and we know you are all quite creative and aren’t shy - that is why we asked you here today. So we want you to carry on being like that. We really hope that you’re not suddenly going to go all quiet and not say anything – we want to hear your thoughts and opinions throughout the next few hours so that we can understand your point of view and help the people who have asked us to set up this conference today.

This project is run under the Code of Conduct of the Market Research Society. So all your responses and all your involvement in this is confidential and anonymous. Your name isn’t used in any of the work we produce and you won’t be identified or re-
contacted as a result of this piece by us, so don’t be afraid to really say what you think. Or to tell it like it really is – we’re not judging people, and we really need you to keep things honest and real during this session. Please be aware that other people in your group will be revealing personal stuff about themselves too. We’re all adults in here and hopefully today will be a positive experience for everyone.

We will be audio recording this session. This is done only so detailed analysis can be carried out by Define after the session. At no stage would any tapes be passed onto anyone else, nor used for purposes other than this research project.

Once you’ve asked any questions that you may have, we’ll split up into small groups – based on the colour sticker you’ve been given. You’ll each go into a different space and start working with your group.

This workshop today is really important and you have a very big role to play – have fun!

Here are set of cards for the first part of the workshop (hand out to each Group instructions outlining exercises and tasks for section 2). One of the research team will let you know when to move onto the next task, and will come round and chat to you, but it is over to you to start things off and do the tasks! Good luck!

### 2. Context and broader attitudes

**Aim:** Warm-up /bonding and indirect exploration of key study issues – motivators/deterrents for behaviour, and effective communication vectors  

30 mins (35)

<table>
<thead>
<tr>
<th>Split up into 3 Groups (c. 8 respondents per Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Aim for each Group to be broadly homogenous in terms of SEG, but a mix of gender in each group</td>
</tr>
<tr>
<td>- Aim to split up any pairs who know each other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction (5 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please introduce yourselves to the other members of your team. You should start with:</td>
</tr>
<tr>
<td>⇒ First name</td>
</tr>
<tr>
<td>⇒ Age</td>
</tr>
<tr>
<td>⇒ What you like to do when you are with friends (in the letter we sent you we asked if you could bring a couple of pictures that show what you like to do with friends. If you have these with you, you can use them to help explain things to the rest of the group).</td>
</tr>
</tbody>
</table>
3 tasks in room, each explained on a card. Groups circulate between the tasks (moderator moves group onto next task at correct time), Moderators allow spontaneous group discussion, but guide discussion to ensure detailed coverage. (7-8 mins each)

**Task 1.** Role and Content of leisure time in PC lives
**Task 2.** Preferred sources of information (for range of subjects, including drinking)
- Most effective tone of communication, and, preferred media / delivery mechanisms
**Task 3.** Role as a Parent, Relationship with CYP

---

**Task 1: 'My free time’**

**Aim:** indirectly explore context of drinking and reasons for drinking alcohol

**Exercise:** To start with, I'd like to know a little more about you and what you like to do in your free time. So talk me through a really great weekend;
- Which of these is closest to where you would want to be? (show 3 cartoon images (outdoors with others, inside watching TV, a meal out))
  - What would happen? What would you be doing?
  - Who would you be with?
  - What would the mood or atmosphere be like? How would people be feeling?
  - How would you want to be feeling?
  - Why do you want to feel that way?
  - What would you do to feel that way?
  - What other things can you do to feel that way?
Task 2: ‘How do you know what to do as a Parent?’
- **Aim:** explore preferred sources of information and tone
- **Exercise:** Battery of words on cards

<table>
<thead>
<tr>
<th>TV - BBC</th>
<th>Magazines</th>
<th>Radio 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV - MTV</td>
<td>Samaritans</td>
<td>Websites</td>
</tr>
<tr>
<td>School / teacher</td>
<td>FRANK</td>
<td>Internet forums / chat rooms</td>
</tr>
<tr>
<td>Other Parents</td>
<td>Social Services</td>
<td>MSN</td>
</tr>
<tr>
<td>Grandparents</td>
<td>NHS</td>
<td>Books</td>
</tr>
<tr>
<td>Police</td>
<td>Anti-bullying website</td>
<td>Brother or Sister</td>
</tr>
<tr>
<td>Nurse</td>
<td>Partner / Girlfriend / Boyfriend</td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td>Blank card to add more names to</td>
<td></td>
</tr>
<tr>
<td>Blank card to add more names to</td>
<td>Blank card to add more names to</td>
<td></td>
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<tr>
<td>Blank card to add more names to</td>
<td>Blank card to add more names to</td>
<td></td>
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</tbody>
</table>

Thinking about each of the following subjects in turn, let’s make a pile of the three people or organisations that you might automatically turn to if you were wanting to learn more about . . . And what about if you wanted to learn more about . . .

Our list of people or organisations is just a starting point; there are probably many other people or places you would go to that we haven’t shown. If there are, please say these and we can add them on extra cards
- Young People, Diet and health?
- Young People and Drugs?
- Young People, Sex and contraception?
- Young People and Alcohol and drinking?
- Young People and Loneliness and depression?

**Moderator probes:**
- Why is that? Why are they the best people to turn to?
- What have they got that the others don’t? What’s the best thing they bring?
- What sort of ‘tone of voice’ would this source of information have: would they be like a friend to share experiences with? Or a voice of authority? Or do they play a different role altogether? How would you describe it?
- Why would you / would you not talk with your children?
Task 3: ‘Being a Parent’

- **Aim:** explore relationship with children
- **Exercise:** table with c. 10 cards each showing range of roles parents can take with children. A spectrum of different relationship forms to be covered

<table>
<thead>
<tr>
<th>Role Model</th>
<th>Introducer</th>
</tr>
</thead>
<tbody>
<tr>
<td>someone to copy</td>
<td>helping make sure their</td>
</tr>
<tr>
<td></td>
<td>first experiences happen</td>
</tr>
<tr>
<td></td>
<td>in a controlled way</td>
</tr>
<tr>
<td>Friend</td>
<td>Provider</td>
</tr>
<tr>
<td>an equal</td>
<td>giving them (almost)</td>
</tr>
<tr>
<td></td>
<td>everything they want and</td>
</tr>
<tr>
<td></td>
<td>ask for</td>
</tr>
<tr>
<td>Teacher</td>
<td>Voice of Authority</td>
</tr>
<tr>
<td>- helping them to</td>
<td>- controlling what</td>
</tr>
<tr>
<td></td>
<td>they can and can’t do</td>
</tr>
<tr>
<td>‘Partner in crime’</td>
<td>Approver / Disapprover</td>
</tr>
<tr>
<td>- enjoying doing</td>
<td>- making it clear what</td>
</tr>
<tr>
<td></td>
<td>my feelings are, but</td>
</tr>
<tr>
<td></td>
<td>leaving the decision up</td>
</tr>
<tr>
<td>Hands-off</td>
<td>Information Source</td>
</tr>
<tr>
<td>- giving them the</td>
<td>- making sure they can</td>
</tr>
<tr>
<td></td>
<td>make an informed choice</td>
</tr>
<tr>
<td></td>
<td>- giving the space and</td>
</tr>
<tr>
<td></td>
<td>freedom to do their own</td>
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<tr>
<td></td>
<td>thing without</td>
</tr>
<tr>
<td></td>
<td>being judgemental)</td>
</tr>
</tbody>
</table>

- There are many different ways in which parents and children relate to each other, some of which are shown on this board. All of these styles have a place, and different relationships suit different people. Some parents might have different types of relationship with their children depending on what the issue is, or the age of the child.
- Which of the descriptions on this board best describes the way you and your child relate to each other when you talk about . . .
  - What they eat
  - Their school work
  - Their boyfriends or girlfriends
  - Alcohol and drinking
  - Drugs

**Moderator:** probe (particularly for alcohol and drinking):
- Why does this sort of relationship work well for you and your child when it comes to this subject?
- What are the good things about having this sort of relationship? How does having this sort of relationship help?
- And are there any drawbacks to this sort of relationship for this subject? How does it not help?
- Do you wish you had a slightly different kind of relationship with your child when it comes to this subject? Why?
- Looking back, do you wish you had had a slightly different kind of relationship with your parents when it comes to this subject? Why? How was it for you?
- How easy or difficult is it to talk to your child(ren) about these sorts of things?
  - How open and honest are the conversations you have with them about things like alcohol and drinking?
  - Why do you think discussion about the subject is open / not open?
  - What sort of approaches help to keep discussion open, in your experience?
3. Introduction to Alcohol and Drinking

Aim: convey range of positive and negative aspects to drinking. 
Legitimise positive range of viewpoints

Central briefing about alcohol by moderator, split into sections on:
1. PC’s own drinking
   - Followed by brief discussion
2. Different parental approaches for handling alcohol with children
   - Followed by brief discussion

STIMULUS 1: PC DRINKING

- Show simple visual stimulus (resembles a forum thread) projected on wall to convey / legitimise the following positions about PC drinking
  o Drinking is:
    ▪ Relaxing / a stress reliever
    ▪ Reduces inhibitions / facilitates social interaction
    ▪ Exciting, a buzz
    ▪ A positive bonding experience with friends
  o It’s fine to not drink for a range of reasons
    ▪ Hangover
    ▪ Expense
    ▪ Responsibilities
    ▪ Health

AS A CONFERENCE
A. Discussion of stimulus:
   - What are your first thoughts?
   - What stands out to you most of all?
   - Could you spot your own attitudes or actions in any of the comments you just saw?

AS INDIVIDUALS
B. I’d like you to spend 2 or 3 minutes writing down an anecdote, a story, about someone like you drinking; What happened? What happened next? It can be a story that is good, bad, ugly or embarrassing! When you have finished, I will be asking you to fold over the piece of paper and put them in this envelope – we’ll be reading out some of them in a minute – so you don’t have to write your name on them!

STIMULUS 2: PARENTAL APPROACHES FOR HANDLING ALCOHOL WITH CHILDREN

- Show simple visual stimulus (resembles a forum thread) projected on wall to convey / legitimise the following approaches to handling alcohol around young people:
  o Introduce children to alcohol at a young age but in a controlled manner
  o Do not allow children any alcohol at any stage
  o Facilitate children’s drinking outside of home
  o Allow children free reign to experiment without restrictions
AS A CONFERENCE

C. Discussion of stimulus:
- What are your first thoughts?
- What stands out to you most of all?
- Could you see yourself in any of those comments? Which ones?

D. Can anyone tell me an anecdote, a story, about how you, or parents you have heard of, have handled drinking with Young People (aged under 18); What happened? What happened next? Is this usual, or a one-off?
- What are other people’s thoughts about that?
- Are your experiences similar or different in some way?

Moderator:
- Aim to get 3-4 narratives, some positive, some negative
- Allow ‘urban myths’, stories about what others did as well as self
- Allow respondent freedom to deliver story spontaneously, then probe and ask rest of conference for thoughts about story; have they heard / experienced similar?

E. Just before we move on, I just want to understand a bit more about the people in this room and what they are like - so here are a couple of your anecdotes about your own drinking (pick out 2-3, some funny, some not)
- Aim is to further legitimise ‘less acceptable’ behaviour / remove perceived need to give ‘socially acceptable’ responses in remainder of session
4. Creation of artwork

**Aim:** Explore attitudes and imagery associated with specific alcohol and drinking related themes

| 30 mins (85) |

Split into smaller Teams (3-4 per Team) and create collages
- Aim for each Team to be broadly homogenous in terms of attitudes to and frequency of drinking

**Introduction of Task:**
We would like each Team to make a collage or piece of art that discusses a specific aspect of drinking and alcohol.

Now, IMPORTANT POINT. The artworks are NOT advertising! We don’t want you to make adverts – we want you to use your skills and the materials you have to show thoughts and feelings. We’ll give you the subject matter for your piece of art. But we don’t want you to come up with adverts saying ‘Drink this, it’s great’ or ‘Don’t drink!’

The best artworks are going to be put into a research project. So they need to be things that really capture a feeling, or a mood that will make other people talk about drinking and alcohol. So feel free to be provocative and shocking in your piece if that is how you feel!

We’ll come back together at the end and each Team will present their ideas back to the whole group – we’ll ask you to show what you made and explain how you got there.

Maybe you want to choose a spokesperson for that bit or maybe everyone in the team wants to speak.

**Artwork:**
3 themes to be selected for each workshop (aim to produce 2 pieces on each theme per workshop (i.e. 2 Teams do artwork on the same theme). This will allow fuller comparison and discussion of a full range of issues / thoughts surrounding each theme.
Themes (to be shown on cards; 1 card handed to each Team):

PARENTAL APPROACHES FOR HANDLING ALCOHOL WITH CHILDREN:

9. **Associations with “Drinking and Young People”;** What thoughts immediately spring to mind? What images, associations, thoughts, advice, rules, and concerns are running through your mind? Do you have good and bad images in your ‘mind’s eye’? What are these images?

10. **The ‘right way’ to handle alcohol and young people.** Write across the top of your sheet the best way to handle alcohol around children aged 12-14. Then underneath, pick out images that show the type of parent that would take that approach; what are they like as a person? What are their wider values and attitudes? How do they approach other things in life?

11. **The ‘wrong way’ to handle alcohol and young people.** Write across the top of your sheet the worst way to handle alcohol around children aged 12-14. Then underneath, pick out some images that portray the type of parent that would take that approach; what are they like as a person? What are their wider values and attitudes? How do they approach other things in life?

12. **The best place for a young person to drink.** Imagine that your son / daughter was going to have a drink; what is the ‘best’ setting for them to do this in, in your eyes? Where would they be? Who would be with them? What would the atmosphere be like?

13. **The worst place for a young person to drink.** Imagine that your son / daughter was going to have a drink; what is the ‘worst’ setting for them to do this in, in your eyes? Where would they be? Who would be with them? What would the atmosphere be like?

14. **What can go wrong with alcohol and young people?** Do you have any worries or fears about you son or daughter drinking? What are these fears? Most importantly, how do you feel about these things?

**Materials** to create artwork from:
- 4 x magazines per Team: magazines depicting range of behaviours and emotions and age bands – mix of everyday life as well as more aspirational imagery; suggest Heat, ‘everyday life magazine’ such as Woman’s own, TV magazines, GQ and Cosmo
- Flip chart-sized card
- Scissors, glue, thick pens

5 minutes before end of art creation task, moderator to:
- Ask each Team to write in descriptive words to explain images chosen / ensure any thoughts they want to express but can’t find images for are shown
- Remind Teams that they have to present back to group. Indicate that they will want to select someone to speak, that they will have to present the artwork and that they will have to explain why they chose these images and what their picture represents.
5. Presentation of artwork

Aim: discussion and probing on key themes 15 mins (100)

**Introduction:**

You've all been working in small Teams and now it's time to come back into the main group and talk through ideas. Each Team will have a chance to present their artwork and to tell everyone what your Team thought. Remember that we are all really working together and that this is not a competition. Today is about finding ways to stimulate discussion and to get other people talking about drinking and alcohol. So we’ll have a look at the art and then maybe line them all up and talk about them some more ....

First Team presents their art to full conference:
- Moderator who they have spent most time with to gently probe to ensure full explanation given
- Then Team that has produced artwork on same theme to present their ideas to full conference.
- Then place both artworks on wall in one section of room.
- Repeat for other 2 themes

6. Discussion of Artwork

Aim: discussion and probing on key themes 20 mins (120)

Each moderator to take 2 Teams together around:
- The artworks on themes they did not create (ie the other 2 themes explored)

Spend 6-7 minutes per area (20 minutes total for this section)

Moderator:
- Probe for reactions – recognitions – dispute – weaknesses and strengths of pieces produced
  - NB not in artistic terms, but in terms of their provocativeness, accuracy, emotiveness, sheer insight and honesty
- Understand what aspects of the artwork resonate with them
- Explore where their thoughts / attitudes / experiences deviate
- Understand what they would have done differently in the artwork and why
- Establish which artworks seem to open up debate and which seem to close things down
- **Use discussion to probe specifically about most effective scenarios / consequences to depict in communications to encourage safer / no drinking among young people**

Close and Thank

- Incentives
- Signature sheets
4. Interactive Gallery

Interactive Gallery – CYP Discussion Guide

DISCUSSION GUIDE: Alcohol Depth INTERVIEWS – CYP GALLERY

8 gallery installations

1) Family Tree: establishing drinking behaviours within family and building rapport
2) I, Drinker: understanding self-perception of lifelong relationship with alcohol behaviours
3) Wheel of Fortune: exploring regrets and negative consequences with greatest impact
4) Booze-Meister: exploring issues of control, vulnerability and source of pro-alcohol messages
5) Booze Bus: Understanding intervention, likely response, social currency, other ideas
6) 3 is the Magic Number: identifying parameters on volume, drinking patterns and safer consumption
7) The Journey: Exploring the customer journey and looking for intervention points
8) Alcoheroin: Re-sensitising CYP to the risks of Alcohol

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own ‘language’, efforts will be made to meet the communication needs of the individuals interviewed.

Sensitivity will also be exercised – while we want to get as close to specifics as possible (e.g. thoughts and experiences around addiction) it is critical not to break rapport or to make respondents feel uncomfortable or defensive. Each interview will therefore be flexible according to the individual's needs.

For non-drinkers, questions will tailored to cover their own experience and attitudes and their perceptions and expectations of drinkers

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Moderator</td>
</tr>
<tr>
<td>- Moderator to introduce self, explain the process of market research to respondents and the format of the interview/discussion</td>
</tr>
<tr>
<td>• Inform</td>
</tr>
<tr>
<td>- Explain topic of discussion is around an art gallery and particular pieces of art that they will be taken around and asked some questions about pieces of art that others like themselves have made on the subject of alcohol and young people. Explain the need for recording and <strong>reassure on confidentiality</strong>.</td>
</tr>
</tbody>
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1) Family Tree: establishing drinking behaviours within family and building rapport

To allow us to understand respondent’s verbal toolkit for discussing alcohol consumption, normalising emotional discussion and warm up. Plus some insight into respondent’s views of where genes/predisposition and circumstances affect alcohol issues and proximity of self to those issues.

Leave space for spontaneous responses and mirror respondents initial comments back to them

Then ask
- Who made this picture?
- Where were they?
- What do you think they are drawing about?
- What sort of information have they included? What else? Probe to see how far down the chain the alcohol behaviours fall. Is this due to noticing or to social management?
- Does this make sense? Could you imagine someone thinking about the subject like this?
- What subject are they thinking about?
- Anything in here which is relevant to you/could be in a picture you might draw? What/why?
- What’s definitely not in your version?

Looking in detail at one part of the tree – considering the information given for xxx
- What do we know about xxx? What’s your feeling about xxx?
- Why do you think xxx behaves in this way towards alcohol? Why else? What about this other person? Why do they drink? Probe for anything that delivers reasons for drinking – ‘drove to drink/emotional considerations/physical considerations?
- What sort of person is this person? Probe for several within the tree, asking for information and detail about each individual – NB . Moderator stay on the side of the underdog. Challenge negative comments and facilitate self-revelation
- Who else is there on the picture that we haven’t discussed? Allow respondent to choose someone they feel comfortable talking about. Note levels of alcohol consumption. If not mentioned, discussed ‘ME’ as follows:
- So what about you? What would we put here about you? How much do you drink? Is that on weekends or in the week? NB Moderator keep this line of questioning light as we want to go into greater detail later on...
- What do your parents know about that? Is it open information in the family? Would everyone else put you on the tree with that information underneath your name? Who doesn’t know about your drinking? Who knows most? If relevant, why these differences?
- What about your family? Who’s the biggest drinker in your family? Who’s the person who gets drink most often? Tell me more about that?
- What about your siblings? Your parents? Your grandparents? Your cousins – or uncles and aunts?
- Who’s most negative about alcohol in your family? Anyone who forbids alcohol or who doesn’t like drinking? Anyone who worries about drinking? Anyone with a drink issue?
- Who stores the most alcohol at their house? Who goes out to drink?
• What about having to hide things from people? How does that have an effect? Who do you think would be the most stressed about their own drinking? The most ashamed?
• Lots of people have talked about being ashamed of their drinking – like it’s not allowed or something…why would you say people ashamed about their drinking in society? What’s the problem with drinking – it’s LEGAL, so why are people ashamed of it? NB. Moderator maintain middle ground – intent is to plant slow-burn question rather than set territory for further discussions
• If you could be anyone of the people on this family tree – other than the ME person – who would you be? What’s attractive about that person? What’s interesting about them? Who would be a good person here to take a lead on drinking/set the standard? Why?
• Who would you definitely not want to be? Why?

2) I, Drinker: understanding self-perception of lifelong relationship with alcohol behaviours

Moderator: Show them the artwork and allow spontaneous responses and initial behavioural data

• What’s this artwork about? Who is in the picture? Who else could it be?
• What are they doing? Is it obvious they are looking in a mirror?
• Moderator – if decoding not clear, then lead towards…
• Why are they in this art gallery about drinking? What are they thinking about as they look into the mirror?
• Why has the person drawn a mirror? What’s the significance of a mirror? Could it be about us looking in the mirror at ourselves?
• If you were looking into this mirror, what would you see about yourself? As a person? As a drinker?
• What would you know as you look into the mirror about your own relationship with alcohol – you don’t have to tell me if you don’t want to…if there’s something that worries you a lot about your own relationship with alcohol…?
• Would you say that you drink a lot more than your friends? Than other people your age? Than other people you know?
• What sort of drinker would you say that you are – and does that change?
• Looking at the numbers round the edge of the mirror
• What about all the se numbers – what are they related to?
• What about age of drinking? Age of starting drinking? When’s that? For you? For your parents? For your children?
• What about age of first getting really drunk – when’s that? And then what happens, going along the age-line? What about throwing up from too much booze?
• When do you start to get the hang of alcohol? How many years after you start drinking do you think you know what you are doing and how to handle it?
• What about along the time line – at twenty? At thirty? At forty? And so on
• When are people likely to be heaviest drinkers? When most in control? When least in control? Is that the same for women and men?
• How many years will you have been a drinker by the time you reach x?
• What sort of drinker will you be then? What drinks? How much? When? How?
• What effects will there be on your body by that time? Moderator – keep this line light as we will be dealing with consequences later Any warning signs to watch out for?
• How are you making sure that you are this sort of drinker? What are you doing to choose how you drink?
• When do people really need to start drinking? What should they be doing right now to make sure they have a choice about their drinking? Anyone you know who won’t be in control of their drinking in twenty years time? What’s happening with them right now?

3) **Wheel of Fortune: exploring regrets and negative consequences with greatest impact**

*Moderator indicate the set up of the game – spinning the bottle will reveal a consequence and we’ll talk about those consequences.*

• Just before we do that, why do you think this art has been made like this? Why not just a picture? What could be the consequences that they would put in a picture? What other consequences do you think are in this game? Anything else? **Probe fully.**
• What do you think – before we play the game- will be the consequence you get to talk about? Just a guess – but see if you can predict it – just for fun! **Moderator – push for all levels of spontaneous consequences**

**For each consequence, probe in depth**
• Likelihood and prediction markers for this consequence
• Own or other experience of this
• Knowledge of it
• Source of knowledge
• How they would resolve this situation
• What they would say or do to make sure it didn’t happen again
• When is the time and the place to be made aware of this particular consequence for it to have impact on behaviour? Why then? Who could credibly talk about it/who would you take notice of?
• **Anything else they would say in response to this – is it collateral damage or avoidable shame? Effective against binge drinking and under-age drinking – or part of the rich tapestry?**

4) **Booze-Meister: exploring issues of control, vulnerability and source of pro-alcohol messages**

*Moderator to allow spontaneous responses to emerge – then ask:*  
• What’s going on in this picture? What’s the feeling you get from this picture? Is it relaxed? Quiet? Calm? Aggressive? What else?
• Who’s in the picture? What’s it about? What else is there? What do you notice? On the table? Why’ve they included those things?
• The person who drew this called it ‘Waiting’…why do you think it’s about waiting? Who’s waiting? The bottle? You?
• What is the bottle waiting for? What might they be waiting to do to you? What do they want from you? What else? **Probe fully for issues around money, health, short term fun versus long term gains**
• Tell me about waiting for alcohol – what’s that like? When do you have to wait till you can drink? What do you feel?

• What about people who are bigger drinkers – when do they have to wait for alcohol? What’s that like for them? What is their behaviour like?

• When can you get alcohol? When else? Where and how do you have to get round the wait for alcohol?

• Who’s in control in the waiting? The bottle is saying that if you come into this room, you will get – what? What’s in the room for the drinker? What else? What else?

• What if you don’t come into this room, what will happen? Will the bottle still be waiting for you – forever? Until the next time? When? What will make you go in? What does it promise you in order to get you in there? What is it about this room that makes you not go in?

• What about the key and the door – who’s locking the door to this room? Would the bottle ever come out into your room or your world?

• What about the clock – where are the hands? What happens when you are in that room? What happens to time? Have you ever lost track of time when you were in that room? Or wished time would change or go faster or slower? Have you ever wished you could turn back the clock on an experience – make it not happen?

• What about the candle and the other things on the table – what are they about? Why did the artist put these in here?

• What do you think the person who painted this picture wanted to talk about when they were painting it – is this something you had thought about? What effect does it have on you? What effect would it have on xxx moderator – if respondent has already mentioned someone their own age with a drinking issue, then talk about that person here)

• What difference would it make if that were a bottle of gin in the room – Gordon’s gin? Or wine? Or WKD? What do you know about those brands that makes this room ok?

• Where have you ever come across thoughts like these? Who from? What did you think then? Where do you currently get information from about alcohol generally?

• What about different brands? Do you get any information from adverts? Which one? What have you learned?

• If motivating sentiments emerge, where and when would be the best time for these thoughts to cut through in order to have impact on their behaviour? Why then? Who could credibly talk about it/who would they take notice of?
5) **Booze Bus: Understanding intervention, likely response, social currency, other ideas**

- Moderator explain the booze bus is driving along the road – handing out information, gadgets, services that would make alcohol consumption safer and better as an experience.

- What’s most likely to work? Take a look at the artwork…what are they thinking of handing out? Why is this relevant?

- Probe for spontaneous understanding and responses to each of the elements of the piece

- They’ve got things inside the bus – like spare tights and leaflets. What else would be useful? What else? **Probe fully for spontaneous interventions and ideas**

- **Ask for each below about who this would be relevant for, what effect it would have on their drinking evening and future issues, and what effect it would have on young drinkers and binge drinkers staying more within the limits of safe drinking:**
  - litmus paper to see how far over the limit you are
  - disposable breathalysers
  - unit measures – foldable plastic beakers
  - unit counters – collect a token or indelible hand stamp that shows how many you have had
  - STI kits for the morning after
  - mirrors so that you can see how bad you’ll look in ten/twenty/thirty years time
  - red cards if you get into fights or someone gets on your nerves and you want them to back off
  - vouchers for no or low alcohol drinks in clubs
  - balloons
  - stickers for HEROs who aren’t drinking but will get us all home safely
  - drink aware bracelets
  - fines for anyone in the street found over the limit
  - celebrity scare stories
  - confidential advice source
  - hand stamps, or even tattoos, for teetotal status

- What would make a difference for you? What would you be interested in? Why could that make a difference to you? What about for other people?

- What would seriously annoy you or hit the wrong note?

- **IMPORTANT: Where do you currently get information from? Do you get any information from adverts? Which one? What have you learned?**

Specifically in relation to teetotal:

- What about being teetotal? Is that a possibility for young people? *(Note: a small number of young people sample will be non-drinkers so ensure questioning is made relevant)*

- What about being cool? Would this/could this make a difference?

**Moderator:** The booze bus aims to prompt for likely response and for **principles that work in comms and interventions. Ask for all overall**

- How does the tone of messaging need to be set in order to be considered?
The booze bus would give out information about drinking and safe drinking rules etc. What other channels or sources of information would be useful to you? Where should the booze bus go? Where else could you give out this kind of stuff? What about people signing up for things? Or schools? Hospitals? People’s work? With food? In other shops or supermarkets?

6) 3 is the Magic Number: identifying parameters on volume, drinking patterns and safer consumption

What’s in this picture? What’s this about? What does it have to do with drinking? Moderator to find open-ended responses to this that can be used to explore spontaneous limits or safety rules awareness
The artwork is deliberately vague – the artist is asking about three? What does counting have to do with drinking?
What about limits? (If I were to tell you that the limit is 3 glasses of wine, three times a week. – for women. Or 3 beers per evening for men). What do you think about that? Is it likely? Is it real? Or did they make that up for the picture?
What would you do if that was the real limit? How would you manage your evening? How would you drink? What would your three be?
What would you do for the rest of the evening? Any strategies you’d make for spacing or would you drink all in one go?
What effect would three have on you? Your mates? How would you count those three? What would you need to stick to that? Is it realistic?
What about other rules about keeping alcohol safe? Are they easier?
Things like always sticking together, getting a friend to mind your drink if you dance, not getting in a taxi on your own, telling someone where you are going if you're leaving the venue, having safe sex (you, me and the condom?)...and so on. Are they more realistic – for you? For others?
What would need to be in place in order to help you make THREE the rule? What about as you get drunker and drunker – what would push you beyond that limit or that rule? What else?
What else?

7) The Journey: Exploring the customer journey and looking for intervention points

Moderator note: this is a very broad and open piece designed to help catch and capture all other responses and scenarios/characters that have been raised in the research. Who, what, where, when and how drinking/non-drinking signs are noted and how they are listened to...what else could be done at each of these stages or events to make a difference. Populate this work with information gleaned at each of the other artworks

Include:
- pre-event anticipation and preparation (incl fake ID)
- tactics used by Young People to buy alcohol
- tactics used to access older drinking venues
- drinking evening
- getting home/re-establishing family contact
- post-event recovery and analysis
- resumption of normal daily life
Ask where are the opportunities for alcohol education, consideration, limiting access, changing the flow of the evening, heeding warning signs, diverting resources, making better and safer choices? Probe to understand what it’s like to be a non-drinker in these situations – are there benefits to not drinking that can be exploited?

8) Alcoheroin: Re-sensitising CYP to the risks of Alcohol

- Alcohol and FRANK – what’s this piece about? What do you think about that?
- How do you make it easier for other people to drink? Other adults? Other young people?
- Do you ever encourage other people to drink? Do you ever encourage them to stop?
- What about when someone asks you to stop – how do you feel? Has that ever happened to you? What would/did they say? What would/did you do?
- What about teaching young people to drink – how does that work? What about teaching them to manage alcohol? Is that a different thing? How would you go about that?
- Who gives advice about drinking? About handling alcohol? About the problems and dangers of drinking? About how to stop or manage your alcohol?
- If I were to say the word ‘addiction’ – what would that mean to you in the context of drinking? Who gets addicted to alcohol? Who else?
- What are the signs of alcohol addiction? When is it a mild addiction you could kick? When would it be harder?
- Have you ever been addicted to alcohol? Emotionally? Physically?
- What was that like? What would that be like? How would you describe your relationship with alcohol now? Some people describe it as supportive and/or reliable? Would you use these words? Why/why not?
- What’s the issue with alcohol that’s different from drugs of other kinds?
- Why is alcohol acceptable? If we were talking about making heroin legal, what rules or information would you want to have for people to stop them getting addicted? What could we use from that to apply to alcohol? What’s the difference? What could bridge the gap?
- Do we need to bridge the gap for all drinkers? Or only the very youngest? Is there a difference in terms of young people’s bodies and the effects of alcohol in making an addiction if you start drinking early?
- Moderator ensure that respondent understands and is focused on the problem of underage drinking – rather than alcohol prohibition per se

- Could FRANK deal with alcohol issues for young people? Why/why not? What makes it right/not right?

- FRANK is both well known and praised for its usefulness and non-judgemental tone. How is that of importance when we discuss alcohol? What are the dangers when we are thinking about our own drinking? And then thinking about the drinking behaviours of strangers/others? Of our parents?
Closing

TALK OUT: which pieces are most influential; i.e., which would be most persuasive in making them think about how underage drinking is/should be managed and who / what channels would be best for conveying these messages

EXIT & THANKS
7 gallery installations

1) Alcoheroin: Re-sensitising CYP to the risks of Alcohol
2) Do as I do: Exploring value and awareness of role modelling PC to YPs
3) Family Tree: establishing drinking behaviours within family and building rapport
4) I, Drinker: understanding self-perception of lifelong relationship with alcohol
5) Wheel of Fortune: exploring regrets and negative consequences with greatest impact
6) Booze-Meister: exploring issues of control, vulnerability and source of pro-alcohol messages
7) 3 is the Magic Number: identifying parameters on volume, drinking patterns and safer consumption

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own ‘language’, efforts will be made to meet the communication needs of the individuals interviewed.

Sensitivity will also be exercised – while we want to get as close to specifics as possible (e.g. thoughts and experiences around addiction) it is critical not to break rapport or to make respondents feel uncomfortable or defensive. Each interview will therefore be flexible according to the individual’s needs.

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<th>Set Up</th>
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- **Introduce**
  - Moderator to introduce self, explain the process of market research to respondents and the format of the interview/discussion
- **Inform**
  - Moderator to explain topic of discussion is around an art gallery. They will be taken around and asked some questions about pieces of art that others like themselves have made on the subject of alcohol and young people.
  - Explain the need for recording and **reassure on confidentiality**.

<table>
<thead>
<tr>
<th>1) Alcoheroin: Re-sensitising CYP to the risks of Alcohol</th>
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To allow us to understand respondent’s verbal toolkit for discussing alcohol consumption, normalising emotional discussion and warm up. Leave space for spontaneous responses and mirror respondents initial comments back to them

- Alcohol and FRANK – what’s this piece about?
- What do you think about that? **Moderator to stay on the side of the ‘underdog’ and challenge ‘non-drinking’ messages throughout. Test for YP-relevant points of difference.**
• FRANK is both well known and praised for its usefulness and non-judgemental tone. How is that of importance when we discuss alcohol? What are the dangers when we are thinking about our own drinking and then thinking about the drinking behaviours of strangers? Of our children?

• How do people make it easier for other people to drink? Other adults? Other young people? Do you ever buy alcohol for yourself? For others? Do you ever encourage other people to drink? Do you ever encourage them to stop?
  - What about when someone asks you to stop – how do you feel? Has that ever happened to you? What would/did they say? What would/did you do?
  - What about teaching young people to drink – how does that work? What about teaching them to manage alcohol? Is that a different thing? How would you go about that?
• Who gives advice about drinking? About handling alcohol? About the problems and dangers of drinking? About how to stop or manage your alcohol? Note and explore as required language/terminology around teaching and manageability
  - If I were to say the word ‘addiction’ – what would that mean to you in the context of drinking? Who gets addicted to alcohol? Who else?
  - What are the signs of alcohol addiction? When is it a mild addiction you could kick? When would it be harder?
  - Have you ever been addicted to alcohol? Emotionally? Physically?
  - What would that be like? What was that like? How would you describe your relationship with alcohol now? Some people describe it as supportive and/or reliable? Would you use these words? Why/why not?
  - What's the issue with alcohol that's different from drugs of other kinds?
  - Why is alcohol acceptable? If we were talking about making heroin legal, what rules or information would you want to have for people to stop them getting addicted? What could we use from that to apply to alcohol? What's the difference? What could bridge the gap?
• Do we need to bridge the gap for all drinkers? Or only the very youngest? Is there a difference in terms of young people's bodies and the effects of alcohol in making an addiction if you start drinking early?
• Moderator ensure that adult understands and is focused on the problem of underage drinking – rather than alcohol prohibition per se
• What about being teetotal? Is that a possibility for young people? What about being cool?

• Going back to FRANK specifically: Could FRANK deal with alcohol issues for young people? Why/why not? What makes it right/not right?

2) Do as I do: Exploring value and awareness of role modelling PC to YPs

• Moderator to be very careful in terms of rapport building and blame allocation at this point. Allow spontaneous judgements and responses to surface and use these to springboard discussion

• How do you think about role modelling for your young person – do you see yourself as a role model? What kind of role model are you most like? Does it differ depending on the subject matter? On the topic of doughnuts and food – are you more like
Homer or Madonna? Who else? On the topic of fashion are you more like the
Addams family or more like Barbie? Who else?

- What about on the subject of alcohol and drinking? What’s your philosophy on role
modeling? Do you show your kids how or do you leave them to find out? How do
you influence them?
- Have your children/kids ever seen anyone drink? Get drunk? Get merry? Drink with
food? Or in a pub?
- What about children/kids who aren’t your own? Do you role model for them?
- What about young people in pubs and clubs where you are? Have you ever seen
them in those kinds of places? Would you be aware that they are watching you?
  What do you think they are learning from you? How do you role model for strangers?
  How does that differ – say – if you are on holiday? OR in a sports event? Or a pub?
  Or in the streets?
- What about TV? How much of a role model is that? For you? For young people?
- What do you think about that? Which bits work most powerfully for you? What
difference would it make to you and how you think about yourself now? In the future?
  When you are a parent – or single? A grandparent?

3) Family Tree: establishing drinking behaviours within family and building
rapport

To allow us to understand respondent’s views of where genes/predisposition and
circumstances affect alcohol issues and proximity of self to those issues.

- Who made this picture?
  - Where were they?
  - What do you think they are drawing about?
  - What sort of information have they included? What else? Probe to see how far down
the chain the alcohol behaviours fall. Is this due to noticing or to social management?
  - Does this make sense? Could you imagine someone thinking about the subject like
this?
  - What subject are they thinking about?
  - Anything in here which is relevant to you/could be in a picture you might draw?
    What/why?
  - What’s definitely not in your version?

Looking in detail at one part of the tree – considering the information given for xxx

- What do we know about xxx? What’s your feeling about xxx?
- Why do you think xxx behaves in this way towards alcohol? Why else?
  What about this other person? Why do they drink? Probe for anything that delivers
reasons for drinking – ‘drove to drink/emotional considerations/physical
considerations?
- What sort of person is this person? Probe for several within the tree, asking for
information and detail about each individual – NB . Moderator stay on the side of the
underdog. Challenge negative comments and facilitate self-revelation
- Who else is there on the picture that we haven’t discussed? Allow respondent to
choose someone they feel comfortable talking about. Note levels of alcohol
consumption. If not mentioned, discussed ‘ME’ as follows:
- So what about you? What would we put here about you? How much do you drink? Is
that on weekends or in the week? NB Moderator only follow up if not covered under
1) and keep this line of questioning light as we want to go into greater detail later
on...
• What do your children know about that? Is it open information in the family? Would everyone else put you on the tree with that information underneath your name? Is there anyone who doesn’t know about your drinking? Who knows most?
• What about your family? Who’s the biggest drinker in your family? Who’s the person who gets drink most often? Tell me more about that?
• What about your siblings? Your own parents? Your grandparents? Your cousins – or uncles and aunts? Your children?
• Who’s most negative about alcohol in your family? Anyone who forbids alcohol or who doesn’t like drinking? Anyone who worries about drinking? Anyone with a drink issue?
• Who stores the most alcohol at their house? Who goes out to drink?
• What about having to hide things from people? How does that have an effect? Who do you think would be the most stressed about their own drinking? The most ashamed?
• Lots of people have talked about being ashamed of their drinking – like it’s not allowed or something…why would you say people ashamed about their drinking in society? What’s the problem with drinking – it’s LEGAL, so why are people ashamed of it? NB. Moderator maintain middle ground – intent is to plant slow-burn question rather than set territory for further discussions
• If you could be anyone of the people on this family tree – other than the ME person – who would you be? What’s attractive about that person? What’s interesting about them? Who would be a good person here to take a lead on drinking/set the standard? Why?
• Who would you not want to be? Why?

4) I, Drinker: understanding self-perception of lifelong relationship with alcohol

Moderator: Show them the artwork and allow spontaneous responses and initial behavioural data

• What’s this artwork about? Who is in the picture? Who else could it be?
• What are they doing? Is it obvious they are looking in a mirror?

Moderator – if decoding not clear, then lead towards…

• Why are they in this art gallery about drinking? What are they thinking about as they look into the mirror?
• Why has the person drawn a mirror? What’s the significance of a mirror? Could it be about us looking in the mirror at ourselves?
• If you were looking into this mirror, what would you see about yourself? As a person? As a drinker?
• What would you know as you look into the mirror about your own relationship with alcohol – you don’t have to tell me if you don’t want to…?
• Would you say that you drink a lot more than your friends? Than other people your age? Than other people you know?
• What sort of drinker would you say that you are – and does that change?
• Looking at the numbers round the edge of the mirror
• What about all the se numbers – what are they related to?
• What about age of drinking? Age of starting drinking? When’s that? For you? For your parents? For your children?
• What about age of first getting really drunk – when’s that? And then what happens, going along the age-line? What about throwing up from too much booze?
• When do you start to get the hang of alcohol? How many years after you start drinking do you think you know what you are doing and how to handle it?
• What about along the time line – at twenty? At thirty? At forty? And so on
• When are people likely to be heaviest drinkers? When most in control? When least in control? Is that the same for women and men?
• How many years will you have been a drinker by the time you reach x?
• What sort of drinker will you be then? What drinks? How much? When? How?
• What effects will there be on your body by that time? Moderator – keep this line light as we will be dealing with consequences later. Any warning signs to watch out for?
• How are you making sure that you are this sort of drinker? What are you doing to choose how you drink?
• When do people really need to start drinking? What should they be doing right now to make sure they have a choice about their drinking? Anyone you know who won’t be in control of their drinking in twenty years time? What’s happening with them right now?

5) Wheel of Fortune: exploring regrets and negative consequences with greatest impact

Moderator indicate the set up of the game – spinning the bottle will reveal a consequence and we’ll talk about those consequences.

• Just before we do that, why do you think this art has been made like this? Why not just a picture? What could be the consequences that they would put in a picture? What other consequences do you think are in this game? Anything else? Probe fully.
• What do you think – before we play the game - will be the consequence you get to talk about? Just a guess – but see if you can predict it – just for fun! Moderator – push for all levels of spontaneous consequences

For each consequence covered, probe in depth
• Likelihood and prediction markers for this consequence
• Own or other experience of this
• Knowledge of it
• Source of knowledge
• How they would resolve this situation
• What they would say or do to make sure it didn’t happen again – to themselves? To their children?
• Who should be talking to them about these consequences? Who would they listen to? Who would their children listen to?

Anything else they would say in response to this – is it collateral damage or avoidable shame? Effective against binge drinking and under-age drinking – or part of the rich tapestry?
Moderator to allow spontaneous responses to emerge – then ask:

- What’s going on in this picture? What’s the feeling you get from this picture? Is it relaxed? Quiet? Calm? Aggressive? What else?
- Who’s in the picture? What’s it about? What else is there? What do you notice? On the table? Why have they included those things?

- The person who drew this called it ‘Waiting’…why do you think it’s about waiting? Who’s waiting? The bottle? You?

- What is the bottle waiting for? What might they be waiting to do to you? What do they want from you? What else? What else? *Probe fully for issues around money, health, short term fun versus long term gains*

- Tell me about waiting for alcohol – what’s that like? When do you have to wait till you can drink? What do you feel?

- What about people who are bigger drinkers – when do they have to wait for alcohol? What’s that like for them? What is their behaviour like?

- When can you get alcohol? When else? Where and how do you have to get round the wait for alcohol?

- Who’s in control in the waiting? The bottle is saying that if you come into this room, you will get – what? What’s in the room for the drinker? What else? What else?

- What if you don’t come into this room, what will happen? Will the bottle still be waiting for you – forever? Until the next time? When? What will make you go in? What does it promise you in order to get you in there?

- What is it about this room that might make you not go in?

- What about the key and the door – who’s locking the door to this room? Would the bottle ever come out into your room or your world?

- What about the clock – where are the hands? What happens when you are in that room? What happens to time? Have you ever lost track of time when you were in that room? Or wished time would change or go faster or slower? Have you ever wished you could turn back the clock on an experience – make it not happen?

- What about the candle and the other things on the table – what are they about? Why did the artist put these in here?

- What do you think the person who painted this picture wanted to talk about when they were painting it – is this something you had thought about? What effect does it have on you? What effect would it have on xxx moderator – if respondent has already mentioned someone their own age with a drinking issue, then talk about that person here)

- What about your child – would you encourage them to go into this room? Who would be the best person to take them into this room? Would you leave them in here on their own? What would you do instead? What would you do to make sure they are ok? Would you stay in here on your own – what would your parents have said about
leaving you in here on your own when you were younger? What is it about this room that might make you want to keep your children out?

• What difference would it make if that were a bottle of gin in the room – Gordon’s gin? Or wine? Or WKD? What do you know about those brands/products that makes this room ok?

7) 3 is the Magic Number: identifying parameters on volume, drinking patterns and safer consumption

• What’s in this picture? What’s this about? What does it have to do with drinking? *Moderator to find open-ended responses to this that can be used to explore spontaneous limits or safety rules awareness
• The artwork is deliberately vague – the artist is asking about three? What does counting have to do with drinking?
• What about limits? (If I were to tell you that the limit is 3 glasses of wine, three times a week. – for women. Or 3 beers per evening for men). What do you think about that? Is it likely? Is it real? Or did they make that up for the picture?
• What would you do if that was the real limit? How would you manage your evening? How would you drink? What would your three be?
• What would you do for the rest of the evening? Any strategies you’d make for spacing or would you drink all in one go?
• What effect would three have on you? Your mates? How would you count those three? What would you need to stick to that? Is it realistic?
• What about other rules about keeping alcohol safe? Are they easier? Things like always sticking together, getting a friend to mind your drink if you dance, not getting in a taxi on your own, telling someone where you are going if you’re leaving the venue, having safe sex (you, me and the condom?)…and so on. Are they more realistic – for you? For others?
• What would need to be in place in order to help you make THREE the rule? What about as you get drunker and drunker – what would push you beyond that limit or that rule? What else?
• What else?

Closing

TALK OUT: which pieces are most influential; i.e., which would be most persuasive in making them think about how underage drinking is/should be managed and who / what channels would be best for conveying these messages

EXIT & THANKS
Interactive Gallery – Stakeholder Discussion Guide

DISCUSSION GUIDE: Alcohol Depth GALLERY INTERVIEWS – STAKEHOLDERS

ALL gallery installations – PC and CYP – Note Order

1) **Alcoheroin: Re-sensitising CYP to the risks of Alcohol**
2) **Do as I do: Exploring value and awareness of role modelling PC to YPs**
3) **Family Tree: establishing drinking behaviours within family**
4) **I, Drinker: understanding self-perception of lifelong relationship with alcohol behaviours**
5) **Wheel of Fortune: exploring regrets and negative consequences with greatest impact**
6) **Booze-Meister: exploring issues of control, vulnerability and source of pro-alcohol messages**
7) **Booze Bus: Understanding intervention, likely response, social currency, other ideas**
8) **The Journey: Exploring the customer journey and looking for intervention points**
9) **3 is the Magic Number: identifying parameters on volume, drinking patterns and safer consumption**

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own ‘language’, efforts will be made to meet the communication needs of the individuals interviewed.

### Introduction

- **Moderator**
  - Moderator to introduce self, explain the process of market research to respondents and the format of the interview/discussion
- **Inform**
  Stakeholders will be introduced to artwork in the Galleries as:
  - ‘These are ideas that have been generated from work with young people and parents in workshops. We are taking both parents and CYP through the ‘artworks’ in depth interviews to explore their responses to the ideas – how it makes them feel and whether their response helps them reconsider their drinking habits in any way (given the goals of reducing underage drinking and harmful drinking).
  - **As experts with the YP audience (i.e. standing in their shoes), and as parents if relevant, we’d like to explore your responses to the ideas too, how you expect YP and Parents might respond and any thoughts or concerns you might have about the particular themes and ideas.’**
  - Explain that they will be taken around and asked some questions. Explain the need for recording and **reassure on confidentiality**.
1) Alcoheroin: Re-sensitising CYP to the risks of Alcohol

Leave space for spontaneous responses and mirror respondent’s initial comments back to them

- Alcohol and FRANK – what’s this piece about?
- What do you think about that? How do you think CYP will respond? Parents? 
  Moderator to stay on the side of the ‘underdog’ and challenge ‘non-drinking’
  messages throughout. Test for YP-relevant points of difference.
- FRANK is both well known and praised for its usefulness and non-judgemental tone. How is that of importance when we discuss alcohol? What are the dangers when we are thinking about drinking of YPs? Of adults?
- What about teaching young people to drink – how does that work? What about teaching them to manage alcohol? Is that a different thing? How would you go about that?
- Who gives advice about drinking? About handling alcohol? About the problems and dangers of drinking? About how to stop or manage your alcohol? Note and explore as required language/terminology around teaching and manageability
- What’s the issue with alcohol that’s different from drugs of other kinds?
- Why is alcohol acceptable? If we were talking about making heroin legal, what rules or information would you want to have for people to stop them getting addicted? What could we use from that to apply to alcohol? What’s the difference? What could bridge the gap?
- Do we need to bridge the gap for all drinkers? Or only the very youngest? Is there a difference in terms of young people’s bodies and the effects of alcohol in making an addiction if you start drinking early?
- Moderator ensure that adult understands and is focused on the problem of underage drinking – rather than alcohol prohibition per se
- What about being teetotal? Is that a possibility for young people? What about being cool?
- Going back to FRANK specifically: Could FRANK deal with alcohol issues for young people? Why/why not? What makes it right/not right?

2) Do as I do: Exploring value and awareness of role modelling PC to YPs

- Moderator to be very careful in terms of rapport building and blame allocation at this point. Allow spontaneous judgements and responses to surface and use these to springboard discussion
- What do you think is going on with this piece? Explore all spontaneous comments then follow up as appropriate:
- How do you think Parents will respond? CYP?
- What do you think about role modelling for young people – do you see yourself as a role model? Is that as a professional or a parent? What kind of role model are you most like? Does it differ depending on the subject matter?
• What about on the subject of alcohol and drinking? What’s your philosophy on role modelling? How should they be influenced?
• Where do you think most parents are coming from in relation to role modelling? Is there anything in this piece that is particularly important for/might strike a chord with parents?
• What about CYP? What could have value for them?

3) Family Tree: establishing drinking behaviours within family and building rapport

Leave space for spontaneous responses then explore

What do you think about that? How do you think CYP will respond? Parents?

Then ask
• Who made this picture?
  − Where were they?
  − What do you think they are drawing about?
  − What sort of information have they included? What else? Why have they done that?
  − Does this make sense? Could you imagine someone thinking about the subject like this?
• What surprises you?
• Is there anything that you think is particularly powerful for people thinking about underage drinking?
• Why that? Who in particular do you think would respond?
• What else might be needed to support messages/ideas like this?
• Who would be best placed to deliver them?

4) I, Drinker: understanding self-perception of lifelong relationship with alcohol behaviours

Moderator: Show them the artwork and allow spontaneous responses and initial behavioural data

• What’s this artwork about? Who is in the picture? Who else could it be?
• What are they doing? Is it obvious they are looking in a mirror?
• What do you think about that? How do you think CYP will respond? Parents?
• Moderator – if decoding not clear, then lead towards…
• It’s a person putting themselves into this art gallery about drinking - what are they thinking about as they look into the mirror?
• If Parents or CYP were looking into this mirror, what would they see? As a person? As a drinker? How would they reflect on what they saw? What would they feel? Only some people – who/why? If not, why not?
• Looking at the numbers round the edge of the mirror
• What about all the se numbers – what are they related to?
• If it’s about age, and lifetime of drinking – would it be helpful to consider drinking in this way?
• What should be built into what CYP know about a lifetime of drinking?
• Rules (which ones?), milestones (which ones?), damage (which ones?) What do you think would have most impact for them (i.e. would they connect to/notice)?
• What about parents? What could be helpful for them in thinking about discouraging underage drinking or managing it better?

5) **Wheel of Fortune: exploring regrets and negative consequences with greatest impact**

*Moderator indicate the set up of the game – spinning the bottle will reveal a consequence and we’ll talk about those consequences.*

What do you think about that? How do you think CYP will respond? Parents?

*For each consequence, explore*
- Experience of raising this type of consequence with young people and parents
  - CYP and/or parents responses
  - Other information they have used to embellish, support, qualify these consequences successfully
- Which consequences do they believe would/do have most impact with CYP and Parents and why

6) **Booze-Meister: exploring issues of control, vulnerability and source of pro-alcohol messages**

*Moderator to allow spontaneous responses to emerge – then ask:*

- What’s going on in this picture? What’s the feeling you get from this picture? Is it relaxed? Quiet? Calm? Aggressive? What else?
- Who’s in the picture? What’s it about? What else is there? What do you notice? On the table? Why’ve they included those things?
- The person who drew this called it ‘Waiting’…why do you think it’s about waiting? Who’s waiting? The bottle? The viewer?
- This artwork is exploring relationships with alcohol and perceptions of who/what is control? *Decode symbols as appropriate (key, door, clock, etc)*
- Does any of this strike any particular chords for you? Why?
- What do you think would be of most interest to CYP and parents around the issues of relationship and control? What would be new to them? What would be ‘old hat’?
- How do you think CYP will respond? Parents?
- What comments/info would you add to support anything here?
- Who would be a good spokesperson for this type of this/what would be a good channel for getting these messages to CYP/Parents? *(explore any differences)*

7) **Booze Bus: Understanding intervention, likely response, social currency, other ideas**

*Moderator explain the booze bus is driving along the road – handing out information, gadgets, services that would make alcohol consumption safer and better as an experience.*

- What’s most likely to work? Take a look at the artwork…*explain what is potentially being handed out at a principle level* … Why is this relevant?
• Probe for spontaneous understanding and responses to each of the elements of the piece
• They’ve got things inside the bus – like spare tights and leaflets. What else would be useful? What else? Probe fully for spontaneous interventions and ideas
• Ask for each below about who this would be relevant for, what effect it would have on CYP drinking evenings and future issues, and what effect it would have on young drinkers and binge drinkers staying more within the limits of safe drinking:
  − litmus paper to see how far over the limit you are
  − disposable breathalysers
  − unit measures – foldable plastic beakers
  − unit counters – collect a token or indelible hand stamp that shows how many you have had
  − STI kits for the morning after
  − mirrors so that you can see how bad you’ll look in ten/twenty/thirty years time
  − red cards if you get into fights or someone gets on your nerves and you want them to back off
  − vouchers for no or low alcohol drinks in clubs
  − balloons
  − stickers for HEROs who aren’t drinking but will get us all home safely
  − drink aware bracelets
  − fines for anyone in the street found over the limit
  − celebrity scare stories
  − confidential advice source
  − hand stamps, or even tattoos, for teetotal status

Specifically in relation to teetotal:
• What about being teetotal? Is that a possibility for young people?
• What about being cool? Would this/could this make a difference?

• The booze bus would give out information about drinking and safe drinking rules etc. Where should the booze bus go? Where else could you give out this kind of stuff? What about people signing up for things? Or schools? Hospitals? People’s work? With food? In other shops or supermarkets?
• What other channels or sources of information would be useful?

8) The Journey: Exploring the customer journey and looking for intervention points

Thinking about the CYP journey through from planning an evening, to buying alcohol, to drinking and through to the morning after…what else could be done at each of these stages or events to make a difference?

Ask where are the opportunities for alcohol education, consideration, limiting access, changing the flow of the evening, heeding warning signs, diverting resources, making better and safer choices? Probe to understand what it’s like to be a non-drinker in these situations – are there benefits to not drinking that can be exploited?

Consider:
• pre-event anticipation and preparation
• tactics used by Young People to buy alcohol
• tactics used to access older drinking venues
• drinking evening
• getting home/re-establishing family contact
• post-event recovery and analysis
• resumption of normal daily life

8) 3 is the Magic Number: identifying parameters on volume, drinking patterns and safer consumption

Explain that this artwork is about understanding how people respond to, and can potentially build on units information and management.

• The artwork is deliberately vague – the artist is asking about three? What does counting have to do with drinking?
• What about limits? (If I were to tell you that the limit is 3 glasses of wine, three times a week. – for women. Or 3 beers per evening for men). What do you think about that?
• How do you think CYP will respond? Parents?
• What do you think would help CYP and parents understand the units – the concept? their importance? Usability?
• What about other rules about keeping alcohol safe? Are they easier? What should be pushed/what would make most different to underage drinkers? To helping parents understand?

Closing

TALK OUT: which pieces are most influential; i.e., which would be most persuasive in making them think about how underage drinking is/should be managed and who / what channels would be best for conveying these messages

EXIT & THANKS
Notes for Moderator Team:
Throughout session – and during the artwork creation stage - the moderators will be roving amongst the Groups / Teams, asking questions and giving direction. Each moderator may ask the whole group as they work or may pick out one or two to ask individually. Ensure dialogue is respondent-centred - eg open questions and a non-judgmental attitude. Ensure any apparently superficial answers are probed to ladder back to deeper seated motivations/attitudes.
Moderator to cover as many of the sections below as possible, and to cover all over the course of the 2 x PC Conference Workshops. Note: while these sections are numbered this does not reflect the order in which they will be covered: lead shall be taken from discussion within the groups themselves.

During session understand the following issues:

8. Perceptions around alcohol for PC / for use by CYP
   ⇒ When you think about the subject of 'alcohol and drinking', what are all the images and thoughts that immediately spring to mind? What pictures run through your mind?
   o Probe for images, associations, thoughts, advice, rules, concerns

   ⇒ When you think about alcohol and young people in general, what thoughts immediately spring to mind?
   o Probe for images, associations, thoughts, advice, rules, concerns
   o Do you have in mind a picture of typical person? Describe them to me. What are they like? What age are they?

   ⇒ And what immediately springs to mind when you think about alcohol and your child(ren)?
   o Probe for images, associations, thoughts, advice, rules, concerns.

9. Chronology of CYP drinking:
   ⇒ What are young people’s usual first experiences with drinking and alcohol; when, where and why do people first have a drink?

   ⇒ What is the story for your son / daughter? Is their story similar to their friends do you think, or is it different in some ways?

   ⇒ IF APPROPRIATE: When your son / daughter has had a drink, where have the drinks come from? Did you provide the drinks, or did they or their friends buy the alcohol? How did this work?

10. Parent’s ability to talk to CYP about alcohol
   ⇒ Can you talk to your son or daughter about any subject – or are there some things that you or they prefer not to talk to them about?
   o What sort of things would it feel uncomfortable talking to them about? Who is uncomfortable – you or your son / daughter? Why is that?

   ⇒ Do you talk to your son / daughter about alcohol and drinking?
   o Do you go to talk to them, or do they tend to start discussions on the topic?
   o What do you talk about? Do you talk about your own thoughts and actions, their thoughts and actions, or about other people e.g. your friends, their friends, stories on TV/ in the news?

   ⇒ When you talk to them about drinking, what sorts of roles do you play (refer respondent to initial Task 3.)? How would you describe the way in which you talk to each other?

   ⇒ How open and honest are the conversations you have with them about alcohol?
- Are there any areas and issues that are not discussed, areas that are ‘out of bounds’?
  - Do either you or they keep some of the details about what you think and do to yourself, or do you both speak freely?
    ⇒ Why do you think discussion about the subject is open / not open?
    ⇒ In terms of talking to your son / daughter, what other subjects is this one like? What’s easier/even harder to talk about? Briefly explore why
  ⇒ How do you personally feel about talking to your son / daughter about drinking alcohol?
  ⇒ Probe to understand whether PC actually wants to have more of a dialogue with their son / daughter or not

### 11. Role of Parents in enabling / controlling drinking

⇒ Do you ever allow your son / daughter to drink alcohol?

**IF YES:**
- When are they allowed to drink?
- Where - inside or outside the house?
- Only when you are present, or when they are just with friends?
- Only when you are drinking, or do they drink on their own ever?
- How often are they allowed to drink?
- What do they drink? Why this sort of drink?
- How much do they drink?
- **Where does the alcohol come from? Who pays/buys (where does the money come from)?**
  - When did they first do this? What was the occasion?
  - How have things changed over time?
  - How do you think things will change in the next 1-2 years?
  ⇒ When drinking at home: are they free to get their own drinks / bring their own alcohol into the house? Do they ask for alcohol, or is it ‘wait to be offered’? Do they ask for particular drinks to be bought that they like? How do you react if they ask them for alcohol?

**IF NO:**
- Why do you not let them? What are your reasons?
- What do they think about this situation?
12. Deterrents to drinking
⇒ Show sheet listing risk factors and known ‘softer’ deterrents to drinking, and probe for which the PC feels would provoke most concern / most emotional reaction / would be most powerful in encouraging young people to not drink or moderate
⇒ Thinking about your son / daughter, which are you more bothered about? Why?
⇒ Any which are your son / daughter more bothered about? Why?
⇒ Do you think any might be important enough to your son / daughter so that they choose to not drink, or drink less? Which ones? Why?
⇒ Which of the things on this list do not represent a risk or are less important to young people? Why?

<table>
<thead>
<tr>
<th>Risks:</th>
<th>Other issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Injury from accidents</td>
<td>Getting home safely</td>
</tr>
<tr>
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<td>Needing to drive</td>
</tr>
<tr>
<td>Alcohol dependence / addiction</td>
<td>Having to go to school / college / work</td>
</tr>
<tr>
<td>Unprotected sex</td>
<td>Not having any money</td>
</tr>
<tr>
<td>Fighting, offending or anti-social behaviour</td>
<td>Wanting to stay in control</td>
</tr>
<tr>
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<td>Not wanting a hangover</td>
</tr>
<tr>
<td>Truancy and exclusion</td>
<td>Not wanting to be sick</td>
</tr>
<tr>
<td>Illegal drug use</td>
<td>Not wanting to miss out on other things</td>
</tr>
</tbody>
</table>

13. Knowledge and Perceptions of laws around alcohol use by CYP:
⇒ Can you tell me what the laws are around young people and alcohol? What are the laws about the age at which young people can buy and drink alcohol?
  o At what age is it legal to drink alcohol? Does this vary by location?
  o At what age is it legal for young people to buy alcohol? Does this vary by where or when they buy the alcohol?
  o What is the situation for shops?
  o And what is the situation for pubs, bars and clubs?
⇒ Do you think people – adults as well as young people - are clear about the laws around young people and alcohol?
  o Are any areas of the law unclear or misunderstood? Which exactly?
  o What sort of people might be unclear?
⇒ What about you personally – are you clear about laws on young people and alcohol?
  o How certain are you that you correctly understand the laws?
  o Probe for any aspects of law that are unclear
⇒ What do you think about the laws about young people and alcohol?
⇒ Do you think young people take notice of the laws?
  o Which ones do they take notice of, and which do they ignore?
  o Do you think the laws make young people any more or less likely to buy or drink alcohol when they are under 18?
  o What sort of person does take notice of the laws? And who doesn’t?
  - How easy or difficult is it for a young person under 18 to buy alcohol?
    o Where is it easy for them to buy from, and where is it more difficult?
    o Why is it easy / difficult in these places?
  - What effect do you think the ease or difficulty of buying alcohol has on whether and how Young People drink?
    o What is the impact? How does this work?
Stakeholder stimulus – discussion guide

DISCUSSION GUIDE: Alcohol
Mini-groups (1½ hours) with CYP Development and Protection Professionals (Youth and Social Workers, Teachers)

Core aim of interview: Gain stakeholder and expert overview of subject, set-up hypotheses for later research stages

Scope of interview: The interview is intended to cover stakeholder views on the following subjects:
- Development of CYP drinking, and what triggers movement through ‘stages’ of drinking behaviour
- Influencing factors on whether CYPs drink / what they drink
  - Factors encouraging early / delayed CYP drinking
- What makes for effective / ineffective communications with CYPs and PCs

N.B This guide indicates the areas to be explored in the discussion, the likely order in which topics will be covered and the kinds of questions and techniques which may be used.

Throughout interview, moderator to be aware of terms / language respondents use

1. Introduction  7 mins  (7)

- Moderator to explain research process and format of discussion

Inform
- Explain discussion is to understand their knowledge, perceptions and understanding of the attitudes and behaviour of young people aged 10-16 towards alcohol
  - And how this sits within a much broader context of young people’s lifestyles and motivations
- This initial stage of the study is to gain an overview of ideas and perspectives of those close to CYPs (and their parents) before we speak directly with young people and parents themselves
- Reiterate independence of Define in development process and the need for honesty to help with research. Explain the need for tape recording and reassure on confidentiality

Introduction
- Brief career history and description of current role, number of years working with children and young people
2. CYP aspirations and concerns

Aim: context - explore CYP motivations
8 mins (15)

- **What do you think are the preoccupations of the Children and Young People you deal with (aged 10-16) on a day to day basis?**
  - What else? What else? Which of these are most common?
- **What are CYPs openly expressing and what do you think they’re hiding?**
- Does what they are thinking about differ by socio-economic group, family situation, level of educational attainment, etc?
- What are they trying to achieve, or avoid, in the way they act and the choices they make?
  - What motivates this? What else drives their actions and decisions? What else?
  - If necessary, probe on fitting in with peers / gaining approval of parents and authority / academic or sporting success / boyfriends or girlfriends, etc
- To what extent are these motivations the same or different from a few years ago?

- **What do you hear CYPs talk about in relation to aspirations or goals?**
- **What are CYPs openly expressing and what do you think they’re hiding?**
- Are there any common aspirations or goals that young people have? What are these? Why are these aspirations held in particular? How have these come to be commonly held goals?
- Do aspirations and goals differ by socio-economic group, family situation, level of educational attainment, etc?

- **Who do you think the most frequently mentioned role models might be among young people? What qualities do these role models have that appeal to young people (apart from money)?**
  - Whose behaviour are young people trying to mirror? What behaviours are they trying to show?
  - What’s important to convey to others?
  - What’s important NOT to convey?
- What, if anything, surprises you about where people ‘are at’ these days in terms of their motivations and aspirations? Why/why not? How/why do you think it should/could be different? *Probe for specific factors/reasons*
- Thinking about motivations and aspirations, do children and young people fall into different categories in your view? On what basis/how do they differ?
  - Push for thinking on what separates different types of CYP – note any categories briefly for following up
- **What do you hear CYPs talk about in relation to worries and concerns?**
  - What else? Which are most common? Which are most powerful in influencing behaviour and choices?
- **What are CYPs openly expressing and what do you think they’re hiding?**
- Anything that you think that’s an issue that they find hard to articulate, can’t identify, couldn’t feel confident talking about, have no-one close to them to talk with?
- Do worries and concerns differ by socio-economic group, family situation, level of educational attainment, etc?
- What, if anything, surprises you about where people ‘are at’ these days in terms of their concerns and anxieties? Why/why not? How/why do you think it should/could be different? *Probe for specific factors/reasons*
- Thinking about anxieties and concerns, again, do children and young people fall into different categories in your view? On what basis/how do they differ? *Push for thinking on what separates different types of CYP – note any categories briefly for following up*
- Do you think children and young people see any **barriers or risks** that might stop them achieving their ambitions? What are these? Which do they talk about?
- Do perceived barriers or risks differ by socio-economic group, family situation, level of educational attainment, etc?
- In your opinion – what are the main barriers or risks that are facing young people that might prevent them achieving their potential?
  - Who does achieve their potential? Who doesn’t?
  - What are the influencing and protective parental and environmental factors?
    - **PROBE** for: music lyrics, violence on streets, poverty, sex, family breakdown, own parents behaviour / issues / problems, housing environment, immigration and changing face of UK culture, gangs and male role in society, female lack of rules and regulations etc
### 3. Macro picture: Perceptions of Alcohol use by CYPs

**Aim:** Understand overall experiences /understanding / perceptions of stakeholders re. CYP drinking behaviour

- Nationally, what do you believe is happening with regard to alcohol and drinking among 10-16 year olds?
- What’s the big picture of how things are and how they are changing?
- What do you see in your day to day role (or life generally) that tells you this?
- What have you heard/is known in your role/specific area of work?

- Is drinking becoming more common place, or less so?
- Is the picture the same or different for boys and girls?
- **What do you think is driving any change?**

- Is the age at which CYPs drink changing? In what way?
  - What are they doing differently at what age?
- Is the picture the same or different for boys and girls?
- **What do you think is driving any change?**

- Is the way in which CYPs drink changing? How?
  - Probe for change in frequency and volume consumed, type of drink, venue of drinking
- Is the picture the same or different for boys and girls?
- **What do you think is driving any change?**

- Are the reasons why CYPs drink changing? How?
- Is the picture the same or different for boys and girls?
- **What do you think is driving any change?**

**Presentation of evidence:**

**MODERATOR:** Only use stimulus if needed to provoke discussion

**Evidence 1: Prevalence of drinking**

Show chart A: Some studies have shown that the proportion of young people aged 11 to 15 who drink alcohol has remained generally stable since 1990. Other studies show that fewer young people are drinking now than in the past.

- Is this a surprise or does this match your experience and understanding?
- Do you believe this, or not? Why? What would you say is the future?

**Evidence 2: Units consumed by those who do drink**

Show chart B: The average number of units consumed by those aged 11 to 15 who drank alcohol in the last week has risen from 5.3 units in 1990 to 10.4 units in 2000 and has remained stable since.

- Is this a surprise or does this match your experience and understanding?
- What might be creating this change?

**Evidence 3: Young People’s Experience of Alcohol**

Show chart C: The majority (78%) of young people aged 11 have never had a drink. At age 13, about half (54%) of young people have tried alcohol, while nearly a third (29%) drink once a month or more. At age 15 almost 90% have tried alcohol and over a third (37%) drink at least once a week. About half of 16-17 year olds drink at least once a week.
- Is this a surprise or does this match your experience and understanding?
- Probe each figure independently to understand the component parts
- If you were to predict how it will be in ten years time, what would you say the figures
  will be – higher, lower, or stable? What will be the main driver of those changes?

What else have you heard or do you know regarding the big picture of how things
are and how they are changing with regard to alcohol and drinking among 10-16
year olds?

4. Development of Drinking among CYPs

<table>
<thead>
<tr>
<th>Aim: understand patterns of CYP drinking, what motivates behaviour and factors delaying / preventing drinking</th>
</tr>
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<tbody>
<tr>
<td>20 mins (45)</td>
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</table>

I would like to build up a picture of the ‘typical’ drinking experiences and behaviour of young people as they grow older, highlighting what the key milestones are, and when they typically happen.

IF NECESSARY: We understand there is likely to be variation in what individual young people do. For this exercise, please do not feel uncomfortable making generalisations – the exercise is only to help start discussion of the subject and we will come back to making sure we’re clear about differences.

Record on flip chart:
- What tends to be the first milestone?
- What happens next? What is the next milestone?
- Then what? Etc
For each stage probe:

**Behaviour:**
- At what age(s) does this happen? Where? Who with? What is the drink? How much? How often? Is it with the parent’s knowledge or approval? Where does alcohol come from?
- Are there differences between boys and girls behaviour?
- Is there a difference for someone who’s less well off/more well off / from ‘better background’
  - What/how does this show?
- Is there a difference depending on where they live – inner city vs suburban vs rural
- If relevant: what do they say/how do they talk about what’s happening/has happened?
- How does their view differ from other people’s/your perceptions, if at all?

**Motivations:**
- Why do they drink at this stage?
  - What are the perceived benefits of drinking to them?
  - What are they trying to achieve by drinking?
- Is there a difference for boys and girls?
  - What/how does this show?
- If relevant: what do they say/how do they talk about what they like/why they do it?
- How does their view differ from other people’s/your perceptions, if at all?

**Influences:**
- What are the key influencers at each stage?
- What factors trigger the young person to move onto this stage?
- What factors or attitudes would make it more likely that this stage happens earlier?
- What factors or attitudes would make it more likely that the young person drinks a greater volume, or more often than others?

**Protective factors / Markers of problem behaviour:**
- What factors or attitudes would make it more likely that a stage is delayed, or doesn’t happen at all?
- What factors help young people get out of the ‘typical’ pattern of behaviour?
- What are the key markers that would indicate to you that drinking alcohol was becoming a problem for a young person?
  - What factors are associated with alcohol abuse rather than use among young people?
  - Probe for drink alone vs drink with friends; Drinking setting (social / party) vs after school in park; bereavement; divorce; pregnancy or failure; exam pressure; shyness; status; depression; drugs and smoking; experimenting; taking risks; abuse; wrong crowd influence; boredom
- How would the CYP themselves know there is a problem?
  - What triggers them to recognise that there is a problem? Missing school? Getting in trouble with police? Stealing alcohol?
Do young people themselves recognise the risks of drinking? What is their greatest fear or image of what could happen to them if they carry on or their drinking becomes more extreme?

**Non-drinkers:**
- Create a portrait of young non-drinker, someone who has not yet tried drinking when their counterparts have done, or has tried it and does not drink now
- If you know young people who fit, what do they talk about/what stories do they tell? How are they perceived by others?
- Projective exercise: what is their background, what are their interests?
- Why are they different? What is happening to make them differ from others?

### 5. Influencers on CYP drinking behaviour

**Aim:** Understand how different factors influence CYP drinking, and comparative importance

20 mins (65)

**Mapping exercise:**

On these cards are different factors that may (or may not) have an influence on both:

- A. whether or not young people drink
- B. how young people drink – the location of drinking, and volume and type of drink

Add in any suggested by respondents through earlier course of discussion.

<table>
<thead>
<tr>
<th>Parents</th>
<th>Teachers / School</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other adult family members</td>
<td>GP or health professional</td>
<td>TV (what?)</td>
</tr>
<tr>
<td>Brothers / Sisters</td>
<td>Friends</td>
<td>Websites (which ones?)</td>
</tr>
<tr>
<td>Shops and products on sale</td>
<td>Girlfriends / Boyfriends</td>
<td>Celebrities/experts (who?)</td>
</tr>
<tr>
<td>Government or NHS adverts / posters / leaflets</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Explain axis and ask respondents to position factors (including any additional ones mentioned spontaneously) on the chart.

<table>
<thead>
<tr>
<th>Strong influence on how &amp; what drink</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weaker influence on whether drink</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Weaker influence on how &amp; what drink</strong></td>
</tr>
</tbody>
</table>

When all factors placed
- Anything missing? Anything else you would add (add as appropriate)

**Ask for each:**
- How does this factor work as an influencer?
- What sort of messages do young people take from this influencer?
Why does this factor have strong / weak influence on young people?

PROBE particularly on role of:
- Parents / family
- Government
- School and PSHE
- Shops and products on sale:
  - Some people believe the price, promotion and availability of alcohol has a role in young people drinking (either whether they drink, or, what and how much they drink) – but studies don’t always prove this, or sometimes disprove this. From your own professional experience what are your thoughts on the role of price, promotion and availability of alcohol?
  - Some supermarkets have been criticised for selling alcohol very cheaply e.g. 26p for a pint of cider. What are you views on this?

Potential Influencers in changing behaviour:
- How informed are young people about how to drink safely? Are they making an informed decision when deciding whether to drink, and how to drink?
- Where do young people get information from about drinking and safe drinking? How do they learn what to do and not do?

- Thinking specifically about encouraging young people to think about how to drink safely and / or not drink; which influencers do you think have strongest potential to achieve this?
  - Why do these have strongest potential?
- Discuss in more detail how they could be exploited to achieve the aim of making young people drink safely and / or not drink
  - Can lessons be learnt from other areas – say smoking, drug taking, anti-social behaviour or offending; what factors motivate young people to not do these things? What in particular? Could the same factors be used to make young people consider whether to drink? Or if relevant, why is drinking different?

- Which influencers do you think have the least potential to achieve this? Why?

- If you were in charge of a programme to encourage safe drinking among young people, which of the influencers would you most want to get on board to offer information, advice, guidance and help about alcohol and drinking to young people?
6. Communications

Aim: explore effective tone and content when communicating health and safety messages to young people

20 mins (85)

What makes a campaign effective for young people?

Thinking for a minute more widely than just alcohol and drinking . . .

- What materials or approaches do you use in your profession that are particularly effective at communicating specific messages to young people or their parents, or in changing behaviour? Ask for specific examples
- What is it about these materials or approaches that make them so effective?
- What about materials or approaches that don’t seem to work? What makes them ineffective? At what stage do they fail to work?
- Do you ever hear young people mention any particular campaigns, information or messages? Which ones? Why do you think that is the case?

- What Government communications specifically about alcohol and drinking can you recall?
- Can you describe them?
- How successful would you say they have been in changing behaviour?
  - What was it that makes them effective / ineffective?
- Are there any communications / campaigns from non-government related groups / organisations that you can recall?
  - What was it that makes them effective / ineffective?

Effective Content:

- Which messages might do most to make young people consider whether or how much they drink?
  - Would positive messages (making reference to their hopes and aspirations) or negative messages (referring to risk and fears) be most effective? Why?
- What barriers do you think there are that might stop these messages getting through to young people?

- From your professional experience, is it effective in changing behaviour to highlight risk factors in communications?
- Do young people perceive any risk around alcohol?
  - What risks are these?
  - Does this impact on their behaviour? In what ways?
- What risk factors related to alcohol might do most to make young people take notice?
- Which might resonate most strongly with them, which might they see as most self-relevant?

- Here are some specific risk factors associated with alcohol; are these the sort of factors that if communicated might have cut-through, or are some persuasive factors not listed?

<table>
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<td>Truancy and exclusion</td>
</tr>
<tr>
<td>Risk of having unprotected sex</td>
<td>Greater likelihood of illegal drug use</td>
</tr>
</tbody>
</table>
- Are there any other factors or consequences of drinking alcohol which you think might have cut-through with young people
  - Probe around 'softer' consequences e.g. potentially feeling really bad the next day, missing out on doing other things, etc

Examples:
Show stimulus (posters from Know your Limits and Herts Police). For each, establish what makes it effective / ineffective in changing behaviour among young people. Probe on:
  - tonality / look and feel
  - message / content
  - likely perceived self-relevance by young people

NB stimulus is only shown to aid discussion about what increases impact with CYPs / what decreases effectiveness. Do not focus on micro-detail of execution; critique of executions should go only so far as it helps articulate what does / does not have impact with young people

7. Wrap-Up

Imagine you were advising, someone who has been specifically tasked to understand and account for young people and alcohol and drinking:
- What would you say the most common misperceptions are about drinking and young people?
- What might they underestimate when trying to understand why young people drink, and what influences them?
- Anything else you think might be critical to bear in mind or would be useful to know, why? Any body or organisation that would be critical to get on board, why?
Appendix 3  Gallery Artworks

Underneath each ‘artwork’ is the rationale for its development and the broad scope of questioning against the piece.

1. Alcoheroin

Parents are both alarmed to imagine their children taking almost any illegal drugs, and acknowledge they need guidance to understand the territory and how to handle the subject.

In this context, FRANK is both well known and praised for its usefulness and non-judgemental tone.

The same attitudes are not true about alcohol – many PCs were active in their support and facilitation of YPs drinking.

In a culture where alcohol is part of the fabric of daily life, is there scope for re-sensitising parents to alcohol as a dangerous drug about which they need guidance and support?
2. Do as I do

Stakeholder depths placed clear responsibility on the shoulders of Parents and Carers in allowing their CYPs to drink – citing lack of parental control, interest and awareness of CYP activities as a key enabler of problematic drinking.

Many PCs themselves tend to believe CYPs need to make their own decisions and learn through experience. Many deny they should influence their YP.
Where considered, PC role modelling is acknowledged within the family, but NOT externally and not for youngsters who are not their own offspring.

Adult drinking behaviour in public reportedly has a strong – unrecognised – influence on the youth cohort as a whole. Of which their YP is a part.

To what extent can PCs recognise and accept their role modelling responsibility and consider their citizen impact on others?

Can PCs feel that imposing controls on their own behaviour and modelling for CYPs is legitimate? Do they accept and appreciate that they have a part to play in the CYP’s long term interests?

3. Booze Bus

Addressing the question of intervention directly, the booze bus is driving along the road – handing out information, gadgets, services that would make alcohol consumption safer.

What’s most likely to work? They’ve got things inside the bus – like spare tights, leaflets, litmus paper to see how far over the limit you are, disposable breathalysers, STI kits,
mirrors so that you can see how bad you’ll look in thirty years time, red cards if you get into fights or someone gets on your nerves and you want them to back off, vouchers for no or low alcohol drinks in clubs, balloons, stickers for HEROs who aren’t drinking but will get us all home safely, drink aware bracelets etc etc.

What would you be interested in? What would seriously annoy you or hit the sanctimonious note?

The booze bus aims to prompt for likely response and for principles that work in comms and interventions? How does the tone of messaging need to be set in order to be considered and reminded to others when in booze venue?

The role of current advertising and the best place for effective comms will be probed. What’s the role of advertising? Where do they get information from? Do they listen to adverts? Is this a way to get to them?
4. Wheel of Fortune

Exploring hierarchy of negative consequences, respondents spin bottle and consider outcomes.

Four quadrants of the board are labelled according to the type of consequence alcohol drinking delivers. These are Actuals, Potentials, Long-Terms and Social Consequences. Not all will be explored in each interview.

For each number, respondents will be talked through a short script from someone describing the consequence they’ve faced and a potential attitude or resolution they have made towards preventing that consequence happening again. Scripts tbc

Topics for consequence come from conference artworks:

1) Vomiting/hangover
2) Getting fat
3) Wasting money
4) Getting pregnant, getting a STI
5) Getting mugged or raped
6) Being injured or being attacked
7) Mental health problems and early onset dementia
8) Shortened life-span
9) Loss of physical attractiveness
10) Saying something hurtful or secret/non-versations
11) Getting in trouble with parents and the law
12) Embarrassing yourself in front of friends/ruining night
5. Booze Meister

The artwork addresses a latent and unasked question of the direction of control between alcohol and drinker, as well as a latent awareness of alcohol as drug (unmanageable).

This is particularly pertinent in relation to the harder to reach drinkers who perceive themselves to be demonstrating maturity and wisdom in drinking to excess. They are showing they are strong enough to handle alcohol. Alcohol is a reliable partner to a good night out.

The artwork seeks to call this into question – is there an agenda behind the ever present beer/wine bottle that is less benevolent.

Key items in the art encourage reflection on the passage of time when drunk, the waste of resources, the less-than-free bond that is made.

The bottle character will appear to be waiting for the drinker – but not clearly passive and ready to be bid.
What are the promises and threats that are communicated? Is this really a safe and neutral environment – how do you know?

6. **Family Tree**

This artwork addresses the myth that alcohol negatives are dependent on problem personality.

Those who are poor *alcohol managers are shunned* because their damaged state is seen to be a cause – rather than an effect – of their alcohol addiction.

Within conference, many of the generational patterns and definitions of drinking ‘heavily’ or ‘out of control’ were hidden until norms around the table were established and strong, meaningful rapport had been built up with the moderator. Speeding up this framework is essential to allow deep and honest exploration of the issues.

It is particularly important to have both male and female ‘alcohol failures’ in the tree – and to draw from the four parental standpoints as well, to begin the debate on how culture and family initiate, express and influence YP alcohol behaviours.
7. **I, drinker**

This artwork was to help understand how the benchmark for successful alcohol management can be recalibrated, through:

- Establishing strategies and potential attitudinal standpoints from which a coherent and acceptable argument can be built.
- Understanding where are the legitimate alcohol journeys and what are the acceptable ‘real booze rules’?
- Exploring a range of levels of drinking behaviour and the respondents' awareness and response to biological impact of some of these drinking types.

Respondents were asked to consider:

- self-perception as a drinker in relation to current and future developing relationship with alcohol, brands and self.
– aspirations around the kind of drinker they would like to be – at what stage in your life and what strategies you have for getting there.
– what advice for alcohol they would give those younger than themselves? What are the key stages? When do you really need to start and when might you stop? Is this necessarily lifelong?

8. 3 is the Magic Number

This artwork was intended to consider issues raised around informing and clarifying the term ‘limits’ and exploring ways of personalising that information.

The earlier stages of the research indicated that while there is high awareness of ‘units’ and the ‘Know Your Limits’ endline, there is very little consensus of how – and why - to apply this concept when drinking.

‘Know Your Limits’ is often defined by harder drinkers as ‘just about to throw up’ but by others as 2-3 drinks. It is often a phrase that is set in retrospect – i.e. after negative consequences demonstrate limits have been breached.

This artwork stimulated discussion of the (perhaps unspoken) ‘rules’ that can be used to ensure safer drinking. What limits need to be set?
The artwork is deliberately vague – what does counting have to do with drinking? The moderator will consider gender and limits (3 glasses of wine, three times a week. 3 beers per evening for men). Also unspoken limits - always sticking together, getting a friend to mind your drink if you dance, not getting in a taxi on your own, telling someone where you are going if you're leaving the venue, having safe sex…and so on.

The moderator explored mechanics and communications needs around the difficulty of keeping track and counting (whilst becoming gradually more and more drunk). What are your limits and how can you know them?

9. The Journey

The conference creative delivered many respondent drinking journeys which included different stages:

- pre-event anticipation and preparation (including fake ID)
- tactics used by Young People to buy alcohol
- tactics used to access older drinking venues
- drinking evening
- getting home/re-establishing family contact
- post-event recovery and analysis
- resumption of normal daily life
This artwork thus explored the customer journey and looks for salient intervention points outside of the point of drinking: where are the opportunities for alcohol education, consideration, limiting access, changing the flow of the evening, heeding warning signs, diverting resources, making better and safer choices?

* * * * *
Appendix 4 Recruitment Tools

This appendix includes recruitment tools and letters as follows:

1. In-Home Interviews
   ⇒ Consent Letter for CYPs
   ⇒ Recruitment Screener

2. Accompanied shops
   ⇒ Recruitment Questionnaire for PC and CYP

3. Participant Youth Researcher
   ⇒ Participant Youth Researcher – Research Guide
   ⇒ Participant Youth Researcher – Consent Letter for CYPs
   ⇒ Participant Youth Researcher – Explanation Letter for CYPs
   ⇒ Participant Youth Researcher – Adult Moderator Guidelines

4. Conference
   ⇒ Consent Letter for CYPs
   ⇒ Recruitment Questionnaire for PCs and CYPs

5. Interactive Gallery
   ⇒ Consent Letter for CYPs
   ⇒ Recruitment Questionnaire for CYPs and PCs

6. Stakeholder Participation
   ⇒ Introductory Letter for Intermediaries
   ⇒ Introductory Letter for Experts
   ⇒ Recruitment Screener for Depths
   ⇒ Recruitment Screener for Mini-Groups
   ⇒ Confirmation Letter for Interviews
   ⇒ Interactive Gallery Screener
1. In Home Interviews

In Home Interviews – Consent Letter for CYPs

February / March 2008

Dear Guardian,

Young People and Alcohol

We are a research company called Define. We are based in London but we interview people all round the country on lots of different subjects.

We have been asked by the Central Office of Information (COI), a government department, to find out what young people aged between 10 and 18 years old think about alcohol.

As well as understanding how young people feel about alcohol generally, the government also wants to understand the reasons why young people choose to drink alcohol and the reasons why they choose to not drink. The aim is to understand these issues within the wider context of young peoples’ lifestyles and attitudes.

This research is part of the Government’s Alcohol Harm Reduction Strategy, which aims to help young people and their parents understand the risks of drinking, and how to drink safely if they do choose to drink.

We really do need lots of opinions from lots of young people. We want to speak to both those who do (or have) drunk alcohol, as well as those who do not. It is important to understand a broad range of opinions.

To speak to anyone under the age of 16 we need the written consent of someone who has legal responsibility for them.

**We would like your permission for your young person to give their opinions in an interview. As a ‘thank you’ for taking part in the interview, each young person will receive £____ in phone credit, or, as a voucher for a high street store.**

If you give your permission, your young person will be invited to take part in a one-on-one interview at their home. The discussion would last about 1½ hours and the interview would be arranged for a convenient day and time.

**We would like yourself (or another responsible adult) to be in the house while the interview is happening. The interview with your young person would need to be conducted in private however, so they feel completely able to talk freely, openly, and in confidence.**
Personal details and the identity of any young person who takes part will remain confidential. We are not allowed to give out names or details to anyone outside our own research team (Define). By law, all personal details have to be removed from our records on completion of the project.

Define is an independent market research company. All of our project team have enhanced clearance by the Criminal Records Bureau (the CRB) to work with young people in a research capacity. We are members of the Market Research Society (for further details please visit www.mrs.org.uk).

If you have any questions about the research process, you can call or Joceline Jones on 020 8346 7171. We are running the project and will be happy to answer any questions. If you would prefer to speak directly to the project manager at COI who commissioned the research, please let us know and we can pass on contact details to you.

Yours sincerely,

Associate Director

I _________________________ (print name of Guardian) agree to the following person to be interviewed by Define Research on the Young People and Alcohol project, and to take part in a one-on-one interview in their home.

Interviewee name: _____________________________________________

Signed: _______________________ (signature of Guardian)

Date: ________________________
In Home Interviews – Recruitment Screener

Job number 1630

COI RECRUITMENT QUESTIONNAIRE v4:
In Home Interviews - stage 2

CONTACT DETAILS

Interviewer: __________________________________________________________________________________

Respondent __________________________________________________________________________________

Address: ______________________________________________________________________________________

__________________________________________________________________________________________ Post Code: ________________________________

Tel. ___________________________ (Hm) ___________________________ (Wk) ___________________________ (Mobile)

Please note method of recruitment: (tel/f2f/snowballing/list) ………………………………………..

EXERCISE RECRUITED FOR:

☐ In-home interview with CYP

☐ In-home interview with PC

INTERVIEW APPOINTMENT DETAILS:

Date: __________________________

Time: __________________________

Meeting Location: __________________________________________________________________________

INTERVIEWER DECLARATION

I declare that this interview has been conducted strictly in accordance with your specifications within the Market Research Society Code of Conduct and with a person totally unknown to me.

Interviewer Name (PRINT): __________________________ Date: ____________

Respondent Signature: __________________________ Date: ____________
Good morning/afternoon/evening. My name is (…) from Define Research and Insight. We are an independent research company. We are looking for [young people aged between 10-18 years old] [Parents and Carers of young people aged 10-16 years old] to take part in an informal research discussion about attitudes to food, drink and alcohol.

I need to ask you a few simple questions first to see if you are right for our study – this will only take a few minutes. Please do answer all the questions honestly, we don’t mind what your responses are as long as you say what you feel. This questionnaire is totally confidential and details of who you are won’t be passed on to anyone else.

If you are right for our study we would like to interview you at your home, at a time that suits you. The interview would take around 1½ hours and would be about you, your interests and family life - as well as food, drink and alcohol. The session will be confidential, although an audio recording of the session will be made to help with the reporting of the study findings.

As a thank you for taking part in the interview, we will give you [FOR CYPS: a voucher for a selection of high street shops or phone credit worth yrs 6-9: £20 / yrs 10-11: £25 / yrs 12-13: £30] [FOR PCs: £35 cash] as a thank you for taking part.

In the days before the interview we would like you to fill in a short diary that we will give you. This is just to get you thinking about some of the subjects that will be discussed during the interview. If you complete this exercise, we will give an extra £5.

Ensure that the respondent understands that any answers they give will not be passed on [to their parent(s)/carer] and anything they say in the discussion will not be used with their name attached. Their name will also not be passed on to anyone other than the researchers working on the project.
**ASK ALL**

**QA. GENDER**

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**QC. What is your Religion, even if you are not currently practising?**

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**QD. SEG: OCCUPATION/WORKING STATUS OF H.O.H**

(circle as appropriate)

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### CHILDREN & YOUNG PERSON SECTION

**Y1.** Which of the following best describes you . . .

**INTERVIEWER: READ OUT AND SINGLE CODE**

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<tr>
<td>I currently work full time</td>
<td>2</td>
</tr>
<tr>
<td>I currently work part time and am in training / go to college too</td>
<td>3</td>
</tr>
<tr>
<td>I don't go to school / college and I'm not working or training at the moment</td>
<td>4</td>
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</table>

**ENSURE A SPREAD**

**ASK IF CODE 1 AT Y1**

**Y2.** Which school year are you currently in?

**ASK IF CODE 2 AT Y1**

**Y3.** If you were still at school or college, which year would you be in?

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<th>Code</th>
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**Y4.** And how old are you?

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<tr>
<td>Over 18</td>
<td>11</td>
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CHILDREN & YOUNG PERSON SECTION

Y5. Have you ever been excluded from school, either on a temporary basis, or permanently?

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<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes – currently excluded</td>
<td>2</td>
<td>‘EXCLUDED’</td>
<td>A</td>
</tr>
<tr>
<td>Yes – have been excluded in past (not now)</td>
<td>3</td>
<td>‘EXCLUDED’</td>
<td>MIX</td>
</tr>
</tbody>
</table>

Y6. This is a confidential question that we need to ask so that we make sure we have all types of young people involved. Please be honest - do you ever skip school classes so you can do something else like spend time with friends or stay at home? That is, do you ever miss school for reasons other than being ill or taking holidays with your family?

Roughly how often do you skip school so you can do something else like spend time with friends or stay at home?

INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>‘NOT TRUANT’</th>
<th>ENSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I never skip school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I skip school once or twice a year</td>
<td>2</td>
<td>‘TRUANT’</td>
<td>A</td>
</tr>
<tr>
<td>I skip school once or twice a month</td>
<td>3</td>
<td>‘TRUANT’</td>
<td>MIX</td>
</tr>
<tr>
<td>I skip school once a week or more</td>
<td>4</td>
<td>‘TRUANT’</td>
<td></td>
</tr>
</tbody>
</table>

Y7. SHOWCARD. To what extent do you agree or disagree with each of the following statements?

INTERVIEWER: ROTATE START POINT. TICK START POINT.
READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A I enjoy reading more than most people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B Wearing the latest styles and fashions is important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C One of the subjects I am best at is maths or science</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D I would be happy to spend all day on my own playing games on PlayStation or Xbox</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E Playing sport is one of the things I enjoy most of all</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F I love contacting people on sites like Facebook, MySpace, and Bebo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>G I much prefer to spend free time with friends – and not with my family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>H I am best at creative subjects like music or art</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I Doing well at school work is very important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>J I feel happiest when I am with my family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>K I like to be with other people for as much of my free time as possible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>L I prefer to be an individual rather than following what’s trendy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>M My parents always know where I am and who I am with</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF ATTITUDES
Y8. SHOWCARD. Which one of these is your favourite kind of music?

INTERVIEWER: SHOWCARD

<table>
<thead>
<tr>
<th>single code</th>
<th>A. Pop / Charts 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. R'n'B 2</td>
</tr>
<tr>
<td></td>
<td>C. Rock, Metal or Grunge 3</td>
</tr>
<tr>
<td></td>
<td>D. Hip Hop 4</td>
</tr>
<tr>
<td></td>
<td>E. Indie / Guitar music 5</td>
</tr>
<tr>
<td></td>
<td>F. UK Grime 6</td>
</tr>
<tr>
<td></td>
<td>G. Dance / Club music 7</td>
</tr>
<tr>
<td></td>
<td>Other style (please say) 8 (write in: )</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF PREFERENCES

Y9. I am going to read out some statements and for each one I would like to know whether or not it applies to you.

Firstly . . .

INTERVIEWER: ROTATE START POINT. TICK START POINT.

READ OUT EACH IN TURN AND CODE EACH

Tick start point

<table>
<thead>
<tr>
<th>APPLYES</th>
<th>DOES NOT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ i. I quite enjoy meeting new people, you can have a laugh</td>
<td>A</td>
</tr>
<tr>
<td>✗ ii. I am a private person and prefer to keep my thoughts and feelings to myself</td>
<td>B</td>
</tr>
<tr>
<td>✗ iii. I would be ok discussing personal topics with someone I don’t know</td>
<td>A</td>
</tr>
<tr>
<td>✗ iv. It takes me quite a long time to decide what I think of new people, so I keep quiet for quite a long time</td>
<td>B</td>
</tr>
<tr>
<td>✗ v. I know my opinions and like to speak my mind</td>
<td>A</td>
</tr>
</tbody>
</table>

ALL RESPONDENTS MUST CODE AT LEAST TWO ‘A’S

Now some questions about your household . . .

Y10. Would you describe the place where you currently live as . . .

INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE

| In the middle of a city or town | 1 | ‘URBAN’ |
| In a suburb, or housing area towards the edge of a town or city | 2 | ‘SUBURBAN’ |
| On the edge of the countryside | 3 | ‘RURAL’ |
| In the middle of the countryside | 4 | ‘RURAL’ |
Y11. Thinking about people living in your house who are your parents, or act as your guardian, which of the following best describes your situation?

**INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>One parent / guardian lives in my household</td>
<td>1</td>
</tr>
<tr>
<td>Two parents / guardians live in my household</td>
<td>2</td>
</tr>
</tbody>
</table>

ENSURE MIX OF SINGLE / TWO PARENT H/HOLDS

Y12. In total, how many people aged 18 or under usually live in your household, including yourself?

<table>
<thead>
<tr>
<th>Number of People</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>One only</td>
<td>1</td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
</tr>
<tr>
<td>Three</td>
<td>3</td>
</tr>
<tr>
<td>Four</td>
<td>4</td>
</tr>
<tr>
<td>Five or more</td>
<td>5</td>
</tr>
</tbody>
</table>

Y12b. And in total, how many people of all ages usually live in your household, including yourself?

<table>
<thead>
<tr>
<th>Number of People</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two (respondent and 1 Parent / Carer)</td>
<td>1</td>
</tr>
<tr>
<td>Three</td>
<td>2</td>
</tr>
<tr>
<td>Four</td>
<td>3</td>
</tr>
<tr>
<td>Five</td>
<td>4</td>
</tr>
<tr>
<td>Six or more</td>
<td>5</td>
</tr>
</tbody>
</table>

CHECK QUOTAS

ASK ALL CYPs WHO CODE 2-5 AT Y12.

Y13. Thinking about all the young people in your household in terms of age, are you the eldest, in the middle, or the youngest?

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent is Eldest</td>
<td>1</td>
</tr>
<tr>
<td>Respondent is Middle</td>
<td>2</td>
</tr>
<tr>
<td>Respondent is Youngest</td>
<td>3</td>
</tr>
</tbody>
</table>
CHILDREN & YOUNG PERSON SECTION

Now some questions about alcohol and drinking – as I said before this is all confidential so please be honest . . .

**Y14.** Have you ever drunk alcohol – like beer, wine, cider, vodka, Bacardi Breezers - for example?

<table>
<thead>
<tr>
<th>Yes – have drunk alcohol</th>
<th>1</th>
<th>ASK Y16</th>
</tr>
</thead>
<tbody>
<tr>
<td>No - never drunk alcohol</td>
<td>2</td>
<td>ASK Y15</td>
</tr>
</tbody>
</table>

**ASK IF CODE 2 AT Y14.**

**Y15.** Which of the following statements best fit with you?

**INTERVIEWER:** READ OUT AND SINGLE CODE STATEMENT BEST FITTING WITH RESPONDENT

| I don’t want to try alcohol at the moment – maybe when I am a bit older | 1 | ‘NON DRINKER’ – SKIP TO END (QE) |
| I’m keen to try alcohol soon | 2 | ‘CONSIDERER’ – SKIP TO END (QE) |
| I don’t ever want to try alcohol | 3 | ‘NON DRINKER’ – SKIP TO END (QE) |

**INTERVIEWER:** CHECK QUOTAS ON DRINKING BEHAVIOUR

**ASK IF CODE 1 AT Y14.**

**Y16.** And how often do you drink alcoholic drinks?

**INTERVIEWER:** ASSURE RESPONDENT OF CONFIDENTIALITY IF REQUIRED

| I do not drink now / have not drunk alcohol in the last 4 months | 1 | ‘HAVE TRIED’ |
| Drink a few times a year | 2 | ‘LIGHT’ |
| Drink at least once a month | 3 | ‘MODERATE’ |
| Drink once a fortnight | 4 | ‘HEAVY’ |
| Drink at least once a week | 5 | ‘HEAVY’ |
| Don’t know / won’t say | 6 | CLOSE |

**INTERVIEWER:** CHECK QUOTAS ON DRINKING BEHAVIOUR

**Y17.** PEN PORTRAITS (USE SHOW CARDS).

**INTERVIEWER:** Show card and read out statement; ask which one they feel nearest to personally.

**CODE OPTION RES. FEELS CLOSEST TO (single code)**

A. When I go out with friends on the weekend we usually have a few drinks just to socialise | 1 |
B. I generally only drink on special occasions with my family such as parties or Christmas | 2 |
C. I hardly ever drink – I’m not allowed / I don’t like it | 3 |
D. I’ve given up drinking – because it was getting to be a problem for me to NOT drink | 4 |
E. I drink quite a lot and often get drunk - at least twice every week (maybe three beers or more in one go) | 5 |
F. I drink at least once a week in secret and if I have any spare money I usually spend it on alcohol | 6 |
PARENTS & CARERS SECTION

Firstly, a few questions about yourself . . .

P1. How old are you?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>1</td>
<td>CLOSE</td>
</tr>
<tr>
<td>26-30</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>31-35</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>36-40</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>41-45</td>
<td>5</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>46-50</td>
<td>6</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>51-55</td>
<td>7</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>56 or over</td>
<td>8</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

P2. Do you work? What is your occupation?

__________________________ (OCCUPATION)

P3. In which business or field of industry do you work?

__________________________ (FIELD/BUSINESS OF ACTIVITY)

CHECK P2 & P3 AGAINST THIS LIST; CLOSE IF LINKED TO ANY OF OCCUPATIONS

<table>
<thead>
<tr>
<th>Sector</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching / Education</td>
<td>1</td>
</tr>
<tr>
<td>Social or Youth work</td>
<td>2</td>
</tr>
<tr>
<td>Alcohol related charities / organizations</td>
<td>4</td>
</tr>
<tr>
<td>Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>Work for Department of Children, Schools and Families (DCSF)</td>
<td>4</td>
</tr>
<tr>
<td>Press/broadcasting/TV/journalism</td>
<td>5</td>
</tr>
<tr>
<td>Market research</td>
<td>6</td>
</tr>
</tbody>
</table>

P4. What is the highest level of education you have completed?

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal qualifications</td>
<td>1</td>
</tr>
<tr>
<td>CSE/ SCE General Grades</td>
<td>2</td>
</tr>
<tr>
<td>GCSE/ &quot;O&quot; Levels</td>
<td>3</td>
</tr>
<tr>
<td>GNVQ (foundation or intermediate)/ BTEC First Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Advanced GNVQ/ BTEC National Diploma</td>
<td>5</td>
</tr>
<tr>
<td>&quot;A&quot; Levels/ Technical School/ Highers</td>
<td>6</td>
</tr>
<tr>
<td>HND/ NVQ</td>
<td>7</td>
</tr>
<tr>
<td>University/ Polytechnic Degree</td>
<td>8</td>
</tr>
<tr>
<td>Postgraduate Course</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Don’t know/ not sure</td>
<td>11</td>
</tr>
<tr>
<td>Refused</td>
<td>12</td>
</tr>
</tbody>
</table>
PARENTS & CARERS SECTION

P5. I am going to read out some statements and for each one I would like to know whether or not it applies to you.
Firstly . . .
INTERVIEWER: ROTATE START POINT. TICK START POINT.
READ OUT EACH IN TURN AND CODE EACH

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>Applies</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. I quite enjoy meeting new people, you can have a laugh</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>ii. I am a private person and prefer to keep my thoughts and feelings to myself</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>iii. I would be ok discussing personal topics with someone I don’t know</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>iv. It takes me quite a long time to decide what I think of new people, so I keep quiet for quite a long time</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>v. I know my opinions and like to speak my mind</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

ALL RESPONDENTS MUST CODE AT LEAST TWO ‘A’S

Now, a few questions about your household . . .

P6. Would you describe the place where you currently live as . . .
INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE

| In the middle of a city or town | 1 | ‘URBAN’ |
| In a suburb, or housing area towards the edge of a town or city | 2 | ‘SUBURBAN’ |
| On the edge of the countryside | 3 | ‘RURAL’ |
| In the middle of the countryside | 4 | ‘RURAL’ |

P7a. Are you the parent of, or do you act as guardian for, any children?

| No | 1 | CLOSE |
| Yes | 2 | CONTINUE |

P7b. How many children are you the parent of, or act as guardian for?

| 1 child | 1 | CONTINUE |
| 2 children | 2 | CONTINUE |
| 3 children | 3 | CONTINUE |
| 4 children | 4 | CONTINUE |
| 5 or more | 5 | CONTINUE |
PARENTS & CARERS SECTION

P8. Which school years are each of these children in?
   IF AGED 16-18 BUT NO LONGER AT SCHOOL / EXCLUDED: which school year would the ….child be in?

<table>
<thead>
<tr>
<th></th>
<th>FIRST CHILD</th>
<th>SECOND CHILD</th>
<th>THIRD CHILD</th>
<th>FOURTH CHILD</th>
<th>FIFTH CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-YEAR 6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Year 8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Year 9</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Year 10</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Year 11</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Year 12</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Year 13</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>POST YEAR 13 / LEFT SCHOOL</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Don’t know 11 11 11 11 11

- AT LEAST 1 CHILD TO BE IN SCHOOL YRS 6-13
- IF NO CHILD IN SCHOOL YRS 6-13, CLOSE
- IF RESPONDENT ‘DOESN’T KNOW’, CONFIRM WITH OTHER PARENT OR CYP / CALL BACK TO CONFIRM
- CHECK QUOTAS

- IF MORE THAN ONE CHILD IN YEARS 6-13, RESPONDENT MUST THINK ABOUT JUST ONE OF THESE CHILDREN WHEN ANSWERING REST OF QUESTIONNAIRE
- REFER TO QUOTAS WHEN SELECTING WHICH CHILD TO FOCUS ON
PARENTS & CARERS SECTION

IF ONE CHILD IN YEARS 6-13:
The next questions are just about your child who is in school years 6-13

IF MORE THAN ONE CHILD IN YEARS 6-13:
The next questions are just about [NAME OF CHILD] who is in school years 6-13

P9. Thinking just about your child who is in school years 6-13; can I just check whether he / she usually lives in the same household as you?

| Yes – he / she lives mostly with me | 1 | CONTINUE |
| No – he /she lives mostly with someone else | 2 | CONTINUE |

P10. How often do you look after and have responsibility for this child?
INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

| Everyday/most days | 1 | CONTINUE |
| 2 or 3 days a week | 2 | CONTINUE |
| One day a week | 3 | CONTINUE |
| Less than one day a week | 4 | CLOSED / FOCUS ON ANOTHER CHILD IN YRS 6-13 |
| Do not have responsibility for this child at all | 5 | CHILD IN YRS 6-13 |

P11. To what extent are you involved in key decisions about this child - for instance, deciding when they are allowed to stay out until?
INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

| I am the main person who makes key decisions about this child | 1 | CONTINUE |
| I have at least an equal role in making key decisions about this child | 2 | CONTINUE |
| I have only a little influence on key decisions about this child | 3 | CLOSED / FOCUS ON ANOTHER CHILD IN YRS 6-13 |
| I am not involved in key decisions about this child | 4 | |

P12. And again thinking about your child who is in school years 6-13, which of the following best describes their household situation? (This is in relation to the place where they live most of the time.)
INTERVIEWER: READ OUT. QUESTION RELATES TO HOUSEHOLD OF THE CHILD IN YEAR 6-13

| One parent / guardian in their household | 1 | ENSURE MIX OF SINGLE / TWO PARENT H/HOLDS |
| Two parents / guardians in their household | 2 | |

P12b. And in total, how many people of all ages usually live in their household? (This is in relation to the place where they live most of the time.)
INTERVIEWER: QUESTION RELATES TO HOUSEHOLD OF THE CHILD IN YEAR 6-13

| Two (CYP and 1 Parent / Carer) | 1 | ‘SMALL HOUSEHOLD’ |
| Three | 2 | ‘SMALL HOUSEHOLD’ |
| Four | 3 | ‘NORMAL HOUSEHOLD’ |
| Five | 4 | ‘LARGE HOUSEHOLD’ |
| Six or more | 5 | ‘LARGE HOUSEHOLD’ |

CHECK QUOTAS
**PARENTS & CARERS SECTION**

P13. Thinking about being a parent or carer of your child aged 10-18, which of these would you say best sums up your feelings about what your role should be regarding your child?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>CODE OPTION RES. FEELS CLOSEST TO (single code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Shielding them or protecting them from the outside world – you can't do everything, but you can do your best to make sure they don't get exposed to bad influences</td>
<td>1 GO TO P14.</td>
</tr>
<tr>
<td>B Giving them the tools to face whatever situations they might need to in the future</td>
<td>2 GO TO P15.</td>
</tr>
<tr>
<td>C Providing a roof over their head and food to grow – the rest, they will learn as they go along</td>
<td>3 GO TO P16.</td>
</tr>
</tbody>
</table>

**ASK IF CODE 1 AT P13**

P14. And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>CODE OPTION RES. FEELS CLOSEST TO (single code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. I see it as my job to mainly make sure my child is safe and secure. I am her/his guardian and I make sure that I know where they are or who they are with</td>
<td>1 ‘PINK’</td>
</tr>
<tr>
<td>ii. I think my main job is to help my child develop his/her talent. I would do anything to make my child shine to the best of their potential</td>
<td>2 ‘GOLD’</td>
</tr>
<tr>
<td>iii. My child has special needs that mean I do a lot of the work for them to make sure they can join in and be with the other children</td>
<td>3 ‘GREY’</td>
</tr>
</tbody>
</table>

**ASK IF CODE 2 AT P13**

P15. And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>CODE OPTION RES. FEELS CLOSEST TO (single code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>iv. The family is our main priority and we spend a lot of time with each other building our relationships. The people in my family would rather be together than apart</td>
<td>4 ‘GREEN’</td>
</tr>
<tr>
<td>v. I want my child to improve and to achieve – I push them to be the best, in the way that I was never pushed</td>
<td>5 ‘RED’</td>
</tr>
<tr>
<td>vi. There’s never arguments in our household. The adults are (or at least one of them is) a big kid! Sometimes more than the kids are!</td>
<td>6 ‘BLUE’</td>
</tr>
<tr>
<td>vii. I don’t know what I would do without my kid/s. Sometimes I worry they may have too much responsibility a bit too early</td>
<td>7 ‘ORANGE’</td>
</tr>
</tbody>
</table>
compared with other kids, but I know it’s important to learn early in life to be independent

viii  We get on with our lives. I wouldn’t say we were anything too wild and whacky. We have a laugh, we’re easy going  8  ‘YELLOW’

PARENTS & CARERS SECTION

ASK IF CODE 3 AT P13
P16. And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

ROTATE START POINT. TICK START POINT . READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM

Tick start point  CODE OPTION RES. FEELS CLOSEST TO (single code)

ix My kids are entering a difficult phase – they argue and answer back all the time. It’s EXTREMELY hard-going even to talk to them  9  ‘BROWN’

x My kids know when they’ve gone too far. One word from me and they know what’s what  10  ‘PURPLE’

xi My main job is to pay the bills and make sure there’s food in the cupboards. At the moment, I don’t have the spare energy to deal with much more  11  ‘BLACK’

SUMMARY OF P14-P16. (CODE RESPONDENT TYPE BELOW):

single code

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code Respondent Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>PINK</td>
<td>1</td>
</tr>
<tr>
<td>ii.</td>
<td>GOLD</td>
<td>2</td>
</tr>
<tr>
<td>iii.</td>
<td>GREY</td>
<td>3</td>
</tr>
<tr>
<td>iv.</td>
<td>GREEN</td>
<td>4</td>
</tr>
<tr>
<td>v.</td>
<td>RED</td>
<td>5</td>
</tr>
<tr>
<td>vi.</td>
<td>BLUE</td>
<td>6</td>
</tr>
<tr>
<td>vii.</td>
<td>ORANGE</td>
<td>7</td>
</tr>
<tr>
<td>viii</td>
<td>YELLOW</td>
<td>8</td>
</tr>
<tr>
<td>ix</td>
<td>BROWN</td>
<td>9</td>
</tr>
<tr>
<td>x</td>
<td>PURPLE</td>
<td>10</td>
</tr>
<tr>
<td>xi</td>
<td>BLACK</td>
<td>11</td>
</tr>
</tbody>
</table>

RECRUIT A SPREAD OF TYPES

ENSURE A SPREAD OF TYPES
PARENTS & CARERS SECTION

Now some questions about alcohol and drinking – as I said before this is all confidential so please be honest . . .

P17. How often do you drink alcoholic drinks?

| I do not drink now / have not drunk alcohol in the last 3-4 months | 1 | CHECK QUOTA |
| Drink a few times a year | 2 | | |
| Drink once a month | 3 | |
| Drink once a fortnight | 4 | |
| Drink at least once a week | 5 | |
| Drink most days | 6 | |
| Don’t know / won’t say | 7 | CLOSE |

ASK P18 IF CODE 2-6 AT P17 ABOVE

P18. SHOWARD This card shows different kinds of drinks. How many of each type of drink do you have in a normal week?

INTERVIEWER: WRITE DOWN NUMBER / TYPE OF DRINKS CONSUMED IN NORMAL WEEK; IF ‘DON’T KNOW’, ASK FOR BEST ESTIMATE

ENSURE FULL RECORD IS MADE

THEN REFER TO ‘UNITS’ CARD & CALCULATE UNITS PER NORMAL WEEK

WRITE IN ACTUAL NUMBER, THEN CODE BAND BELOW

WRITE IN ACTUAL NUMBER: 👀 units per week

Less than 5 units per week 1 ‘LIGHT’ ‘LIGHT’
Between 6 and 10 units per week 2 ‘LIGHT’ ‘MODERATE’
11 – 15 units per week 3 ‘MODERATE’ ‘MODERATE’
16 – 20 units per week 4 ‘MODERATE’ ‘HEAVY’
21 – 25 units per week 5 ‘MODERATE’ ‘HEAVY’
26 – 30 units per week 6 ‘HEAVY’ ‘HEAVY’
31 or more units per week 7 ‘HEAVY’ ‘HEAVY’
Don’t know / won’t say 8 CLOSE CLOSE

INTERVIEWER: CHECK QUOTAS ON DRINKING BEHAVIOUR
PARENTS & CARERS SECTION

P19A. SHOWCARD PEN PORTRAITS
INTERVIEWER: Show card and read out statement; ask which one they feel nearest to personally.

<table>
<thead>
<tr>
<th>CODE OPTION RES. FEELS CLOSEST TO (single code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When I meet with friends we usually have a few drinks to socialise</td>
</tr>
<tr>
<td>B. I only drink on special occasions such as birthday parties or Christmas</td>
</tr>
<tr>
<td>C. I hardly ever / do not drink</td>
</tr>
<tr>
<td>D. I drink on 3 or more days a week, but only in moderation</td>
</tr>
<tr>
<td>E. I feel drunk at least once every week</td>
</tr>
<tr>
<td>F. I drink at least once a week on my own and spend quite a lot of my money on alcohol</td>
</tr>
</tbody>
</table>

P20. SHOWCARD To what extent do you agree or disagree with each of the following statements?
INTERVIEWER: READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Most people drink far more than the recommended amount of alcohol per week</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B. Excessive alcohol drinking is the cause of many of today’s problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C. It is OK to get really drunk sometimes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D. Drinking is a good way to de-stress and forget your worries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF ATTITUDE

P21. SHOWCARD To what extent do you agree or disagree with each of the following statements
INTERVIEWER: READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Children under 18 should never drink alcohol, whether at home, with parents or with friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B. It is better for parents to give alcohol to their children when they are under 18 years old, rather than the children get it themselves</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C. It is normal for young people to start drinking before they are 18 years old</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D. It is OK for under 18s to get very drunk sometimes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E. Young people drink far too much these days – alcohol seems to be a form of entertainment for them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF ATTITUDE
**ASK ALL**

**QE.** Can I just check, would you like to take part in this research study?

<table>
<thead>
<tr>
<th>Yes – would like to participate</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No – would not like to participate</td>
<td>2</td>
</tr>
</tbody>
</table>

**ASK CYPs ONLY:**

**QF.** As a thank you for taking part, we will give you £___ at the end of the session. This would either be as a voucher which could be used in a selection of high street shops, or as phone credit.

Which would you prefer – a voucher or phone credit?

<table>
<thead>
<tr>
<th>Single code</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Voucher for high street shops</td>
<td>1</td>
</tr>
<tr>
<td>Phone credit</td>
<td>2</td>
</tr>
</tbody>
</table>

**IF RESPONDENT QUALIFIES:**

- Arrange appointment time
- Ensure interview can be conducted in private / without interruption
- Ensure respondent is aware session will be audio recorded
- Issue invitation
- **Issue diary exercise, and explain format, requirements**
- Complete front page and Sign questionnaire
2. Accompanied shops

Accompanied Shops - Recruitment Questionnaire

Job number 1630

COI RECRUITMENT QUESTIONNAIRE v3:
Accompanied shops

CONTACT DETAILS

Interviewer: __________________________________________________________________________________
Respondent __________________________________________________________________________________
Address: _______________________________________________________________________________________
______________________________________________________________________________________________
Post Code: ____________________________________________________________________________________
Tel. ___________________________ (Hm) ___________________________ (Wk) ___________________________ (Mobile)

Please note method of recruitment: (tel/f2f/snowballing/list) …………………..…………………………

EXERCISE RECRUITED FOR:

☐ Accompanied Shop - CYP pair
☐ Accompanied Shop - CYP + PC pair
☐ Accompanied Shop - PC of known drinker CYP

INTERVIEW APPOINTMENT DETAILS:

Date: ___________________________.
Time: ___________________________.
Meeting ___________________________.
Location: ___________________________
INTERVIEWER DECLARATION
I declare that this interview has been conducted strictly in accordance with your specifications within the Market Research Society Code of Conduct and with a person totally unknown to me.

Interviewer Name (PRINT): __________________________________________ Date: ______________

Respondent Signature: ___________________________________________ Date: ______________

UNDER 16’S ENSURE THAT WE HAVE PERMISSION FROM THE CHILD’S PARENTS/CARERS – CONSENT LETTER MUST BE COMPLETED AND RETURNED PRIOR TO INTERVIEW
Good morning/afternoon/evening. My name is [...] from Define Research and Insight. We are an independent research company. We are looking for [young people aged between 10-18 years old] [Parents and Carers of young people aged 10-16 years old] to take part in a research study about young peoples’ attitudes to and use of alcohol.

I need to ask you a few simple questions first to see if you are right for our study – this will only take a few minutes. Please do answer all the questions honestly, we don’t mind what your responses are as long as you say what you feel. This questionnaire is totally confidential and details of who you are won’t be passed on to anyone else.

If you are right for our study, the interview would take around 1 hour and would be arranged for a time that is convenient for you. As a thank you for taking part, we would give you [CYPS: phone credit or a voucher for a selection of high street shops worth yrs 6-9: £15 / yrs 10-11: £20 / yrs 12-13: £25] [PCs: £25 cash]. The session would be confidential, although an audio recording would be made to help with the reporting of the study findings.

Ensure that the respondent understands that any answers they give will not be passed on [to their parent(s)/carer] and anything they say in the discussion will not be used with their name attached. Their name will also not be passed on to anyone other than the researchers working on the project.

**QA. GENDER**

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>CHECK QUOTAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
<td>CHECK QUOTAS</td>
</tr>
</tbody>
</table>

**QB. ETHNICITY:**

<table>
<thead>
<tr>
<th>White:</th>
<th>British</th>
<th>1</th>
<th>'WHITE'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irish</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed Race:</td>
<td>White and Black Caribbean</td>
<td>4</td>
<td>'MIXED'</td>
</tr>
<tr>
<td></td>
<td>White and Black African</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White and Asian</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Mixed</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Black / Black British:</td>
<td>Black Caribbean</td>
<td>8</td>
<td>'BLACK'</td>
</tr>
<tr>
<td></td>
<td>Black African</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Black</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Asian / Asian British:</td>
<td>Indian</td>
<td>11</td>
<td>'ASIAN'</td>
</tr>
<tr>
<td></td>
<td>Pakistani</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bangladeshi</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Asian</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other WRITE IN:</td>
<td>16</td>
<td>'OTHER'</td>
<td></td>
</tr>
<tr>
<td>Refused</td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**QC. What is your Religion, even if you are not currently practising?**

| Christian (Church of England, Catholic, Protestant & all other Christian denominations) | 1 |
| Buddhist | 2 |
| Hindu | 3 |
| Jewish | 4 |
| Muslim | 5 |
| Sikh | 6 |
| Any other religion, WRITE IN: | 7 |
| No religion | 8 |
| Don’t know | 9 |
| Refused | 10 |
QD. SEG: OCCUPATION/WORKING STATUS OF H.O.H
(circle as appropriate)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>CHECK QUOTAS</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>CHECK QUOTAS</td>
</tr>
<tr>
<td>C1</td>
<td>3</td>
<td>CHECK QUOTAS</td>
</tr>
<tr>
<td>C2</td>
<td>4</td>
<td>CHECK QUOTAS</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>CHECK QUOTAS</td>
</tr>
<tr>
<td>E</td>
<td>6</td>
<td>CHECK QUOTAS</td>
</tr>
</tbody>
</table>

**CHILDREN & YOUNG PERSON SECTION**

Y1. Which of the following best describes you . . .
INTERVIEWER: READ OUT AND SINGLE CODE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I go to school / college full time</td>
<td>1</td>
<td>ENSURE</td>
</tr>
<tr>
<td>I currently work full time</td>
<td>2</td>
<td>A SPREAD</td>
</tr>
<tr>
<td>I currently work part time and am in training / go to college too</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>I don’t go to school / college and I’m not working or training at the moment</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**ASK IF CODE 1 AT Y1**

Y2. Which school year are you currently in?

**ASK IF CODE 2 AT Y1**

Y3. If you were still at school or college, which year would you be in?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE YEAR 6</td>
<td>1</td>
<td>CLOSE</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
<td>CHECK</td>
</tr>
<tr>
<td>Year 7</td>
<td>3</td>
<td>QUOTAS</td>
</tr>
<tr>
<td>Year 8</td>
<td>4</td>
<td>CHECK</td>
</tr>
<tr>
<td>Year 9</td>
<td>5</td>
<td>QUOTAS</td>
</tr>
<tr>
<td>Year 10</td>
<td>6</td>
<td>CHECK</td>
</tr>
<tr>
<td>Year 11</td>
<td>7</td>
<td>QUOTAS</td>
</tr>
<tr>
<td>Year 12</td>
<td>8</td>
<td>CHECK</td>
</tr>
<tr>
<td>Year 13</td>
<td>9</td>
<td>QUOTAS</td>
</tr>
<tr>
<td>POST Year 13</td>
<td>10</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

Y4. And how old are you?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 10</td>
<td>1</td>
<td>CLOSE</td>
</tr>
<tr>
<td>10 years old</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>11 years old</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>12 years old</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>13 years old</td>
<td>5</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>14 years old</td>
<td>6</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>15 years old</td>
<td>7</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>16 years old</td>
<td>8</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>17 years old</td>
<td>9</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>18 years old</td>
<td>10</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Over 18</td>
<td>11</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>
**CHILDREN & YOUNG PERSON SECTION**

Y5. Have you ever been excluded from school, either on a temporary basis, or permanently?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>'NEVER EXCLUDED'</th>
<th></th>
<th>ENSURE</th>
<th>A</th>
<th>SPREAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes – currently excluded</td>
<td>2</td>
<td>'EXCLUDED' A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes – have been excluded in past (not now)</td>
<td>3</td>
<td>'EXCLUDED' SPREAD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Y6. This is confidential question that we need to ask so that we make sure we have all types of young people involved. Please be honest - do you ever skip school classes so you can do something else like spend time with friends or stay at home? That is, do you ever miss school for reasons other than being ill or taking holidays with your family? Roughly how often do you skip school so you can do something else like spend time with friends or stay at home?

INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>'NOT TRUANT'</th>
<th></th>
<th>ENSURE</th>
<th>A</th>
<th>SPREAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I never skip school</td>
<td>1</td>
<td>'NOT TRUANT'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I skip school once or twice a year</td>
<td>2</td>
<td>'TRUANT' A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I skip school once or twice a month</td>
<td>3</td>
<td>'TRUANT' SPREAD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I skip school once a week or more</td>
<td>4</td>
<td>'TRUANT'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Y7. SHOWCARD. To what extent do you agree or disagree with each of the following statements?

INTERVIEWER: ROTATE START POINT. TICK START POINT.
READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A I enjoy reading more than most people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B Wearing the latest styles and fashions is important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C One of the subjects I am best at is maths or science</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D I would be happy to spend all day on my own playing games on PlayStation or Xbox</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E Playing sport is one of the things I enjoy most of all</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F I love contacting people on sites like Facebook, MySpace, and Bebo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>G I much prefer to spend free time with friends – and not with my family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>H I am best at creative subjects like music or art</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I Doing well at school work is very important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>J I feel happiest when I am with my family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>K</td>
<td>I like to be with other people for as much of my free time as possible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>L</td>
<td>I prefer to be an individual rather than following what's trendy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>M</td>
<td>My parents always know where I am and who I am with</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF ATTITUDES
CHILDREN & YOUNG PERSON SECTION

Y8. SHOWCARD. Which one of these is your favourite kind of music?
INTERVIEWER: SHOWCARD

<table>
<thead>
<tr>
<th>A. Pop / Charts</th>
<th>single code</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. R’n’B</td>
<td>2</td>
</tr>
<tr>
<td>C. Rock, Metal or Grunge</td>
<td>3</td>
</tr>
<tr>
<td>D. Hip Hop</td>
<td>4</td>
</tr>
<tr>
<td>E. Indie / Guitar music</td>
<td>5</td>
</tr>
<tr>
<td>F. UK Grime</td>
<td>6</td>
</tr>
<tr>
<td>G. Dance / Club music</td>
<td>7</td>
</tr>
<tr>
<td>Other style (please say)</td>
<td>8 (write in:</td>
</tr>
</tbody>
</table>
CHILDREN & YOUNG PERSON SECTION

Y11. Thinking about people living in your house who are your parents, or act as your guardian, which of the following best describes your situation?

INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE

| One parent / guardian lives in my household | 1 | ENSURE MIX OF SINGLE / TWO PARENT H/HOLDS |
| Two parents / guardians live in my household | 2 |

Y12. In total, how many people **aged 18 or under** usually live in your household, including yourself?

| One only (respondent themselves) | 1 |
| Two | 2 |
| Three | 3 |
| Four | 4 |
| Five or more | 5 |

Y12b. And in total, how many people **of all ages** usually live in your household, including yourself?

| Two (respondent and 1 Parent / Carer) | 1 | ‘SMALL HOUSEHOLD’ | CHECK QUOTAS |
| Three | 2 | ‘SMALL HOUSEHOLD’ |
| Four | 3 | ‘NORMAL HOUSEHOLD’ |
| Five | 4 | ‘LARGE HOUSEHOLD’ |
| Six or more | 5 | ‘LARGE HOUSEHOLD’ |

ASK ALL CYPs WHO CODE 2-5 AT Y12.

Y13. Thinking about all the young people in your household in terms of age, are you the eldest, in the middle, or the youngest?

| Respondent is Eldest | 1 | ENSURE |
| Respondent is Middle | 2 | A |
| Respondent is Youngest | 3 | SPREAD |

Now some questions about alcohol and drinking – as I said before this is all confidential so please be honest . . .

Y14. Have you ever drunk alcohol – like beer, wine, cider, vodka, Bacardi Breezers - for example?

| Yes – have drunk alcohol | 1 | CONTINUE |
| No - never drunk alcohol | 2 | CLOSE |
CHILDREN & YOUNG PERSON SECTION

Y16. And how often do you drink alcoholic drinks?

INTERVIEWER: ASSURE RESPONDENT OF CONFIDENTIALITY IF REQUIRED

<table>
<thead>
<tr>
<th>RESPONDENT IN YRS 6, 7, 8</th>
<th>RESPONDENT IN YRS 9 &amp; 10</th>
<th>RESPONDENT IN YRS 11 - 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not drink now / have not drunk alcohol in the last 4 months</td>
<td>1 CLOSE</td>
<td>CLOSE</td>
</tr>
<tr>
<td>Drink a few times a year</td>
<td>2 CLOSE</td>
<td>CLOSE</td>
</tr>
<tr>
<td>Drink at least once a month</td>
<td>3 ‘MODERATE’</td>
<td>‘MODERATE’</td>
</tr>
<tr>
<td>Drink once a fortnight</td>
<td>4 ‘HEAVY’</td>
<td>‘HEAVY’</td>
</tr>
<tr>
<td>Drink at least once a week</td>
<td>5 ‘HEAVY’</td>
<td>‘HEAVY’</td>
</tr>
<tr>
<td>Don’t know / won’t say</td>
<td>6 CLOSE</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

INTERVIEWER:

- CLOSE IF DON’T DRINK / ONLY DRINK FEW TIMES A YEAR / DON’T KNOW
- CHECK QUOTAS ON ‘MODERATE’ / ‘HEAVY’ DRINKING

Y17. PEN PORTRAITS (USE SHOW CARDS).

INTERVIEWER: Show card and read out statement; ask which one they feel nearest to personally.

<table>
<thead>
<tr>
<th>CODE OPTION RES. FEELS CLOSEST TO (single code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When I go out with friends on the weekend we usually have a few drinks just to socialise</td>
</tr>
<tr>
<td>B. I generally only drink on special occasions with my family such as parties or Christmas</td>
</tr>
<tr>
<td>C. I hardly ever drink – I’m not allowed / I don’t like it</td>
</tr>
<tr>
<td>D. I’ve given up drinking – because it was getting to be a problem for me to NOT drink</td>
</tr>
<tr>
<td>E. I drink quite a lot and often get drunk - at least twice every week (maybe three beers or more in one go)</td>
</tr>
<tr>
<td>F. I drink at least once a week in secret and if I have any spare money I usually spend it on alcohol</td>
</tr>
</tbody>
</table>
Y18. I’d like to understand where you get alcohol from. In the past 3 or 4 months have you...

READ OUT ALL OPTIONS BELOW AND CODE ALL WAYS RESPONDENT HAS ACQUIRED ALCOHOL FROM IN LAST 3-4 MONTHS

<table>
<thead>
<tr>
<th>Used</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Been given drinks by parents or friends’ parents</td>
</tr>
<tr>
<td>2</td>
<td>B Taken drinks from home / friends’ home without parents knowing</td>
</tr>
<tr>
<td>3</td>
<td>C Been given drinks by friends</td>
</tr>
<tr>
<td>4</td>
<td>D Asked friends to buy alcohol from a shop</td>
</tr>
<tr>
<td>5</td>
<td>E Bought alcohol from a shop yourself</td>
</tr>
<tr>
<td>6</td>
<td>F Asked friends to buy alcohol from a pub or club</td>
</tr>
<tr>
<td>7</td>
<td>G Bought alcohol from a pub or club yourself</td>
</tr>
</tbody>
</table>

AT LEAST ONE OF METHODS D-G MUST HAVE BEEN USED

IF NONE OF METHODS D-G USED, CLOSE
**CHILDREN & YOUNG PERSON SECTION**

Y19. When it comes to talking about alcohol with your parent(s), which of the following statements best fits you?

INTERVIEWER: READ OUT AND SINGLE CODE STATEMENT BEST FITTING RESPONDENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>I generally talk openly with my parent(s) about where, when and how much I drink</td>
<td>1</td>
<td><strong>CAN RECRUIT AS PAIR WITH PC</strong></td>
</tr>
<tr>
<td>I can talk with my parents about alcohol generally, but I don’t usually want to tell them details about when and how much I drink</td>
<td>2</td>
<td><strong>DO NOT RECRUIT AS PAIR WITH PC</strong></td>
</tr>
<tr>
<td>I don’t like to talk to my parents about any drinking I might do – I really don’t want them to know when and how much I drink</td>
<td>3</td>
<td><strong>DO NOT RECRUIT AS PAIR WITH PC</strong></td>
</tr>
</tbody>
</table>

**INTERVIEWER:**

**IF CODE 2 OR 3 AT Y19 AND ‘MODERATE’ OR ‘HEAVY’ AT Y16**

- RECRUIT AS “CYP PAIR”

**IF CODE 1 AT Y19 AND ‘MODERATE’ OR ‘HEAVY’ AT Y16**

- RECRUIT AS “CYP / PC PAIR” IF
  - PC is willing to participate alongside CYP
  - CYP’s responses agree with PC’s (at Y16 / P22 and at Y19 / P23)

**IF CODE 1 AT Y19 AND ‘HEAVY’ AT Y16**

- OK TO PARTICIPATE ALONGSIDE “PC OF KNOWN DRINKER” IF
  - CYP’s responses agree with PC’s (at Y16 / P22 and at Y19 / P23)

**IF ‘HEAVY’ AT Y16 BUT DOES NOT PERSONALLY WANT TO PARTICIPATE IN STUDY**

- TRY TO RECRUIT THEIR PC AS “PC OF KNOWN DRINKER”
PARENTS & CARERS SECTION

Firstly, a few questions about yourself . . .

P1. How old are you?

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>1</td>
</tr>
<tr>
<td>26-30</td>
<td>2</td>
</tr>
<tr>
<td>31-35</td>
<td>3</td>
</tr>
<tr>
<td>36-40</td>
<td>4</td>
</tr>
<tr>
<td>41-45</td>
<td>5</td>
</tr>
<tr>
<td>46-50</td>
<td>6</td>
</tr>
<tr>
<td>51-55</td>
<td>7</td>
</tr>
<tr>
<td>56 or over</td>
<td>8</td>
</tr>
</tbody>
</table>

P2. Do you work? What is your occupation?

__________________________ (OCCUPATION)

P3. In which business or field of industry do you work?

__________________________ (FIELD/BUSINESS OF ACTIVITY)

CHECK P2 & P3 AGAINST THIS LIST; CLOSE IF LINKED TO ANY OF OCCUPATIONS

<table>
<thead>
<tr>
<th>Sector</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching / Education</td>
<td>1</td>
</tr>
<tr>
<td>Social or Youth work</td>
<td>2</td>
</tr>
<tr>
<td>Alcohol related charities / organizations</td>
<td>4</td>
</tr>
<tr>
<td>Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>Work for Department of Children, Schools and Families (DCSF)</td>
<td>4</td>
</tr>
<tr>
<td>Press/broadcasting/TV/journalism</td>
<td>5</td>
</tr>
<tr>
<td>Market research</td>
<td>6</td>
</tr>
</tbody>
</table>

P4. What is the highest level of education you have completed?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal qualifications</td>
<td>1</td>
</tr>
<tr>
<td>CSE/ SCE General Grades</td>
<td>2</td>
</tr>
<tr>
<td>GCSE/ &quot;O&quot; Levels</td>
<td>3</td>
</tr>
<tr>
<td>GNVQ (foundation or intermediate)/ BTEC First Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Advanced GNVQ/ BTEC National Diploma</td>
<td>5</td>
</tr>
<tr>
<td>&quot;A&quot; Levels/ Technical School/ Highers</td>
<td>6</td>
</tr>
<tr>
<td>HND/ NVQ</td>
<td>7</td>
</tr>
<tr>
<td>University/ Polytechnic Degree</td>
<td>8</td>
</tr>
<tr>
<td>Postgraduate Course</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Don’t know/ not sure</td>
<td>11</td>
</tr>
<tr>
<td>Refused</td>
<td>12</td>
</tr>
</tbody>
</table>
P5. I am going to read out some statements and for each one I would like to know whether or not it applies to you. Firstly . . .

INTERVIEWER: ROTATE START POINT. TICK START POINT.
READ OUT EACH IN TURN AND CODE EACH

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>APPLIES</th>
<th>DOES NOT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. I quite enjoy meeting new people, you can have a laugh</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>ii. I am a private person and prefer to keep my thoughts and feelings to myself</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>iii. I would be ok discussing personal topics with someone I don’t know</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>iv. It takes me quite a long time to decide what I think of new people, so I keep quiet for quite a long time</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>v. I know my opinions and like to speak my mind</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

ALL RESPONDENTS MUST CODE AT LEAST TWO ‘A’S

Now, a few questions about your household . . .

P6. Would you describe the place where you currently live as . . .

INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE

| In the middle of a city or town | 1 | ‘URBAN’ |
| In a suburb, or housing area towards the edge of a town or city | 2 | ‘SUBURBAN’ |
| On the edge of the countryside | 3 | ‘RURAL’ |
| In the middle of the countryside | 4 | ‘RURAL’ |

P7a. Are you the parent of, or do you act as guardian for, any children?

| No | 1 | CLOSE |
| Yes | 2 | CONTINUE |

P7b. How many children are you the parent of, or act as guardian for?

| 1 child | 1 | CONTINUE |
| 2 children | 2 | CONTINUE |
| 3 children | 3 | CONTINUE |
| 4 children | 4 | CONTINUE |
| 5 or more | 5 | CONTINUE |
PARENTS & CARERS SECTION

P8. Which school years are each of these children in?
IF AGED 16-18 BUT NO LONGER AT SCHOOL / EXCLUDED: which school year would the child be in?

<table>
<thead>
<tr>
<th></th>
<th>FIRST CHILD</th>
<th>SECOND CHILD</th>
<th>THIRD CHILD</th>
<th>FOURTH CHILD</th>
<th>FIFTH CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-YEAR 6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Year 8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Year 9</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Year 10</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Year 11</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Year 12</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Year 13</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>POST YEAR 13 / LEFT SCHOOL</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Don't know</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

- AT LEAST 1 CHILD TO BE IN SCHOOL YRS 6-13
- IF NO CHILD IN SCHOOL YRS 6-13, CLOSE
- IF RESPONDENT ‘DOESN’T KNOW’, CONFIRM WITH OTHER PARENT OR CYP / CALL BACK TO CONFIRM
- CHECK QUOTAS

- IF MORE THAN ONE CHILD IN YEARS 6-13, RESPONDENT MUST THINK ABOUT JUST ONE OF THESE CHILDREN WHEN ANSWERING REST OF QUESTIONNAIRE
- REFER TO QUOTAS WHEN SELECTING WHICH CHILD TO FOCUS ON
PARENTS & CARERS SECTION

IF ONE CHILD IN YEARS 6-13:
The next questions are just about your child who is in school years 6-13

IF MORE THAN ONE CHILD IN YEARS 6-13:
The next questions are just about [NAME OF CHILD] who is in school years 6-13

P9. Thinking just about your child who is in school years 6-13; can I just check whether he / she usually lives in the same household as you?

<table>
<thead>
<tr>
<th>Choice</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – he / she lives mostly with me</td>
<td>1</td>
</tr>
<tr>
<td>No – he /she lives mostly with someone else</td>
<td>2</td>
</tr>
</tbody>
</table>

P10. How often do you look after and have responsibility for this child?  
INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday/most days</td>
<td>1</td>
</tr>
<tr>
<td>2 or 3 days a week</td>
<td>2</td>
</tr>
<tr>
<td>One day a week</td>
<td>3</td>
</tr>
<tr>
<td>Less than one day a week</td>
<td>4</td>
</tr>
<tr>
<td>Do not have responsibility for this child at all</td>
<td>5</td>
</tr>
</tbody>
</table>

P11. To what extent are you involved in key decisions about this child - for instance, deciding when they are allowed to stay out until?
INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am the main person who makes key decisions about this child</td>
<td>1</td>
</tr>
<tr>
<td>I have at least an equal role in making key decisions about this child</td>
<td>2</td>
</tr>
<tr>
<td>I have only a little influence on key decisions about this child</td>
<td>3</td>
</tr>
<tr>
<td>I am not involved in key decisions about this child</td>
<td>4</td>
</tr>
</tbody>
</table>

P12. And again thinking about your child who is in school years 6-13, which of the following best describes their household situation? (This is in relation to the place where they live most of the time.)  
INTERVIEWER: READ OUT. QUESTION RELATES TO HOUSEHOLD OF THE CHILD IN YEAR 6-13

<table>
<thead>
<tr>
<th>Household Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>One parent / guardian in their household</td>
<td>1</td>
</tr>
<tr>
<td>Two parents / guardians in their household</td>
<td>2</td>
</tr>
</tbody>
</table>
P12b. And in total, how many people of all ages usually live in their household? (This is in relation to the place where they live most of the time.)

INTERVIEWER: QUESTION RELATES TO HOUSEHOLD OF THE CHILD IN YEAR 6-13

| Two (CYP and 1 Parent / Carer) | 1 | ‘SMALL HOUSEHOLD’ ‘SMALL HOUSEHOLD’ | CHECK QUOTAS |
| Three                        | 2 | ‘SMALL HOUSEHOLD’ ‘SMALL HOUSEHOLD’ |
| Four                         | 3 | ‘NORMAL HOUSEHOLD’                  |
| Five                         | 4 | ‘LARGE HOUSEHOLD’                  |
| Six or more                  | 5 | ‘LARGE HOUSEHOLD’                  |
**PARENTS & CARERS SECTION**

P13. Thinking about being a parent or carer of your child aged 10-18, which of these would you say best sums up your feelings about what your role should be regarding your child?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Option</th>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Shielding them or protecting them from the outside world – you can’t do everything, but you can do your best to make sure they don’t get exposed to bad influences</td>
<td>GO TO P14.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Giving them the tools to face whatever situations they might need to in the future</td>
<td>GO TO P15.</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Providing a roof over their head and food to grow – the rest, they will learn as they go along</td>
<td>GO TO P16.</td>
</tr>
</tbody>
</table>

**ASK IF CODE 1 AT P13**

P14. And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Option</th>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>i.</td>
<td>I see it as my job to mainly make sure my child is safe and secure. I am her/his guardian and I make sure that I know where they are or who they are with</td>
<td>‘PINK’</td>
</tr>
<tr>
<td>2</td>
<td>ii.</td>
<td>I think my main job is to help my child develop his/her talent. I would do anything to make my child shine to the best of their potential</td>
<td>‘GOLD’</td>
</tr>
<tr>
<td>3</td>
<td>iii.</td>
<td>My child has special needs that mean I do a lot of the work for them to make sure they can join in and be with the other children</td>
<td>‘GREY’</td>
</tr>
</tbody>
</table>

**ASK IF CODE 2 AT P13**

P15. And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Option</th>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>iv.</td>
<td>The family is our main priority and we spend a lot of time with each other building our relationships. The people in my family would rather be together than apart</td>
<td>‘GREEN’</td>
</tr>
<tr>
<td>5</td>
<td>v.</td>
<td>I want my child to improve and to achieve – I push them to be the best, in the way that I was never pushed</td>
<td>‘RED’</td>
</tr>
<tr>
<td>6</td>
<td>vi.</td>
<td>There’s never arguments in our household. The adults are (or at least one of them is) a big kid! Sometimes more than the kids are!</td>
<td>‘BLUE’</td>
</tr>
</tbody>
</table>
I don’t know what I would do without my kid/s. Sometimes I worry they may have too much responsibility a bit too early compared with other kids, but I know it’s important to learn early in life to be independent.

We get on with our lives. I wouldn’t say we were anything too wild and whacky. We have a laugh, we’re easy going.

My kids are entering a difficult phase – they argue and answer back all the time. It’s EXTREMELY hard-going even to talk to them.

My kids know when they’ve gone too far. One word from me and they know what’s what.

My main job is to pay the bills and make sure there’s food in the cupboards. At the moment, I don’t have the spare energy to deal with much more.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>vii</td>
<td>I don’t know what I would do without my kid/s. Sometimes I worry they may have too much responsibility a bit too early compared with other kids, but I know it’s important to learn early in life to be independent.</td>
<td>7</td>
<td>‘ORANGE’</td>
</tr>
<tr>
<td>viii</td>
<td>We get on with our lives. I wouldn’t say we were anything too wild and whacky. We have a laugh, we’re easy going</td>
<td>8</td>
<td>‘YELLOW’</td>
</tr>
</tbody>
</table>

---

**PARENTS & CARERS SECTION**

**ASK IF CODE 3 AT P13**

**P16.** And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ix</td>
<td>My kids are entering a difficult phase – they argue and answer back all the time. It’s EXTREMELY hard-going even to talk to them</td>
<td>9</td>
<td>‘BROWN’</td>
</tr>
<tr>
<td>x</td>
<td>My kids know when they’ve gone too far. One word from me and they know what’s what</td>
<td>10</td>
<td>‘PURPLE’</td>
</tr>
<tr>
<td>xi</td>
<td>My main job is to pay the bills and make sure there’s food in the cupboards. At the moment, I don’t have the spare energy to deal with much more</td>
<td>11</td>
<td>‘BLACK’</td>
</tr>
</tbody>
</table>

**SUMMARY OF P14-P16. (CODE RESPONDENT TYPE BELOW):**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>PINK</td>
<td>1</td>
</tr>
<tr>
<td>ii.</td>
<td>GOLD</td>
<td>2</td>
</tr>
<tr>
<td>iii.</td>
<td>GREY</td>
<td>3</td>
</tr>
<tr>
<td>iv.</td>
<td>GREEN</td>
<td>4</td>
</tr>
<tr>
<td>v.</td>
<td>RED</td>
<td>5</td>
</tr>
<tr>
<td>vi.</td>
<td>BLUE</td>
<td>6</td>
</tr>
<tr>
<td>vii.</td>
<td>ORANGE</td>
<td>7</td>
</tr>
<tr>
<td>viii.</td>
<td>YELLOW</td>
<td>8</td>
</tr>
<tr>
<td>ix</td>
<td>BROWN</td>
<td>9</td>
</tr>
<tr>
<td>x</td>
<td>PURPLE</td>
<td>10</td>
</tr>
<tr>
<td>xi</td>
<td>BLACK</td>
<td>11</td>
</tr>
</tbody>
</table>

**ENSURE A SPREAD OF TYPES**
PARENTS & CARERS SECTION

Now some questions about alcohol and drinking – as I said before this is all confidential so please be honest . . .

P17. How often do you drink alcoholic drinks?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not drink now / have not drunk alcohol in the last 3-4 months</td>
<td>1</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Drink a few times a year</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Drink once a month</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Drink once a fortnight</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Drink at least once a week</td>
<td>5</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Drink most days</td>
<td>6</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Don’t know / won’t say</td>
<td>7</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

ASK P18 IF CODE 2-6 AT P17 ABOVE

P18. SHOWARD This card shows different kinds of drinks. How many of each type of drink do you have in a normal week?

- **INTERVIEWER:** WRITE DOWN NUMBER / TYPE OF DRINKS CONSUMED IN NORMAL WEEK; IF ‘DON’T KNOW’, ASK FOR BEST ESTIMATE
- **ENSURE FULL RECORD IS MADE**
- **THEN REFER TO ‘UNITS’ CARD & CALCULATE UNITS PER NORMAL WEEK**
- **WRITE IN ACTUAL NUMBER, THEN CODE BAND BELOW**

<table>
<thead>
<tr>
<th>Write in actual number:</th>
<th>units per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Less than 5 units per week</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Between 6 and 10 units per week</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>11 – 15 units per week</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>16 – 20 units per week</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>21 – 25 units per week</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>26 – 30 units per week</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>31 or more units per week</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Don’t know / won’t say</strong></td>
<td>8</td>
</tr>
</tbody>
</table>
### PARENTS & CARERS SECTION

**P19A. SHOWCARD PEN PORTRAITS**  
INTERVIEWER: Show card and read out statement; ask which one they feel nearest to personally.

<table>
<thead>
<tr>
<th>CODE OPTION RES.</th>
<th>FEELS CLOSEST TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Res.</td>
<td>(single code)</td>
</tr>
</tbody>
</table>

| A. When I meet with friends we usually have a few drinks to socialise | 1 |
| B. I only drink on special occasions such as birthday parties or Christmas | 2 |
| C. I hardly ever drink | 3 |
| D. I drink on 3 or more days a week, but only in moderation | 4 |
| E. I feel drunk at least once every week | 5 |
| F. I drink at least once a week on my own and spend quite a lot of my money on alcohol | 6 |

**P20. SHOWCARD** To what extent do you agree or disagree with each of the following statements?  
INTERVIEWER: READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Most people drink far more than the recommended amount of alcohol per week</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. Excessive alcohol drinking is the cause of many of today's problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. It is OK to get really drunk sometimes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. Drinking is a good way to de-stress and forget your worries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**ENSURE A SPREAD OF ATTITUDE**

**P21. SHOWCARD** To what extent do you agree or disagree with each of the following statements?  
INTERVIEWER: READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Children under 18 should never drink alcohol, whether at home, with parents or with friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. It is better for parents to give alcohol to their children when they are under 18 years old, rather than the children get it themselves</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. It is normal for young people to start drinking before they are 18 years old</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. It is OK for under 18s to get very drunk sometimes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E. Young people drink far too much these days – alcohol seems to be a form of entertainment for them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**ENSURE A SPREAD OF ATTITUDE**
PARENTS & CARERS SECTION

IF ONE CHILD IN YEARS 6-13:
The next questions are again just about your child who is in school years 6-13

IF MORE THAN ONE CHILD IN YEARS 6-13:
The next questions are again just about [NAME OF CHILD] who is in school years 6-13

P22. Thinking just about your child who is in school years 6-13, as far as you know, how often do they drink alcohol?

INTERVIEWER: IF RESPONDENT IS UNSURE, ASK THEM TO UNDERESTIMATE RATHER THAN OVER-ESTIMATE FREQUENCY. ASSURE RESPONDENT OF CONFIDENTIALITY IF REQUIRED

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>YRS 6, 7, 8</th>
<th>YRS 9 &amp; 10</th>
<th>YRS 11 - 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never - they do not drink now / have not drunk alcohol in the last 4 months</td>
<td>1</td>
<td>CLOSE</td>
<td>CLOSE</td>
</tr>
<tr>
<td>Drink a few times a year</td>
<td>2</td>
<td>'MODERATE'</td>
<td>'MODERATE'</td>
</tr>
<tr>
<td>Drink at least once a month</td>
<td>3</td>
<td>'MODERATE'</td>
<td>'MODERATE'</td>
</tr>
<tr>
<td>Drink once a fortnight</td>
<td>4</td>
<td>'HEAVY'</td>
<td>'HEAVY'</td>
</tr>
<tr>
<td>Drink at least once a week</td>
<td>5</td>
<td>'HEAVY'</td>
<td>'HEAVY'</td>
</tr>
<tr>
<td>Don’t know / won’t say</td>
<td>6</td>
<td>CLOSE</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

INTERVIEWER: CHECK QUOTAS ON DRINKING BEHAVIOUR

P23. When it comes to talking about alcohol with your child who is in school years 6-13, which of the following statements best fits you?

INTERVIEWER: READ OUT AND SINGLE CODE STATEMENT BEST FITTING RESPONDENT

<table>
<thead>
<tr>
<th>CODE OPTION RES. FEELS CLOSEST TO (single code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is generally open with me about where, when and how much they drink</td>
</tr>
<tr>
<td>My child talks to me about alcohol, but I suspect they don’t tell me of all the times and places they drink</td>
</tr>
<tr>
<td>It’s hard to talk to my child about any drinking they do – I know they do not tell me when and how much they drink</td>
</tr>
</tbody>
</table>
P24. I’d like to understand where your child gets alcohol from. In the past 3 or 4 months do you know if they have . . .

READ OUT ALL OPTIONS. CODE **ALL WAYS CYP HAS GAINED ALCOHOL IN LAST 3-4 MONTHS**

<table>
<thead>
<tr>
<th>Used</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Been given drinks by parents or friends’ parents</td>
</tr>
<tr>
<td>B</td>
<td>Taken drinks from home / friends’ home without parents knowing</td>
</tr>
<tr>
<td>C</td>
<td>Been given drinks by friends</td>
</tr>
<tr>
<td>D</td>
<td>Asked friends to buy alcohol from a shop</td>
</tr>
<tr>
<td>E</td>
<td>Bought alcohol from a shop yourself</td>
</tr>
<tr>
<td>F</td>
<td>Asked friends to buy alcohol from a pub or club</td>
</tr>
<tr>
<td>G</td>
<td>Bought alcohol from a pub or club yourself</td>
</tr>
</tbody>
</table>

PC MUST KNOW THAT AT LEAST ONE OF METHODS D-G HAVE BEEN USED BY CYP. IF NONE OF D-G USED, CLOSE

**IF NONE OF METHODS D-G USED BY CYP, CLOSE**
**PARENTS & CARERS SECTION**

P25. Do you know which particular shops or pubs and clubs your child has had alcohol from in the past 3-4 months?

<table>
<thead>
<tr>
<th>YES – know which specific shops / pubs and clubs CYP has had alcohol from</th>
<th>1</th>
<th>CAN RECRUIT AS “PC OF KNOWN DRINKER” IF OTHER CRITERIA OK</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO – do NOT know which specific shops / pubs and clubs CYP has had alcohol from</td>
<td>2</td>
<td>CAN NOT RECRUIT AS “PC OF KNOWN DRINKER”</td>
</tr>
</tbody>
</table>

**INTERVIEWER:**

**IF CODE 1 AT P23**

**AND**

CHILD IS A ‘MODERATE’ OR ‘HEAVY’ DRINKER AT P22

- RECRUIT AS “CYP / PC PAIR” IF
  - CYP is willing to participate alongside PC
  - CYP’s responses agree with PC’s (at Y16 / P22 and at Y19 / P23)

**IF CODE 1 AT P23**

**AND**

CHILD IS A ‘HEAVY’ DRINKER AT P22

**AND**

PC KNOWS OUTLETS CYP GAINS ALCOHOL FROM AT P25

- RECRUIT AS “PC OF KNOWN DRINKER”
  - Then try to recruit CYP to participate alongside PC
  - (If CYP does NOT want to take part, still recruit PC)

**IF CODE 2 OR 3 AT P23**

**AND**

CHILD IS A ‘HEAVY’ DRINKER AT P22

**AND**

PC KNOWS OUTLETS CYP GAINS ALCOHOL FROM AT P25

- RECRUIT AS “PC OF KNOWN DRINKER”
  - But do NOT try to recruit CYP to participate alongside PC
ASK ALL

ACCOMPANIED SHOP: EXPLANATION
I would like to explain a little more about the research study; we would like you to take one of our interviewers around the places where . . .
IF CYP: you buy or get hold of alcohol, and we would like you to show the interviewer where you drink
IF PC OF KNOWN DRINKER CYP: your child buys or gets hold of alcohol, and we would like you to show the interviewer where they drink.

As you show the interviewer around, they will ask you any questions they need to.

IF RECRUITING CYP TO TAKE PART AS A PC / CYP PAIR: We would like to do this exercise together with your parent. So there would be 3 people doing the interview in total – the interviewer, you, and your parent.

IF RECRUITING PC TO TAKE PART AS A PC / CYP PAIR: We would like to do this exercise together with your child. So there would be 3 people doing the interview in total – the interviewer, you, and your child.

IF RECRUITING PC AS PC OF KNOWN DRINKER’ AND SUITABLE TO RECRUIT THEIR CYP: We would like to do this exercise together with your child. So there would be 3 people doing the interview in total – the interviewer, you, and your child.

IF RECRUITING AS ‘PC OF KNOWN DRINKER’ AND NOT SUITABLE TO RECRUIT THEIR CYP: SKIP TO QE.

IF RECRUITING CYP TO TAKE PART AS A CYP PAIR: We would like you to do this exercise together with one of your friends who is usually with you when you buy and drink alcohol. So there would be 3 people doing the interview in total – the interviewer, you, and your friend. Can you think of anyone suitable who might be able to do this with you who we can speak with?
Record name and contact details of potential partner:

ASK ALL
QE. Can I just check, would you like to take part in this research study?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – would like to participate</td>
<td>1</td>
</tr>
<tr>
<td>No – would not like to participate</td>
<td>2</td>
</tr>
</tbody>
</table>

ASK CYPs ONLY:
QF. As a thank you for taking part, we will give you £______ at the end of the session. This would either be as a voucher which could be used in a selection of high street shops, or as phone credit.

Which would you prefer – a voucher or phone credit?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voucher for high street shops</td>
<td>1</td>
</tr>
<tr>
<td>Phone credit</td>
<td>2</td>
</tr>
</tbody>
</table>
IF RESPONDENT QUALIFIES:

- Interview partner for interview if appropriate
- Arrange appointment time and location (record full postcode) that both partners can make
- Ensure respondent is aware session will be audio recorded
- Issue invitation
- Complete front page and sign questionnaire
# 3. Participant Youth Researcher

Participant Youth Researcher – Research Guide

Some questions are *in bold italics*; if you can, please ask a few people these questions

## Lifestyle and Drinking Research

<table>
<thead>
<tr>
<th>What’s happening? Why have people met up? Who’s there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Where has everyone met up? <em>Why this particular place?</em></td>
</tr>
<tr>
<td>• <em>Why has everyone met up? What is the main point of meeting, the main reason they are there?</em></td>
</tr>
<tr>
<td>• <em>What’s the main focus of the evening for people?</em></td>
</tr>
<tr>
<td>• <em>What will be the best part of tonight? What do people really hope will happen?</em></td>
</tr>
<tr>
<td>• How many people are there?</td>
</tr>
<tr>
<td>o Are they all the same type of people, all the same age, or is there a mix? Are there both boys and girls there? Is everyone doing the same sort of things, or are different groups behaving differently?</td>
</tr>
<tr>
<td>• How are people acting towards each other?</td>
</tr>
<tr>
<td>o Is anyone trying to impress anyone else in any way? Is anyone copying anyone else? Does anyone ‘look up to’ anyone else who is there?</td>
</tr>
<tr>
<td>o Are there any individuals who are the centre of attention, or who are more ‘important’? Who?</td>
</tr>
<tr>
<td>• How often do people meet up here?</td>
</tr>
<tr>
<td>o When did people first start coming here? Has alcohol always been around? If not, then when / why did people start drinking when they came here? Is alcohol always involved when people come here now, or are there times when people come to meet here and don’t drink? When? Why?</td>
</tr>
</tbody>
</table>

## Who’s drinking what (and why)? Where has it come from?

<table>
<thead>
<tr>
<th>Who’s drinking what (and why)? Where has it come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>What are people drinking? Who is drinking what?</em></td>
</tr>
<tr>
<td>• <em>Why have they chosen that particular drink?</em></td>
</tr>
<tr>
<td>o Is it to do with price, with what is available, do drinks have certain images, or is it something else?</td>
</tr>
<tr>
<td>• <em>Where have the drinks come from?</em></td>
</tr>
<tr>
<td>o Have people bought them from shops, been given them by friends/family, taken them from home?</td>
</tr>
<tr>
<td>• <em>Do people’s parents know they are here now? Do they know they are drinking? What are their parent’s thoughts about this, do they think?</em></td>
</tr>
</tbody>
</table>
### Why are people drinking?

- **Why are people drinking alcohol?**
  - (there might be lots of different reasons, so it is worth asking a few people!)
- **Why are people drinking alcohol rather than doing other things?**
  - (like going to the cinema, doing sport, or something else)
- **If there were no drinks available would this meeting still have happened?**
- Are people also smoking cigarettes? What about smoking cannabis, or other drugs?
- **IF YES:** Why are they doing these things? For the same or different reasons as drinking?
- **IF NO:** Why are they drinking alcohol rather than taking other drugs? What’s different about alcohol?
- **How do people want to feel by the end of the night? Why?** How much do people plan to drink before the end of the night?
- Is anyone drinking more than everyone else? Is anyone more drunk than others?
  - What’s going on there? Why are they doing that? What is different about them?
- Is anyone not drinking, or drinking much less than everyone else?
  - What’s going on there? Why are they doing that? What is different about them?
  - What do other people think of them not drinking?

### The positives and negatives of drinking:

- What’s the best thing about drinking tonight? What’s the downside?
- **Are there are risks or dangers with having a drink tonight? What are the biggest concerns?**

  *In theory, what or who might make you drink less or be more careful in how you drink tonight?*
Define Research, an independent research agency, is conducting an important study on behalf of the Central Office of Information (a government department). The study is about Young People’s lifestyles and what they like to do together.

This is a research exercise only; all comments will be reported anonymously by Define. The identity of everyone who takes part in the study will remain strictly confidential. We are not asking for, nor making notes of, the names of any individual people. Define does not want to, and is not allowed to, give out names or details to anyone outside our own research team (Define).

Define is a member of the Market Research Society and abides by its strict Code of Conduct. For more details, please see www.mrs.org.uk.

At no stage will any audio recordings be passed onto any third parties, nor used for purposes other than this research project.
February / March 2008

Dear Guardian,

Young People and Alcohol Study

We are a research company called Define. We are based in London but we interview people all round the country on lots of different subjects.

We have been asked by the Central Office of Information (COI), a government department, to find out what young people aged between 10 and 18 years old think about alcohol.

As well as understanding how young people feel about alcohol generally, the government also wants to understand the reasons why young people choose to drink alcohol and the reasons why they choose to not drink. The aim is to understand these issues within the wider context of young peoples' lifestyles and attitudes.

This research is part of the Government's Alcohol Harm Reduction Strategy, which aims to help young people and their parents understand the risks of drinking, and how to drink safely if they do choose to drink.

We really do need lots of opinions from lots of young people. We want to speak to both those who do (or have) drunk alcohol, as well as those who do not. It is important to understand a broad range of opinions.

To speak to anyone under the age of 16 we need the written consent of someone who has legal responsibility for them.

We would like your permission for your young person to give their opinions in the study. As a ‘thank you’ for taking part in the interview, each young person will receive £____ in phone credit, or, as a voucher for a high street store.

If you give your permission, your young person will be invited to give us their feedback about what young people do when they are together, and why they do different things (including drinking alcohol). We would like to interview them 3 times in total:

Interview 1:  Immediately before they go out with friends (for about 30 mins)

Interview 2:  Immediately after they have been out with friends (for about 45 mins, on the same day or evening as interview 1)

Interview 3:  The day after they have been out (for about 30 mins, by phone)

If the first two interviews are held at the young person's home, we would like yourself or another responsible adult to be in the house while the interviews are happening. The interviews with your young person would need to be conducted in private however, so they feel completely able to talk openly and in confidence.

Personal details and the identity of any young person who takes part will remain confidential. We are not allowed to give out names or details to anyone outside our own research team (Define). By law, all personal details have to be removed from our records on completion of the project.
Define is an independent market research company. All of our project team have enhanced clearance by the Criminal Records Bureau (the CRB) to work with young people in a research capacity. We are members of the Market Research Society (for further details please visit [www.mrs.org.uk](http://www.mrs.org.uk)).

If you have any questions about the research process, you can call Joceline Jones on 020 8346 7171. We are running the project and will be happy to answer any questions. If you would prefer to speak directly to the project manager at COI who commissioned the research, please let us know and we can pass on contact details to you.

Yours sincerely,

Associate Director

I _________________________ (print name of Guardian) agree to the following person to be interviewed by Define Research on the Young People and Alcohol project, and to take part in interviews before and after they have been out with friends

Interviewee name: _____________________________________________

Signed: _______________________ (signature of Guardian)  
Date: ________________________

______________________________________________________________
Dear ________________.

Lifestyle and Drinking Research Study

Thank you for agreeing to take part in our study about lifestyle and drinking alcohol. This important study is being conducted on behalf of the Central Office of Information (a government department) by Define Research, an independent research agency.

This isn't a normal study! For this project we would like you to be the researcher!

We want to find out what happens when you and your friends get together and have an alcoholic drink – from your own point of view. We’d like you to be our eyes and ears, observing what is happening and then telling us how it is.

The plan is as follows:

1. You let us know where and when you and your friends will be meeting up and drinking alcohol
2. One of our interviewers meets you at your home (or at a café) about 30 minutes before you will be meeting your friends
   - Our interviewer will talk you through the things to think about and look out for when you meet your friends, and give you a tape recorder
3. You will then meet up with your friends as planned - but you will be deliberately keeping your eyes open to what is happening, and what is being said and done
   - During this time we would like you to record your thoughts on the tape recorder about what you are seeing and thinking
4. One hour later you will return to the house (or café) to debrief our interviewer about what happened
   - This debrief should take around 45 minutes
5. The next day our interviewer will call you to talk things through further
   - This call will take around 30 minutes

During the session you shouldn’t keep what you are doing secret (we’re not asking you to be a spy!). In fact we would like you to ask your friends a couple of specific questions. But the aim is to get a picture of ‘how it really is’, so you should let people know what you are doing, but not draw too much attention to it (sometimes people act differently when they know they are being watched).

As a ‘thank you’ for taking part in the study we will give you £50 either as phone credits or as a voucher for high street stores.

In the next couple of days we will give you a call to answer any questions you might have and double-check you are happy to take part.

In the meantime, please can you think of some times in the next couple of weeks when you and your friends are likely to be having a drink. This might be a time when you usually get together just to hang out or do other things (and there always happens to be drinking as part of this getting together), or it might be something like a party that is coming up soon. The aim is for you to observe what is going on at a get-together that would be happening anyway; we definitely DON’T want you to arrange a special drinking session to happen just so this research can go ahead!
The briefing and debrief sessions (immediately before and after you meet up with your friends) are intended to be one-on-one sessions with our interviewer. If we can conduct these sessions at your home, please can you ensure a room is available where the interview can be conducted in private and without interruption (somewhere you will feel able to talk freely, openly, and in confidence). If you are under 18, the professional guidelines Define follows state that a parent, guardian or other responsible adult should be in the house while the briefing / debriefing sessions are happening. If it is not possible to conduct the sessions at your home, we can do them in a café or other similar public place.

I would like to assure you this is a research exercise only; all comments will be reported anonymously by Define, and at no stage will anyone attempt to sell you anything. Personal details and the identity of everyone who takes part (both you and your friends) will remain confidential. We do not want to, and are not allowed to, give out names or details to anyone outside our own research team (Define). By law, all personal details have to be removed from our records on completion of the project. Define is a member of the Market Research Society and abides by its strict Code of Conduct.

At no stage would any of your audio recordings be passed onto any third parties, nor used for purposes other than this research project.

Thank you in advance for your help. We hope you find taking part enjoyable and interesting! If you have any questions, please contact myself [[INSERT NAME OF DEFINE EXECUTIVE]] on 020 8346 7171.

Yours sincerely
MODERATOR INSTRUCTIONS: Alcohol
OBSERVED DRINKS (v2)

These instructions indicate the areas to be explored, the likely order in which topics will be covered and the kinds of questions and techniques which may be used.

Not all respondents will respond to the same language or explanation. While the questions below detail how we intend to cover topics in our own ‘language’, efforts will be made to meet the communication needs of the individuals interviewed.

Core aim of exercise: understand motivators for and barriers to out-of-home alcohol consumption by CYPs, drivers of product choice, and the terminology used by target audience

Scope of exercise: The interview is intended to cover the following subjects:
- Role of alcohol in context of CYPs socialising
- Drinking patterns and drivers of product choice
- Influencers or role models for Young People at the point of consumption
- Motivators for alcohol consumption; whether alcohol is used for same or different reasons to other drugs
- CYP perceptions of risks of drinking, and what actions or messages might moderate alcohol consumption

Throughout interview, moderator to be aware of terms / language respondent uses

### 1. Pre-Observation Briefing 30 mins

Ensure Respondent understands research process:
- If necessary, double check parental consent has been given
- Thank respondent; check Observer understands research process:
- After this briefing they will meet up with friends - and will be acting as a researcher
- One hour later they will return to this location to debrief
  - Debrief should take around 45 minutes, and part incentive will be handed over
- Telephone debrief will take place the next day to explore issues further
  - This call will take around 30 minutes

Explain Respondent’s Role:
- Respondent’s role is to be both an observer and an interviewer
- As an observer they should try to look in at what is happening from ‘an outsider’s’ point of view’, asking themselves:
  - What is really happening?
  - Why is it happening?
  - Why are people doing the things they are?
  - How are they acting towards each other?
o Are any individuals present ‘more important’? Is there anyone there who the other people look up to in some way, or copy in any way?

- As an interviewer we would like them to ask a mix of different people who are present a few of the key questions on their sheet (if it is appropriate to do so)
  o Try to think to yourself whether you really believe what the people are saying; are they trying to create an image, are they saying what the ‘expected’ or ‘acceptable’ answer is, or are they really telling it ‘how it is’?

Transparency:
- During the session you should not keep what you are doing secret!
  - You should let the people you will be spending the next hour with know that you are working with a research organisation on a study, and that the study is looking at what young people do in their free time
    o It is best to let people know what you are doing in a ‘low key’ way, and not to draw too much attention to it after that (sometimes people act differently when they know they are being watched)

- It is important that you particularly make sure that anyone you record on the tape recorder knows that you are recording them

- We will give you a sheet now that provides a little background about the study, and explains how it is a strictly confidential exercise (where no one has any interest at all in knowing anyone’s name or other details). If anyone wants more information, you can give them this sheet to look at

Areas for Observer to consider:
- Go through One Page question checklist with Observer
  - Ensure they understand all questions and the relevant issues around each subject – but do not overload the Observer with too much detail

  - Explain that they shouldn’t feel constrained by the questions on the sheet – that they can ask other questions / record any thoughts which they think are important and interesting

  - Explain that they should use the language they normally use when talking to their friends – they don’t have to stick to the wording on their sheet!

Explain operation of and hand over Tape Recorder:
- Please use the tape recorder to record your thoughts during your observation – and also comment on anything else you think we need to know so we understand what is happening, why it is happening, and how people are acting with each other
  - When you ask questions of people, ask them to speak into the recorder if appropriate

Ensure respondent knows where / when to reconvene with moderator, and exchange mobile numbers in case of emergency
Ensure time is set up for next day phone debrief

MODERATOR TO STATE: If it is not safe or appropriate to continue the observation or ask questions, don’t. Your safety is your first priority
2. Post-Observation Debrief

Use Observer Checklist as structure for review, but do not restrain respondent from making additional comments and observations
Ensure Observer gives their spontaneous thoughts first
Probe to understand respondent thoughts further
Probe on specific areas below in italics if necessary

Heading: What’s happening? Why have people met up? Who’s there?
- Where has everyone met up? Why this particular place?
  o **Explore if venue selected because it facilitates drinking - in what way/does specific venue remove any specific barriers to drinking**
- Why has everyone met up? What is the main point of meeting, the main reason they are there?
- What’s the main focus of the evening for people?
- What will be the best part of tonight? What do people really hope will happen?
  o **Explore whether drinking the main focus of the meeting, or if incidental**
- How many people are there?
  o Are they all the same type of people, all the same age, or is there a mix? Are there both boys and girls there? Is everyone doing the same sort of things, or are different groups behaving differently?
  o **Explore whether/how do attitudes and behaviours differ by demographic and other factors**
- How are people acting towards each other?
  o Is anyone trying to impress anyone else in any way? Is anyone copying anyone else? Does anyone ‘look up to’ anyone else who is there?
  o Are there any individuals who are the centre of attention, or who are more ‘important’? Who?
  o **Understand who the key role models or influencers are/who’s driving behaviour**
  o **Understand the range of behaviours they are influencing (drinking plus what else?)**
  o **Understand impact of opposite sex peers – what are the dynamics/effect of dynamics**

Heading: Who’s drinking what (and why)? Where has it come from?
- What are people drinking? Who is drinking what?
- Why have they chosen that particular drink?
  o Is it to do with price, with what is available, do drinks have certain images, or is it something else?
  o **Understand which factors are most important in determining which drinks are chosen**
- Where have the drinks come from?
  o Have people bought them from shops, been given them by friends/family, taken them from home?
- Do people’s parents know they are here now? Do they know they are drinking? What are their parent’s thoughts about this, do they think?
Heading: Why are people drinking?
- Why are people drinking alcohol? Why are people drinking alcohol rather than doing other things?
- If there were no drinks available would this meeting still have happened?
  o Understand if drinking is the main focus of the meeting, or it is incidental
- Are people also smoking cigarettes? What about smoking cannabis, or other drugs?
- IF YES: Why are they doing these things? For the same or different reasons as drinking?
- IF NO: Why are they drinking alcohol rather than taking other drugs? What’s different about alcohol?
- How do people want to feel by the end of the night? Why? How much do people plan to drink before the end of the night?
- Is anyone drinking more than everyone else? Is anyone more drunk than others?
  o What’s going on there? Why are they doing that? What is different about them?
  o Understand what people think about this behaviour: Does it change the way people think of this person? How do you think differently about them? Do people think more or less of the person? Why?
  o Ask respondent to describe in full the type of person who is drinking more; what exactly is it that makes them drink more and someone else drink less, do you think?
    ▪ Do you think they have a problem? Why? What does / would indicate they have a problem to you? What are the signs that there is a problem?
    ▪ What could happen to them if they keep drinking in this way?
- Is anyone not drinking, or drinking much less than everyone else?
  o What’s going on there? Why are they doing that? What is different about them?
  o What do other people think of them not drinking?
  o Explore if not drinking / drinking less changes the way people think of this person? How? Do people think more or less of the person? Why?
  o Ask respondent to describe in full the type of person who does not drink / drinks less; what exactly is it that makes them drink less, do you think?
    ▪ What would happen if they started drinking – would their life be better or worse in any way, in your view?
Heading: The positives and negatives of drinking:
- What’s the best thing about drinking now? What’s the upside to having a drink?
- What’s the downside?
- Are there are risks or dangers with having a drink tonight? What are the biggest concerns?
  o Thinking about just yourself for a minute; is there anything you have seen or heard that makes you think about how much you drink and whether you drink safely?
  o Why do these things have an impact on you?
  o And what about the other people who you just met – do you think that the same things make them think about how much / how they drink – or do other things have more impact with them? Why? Why not?
- In theory, what or who might make you drink less or be more careful in how you drink tonight?
  o What / who might do the most to change the way young people think about drinking?
  o And what or who might do the most to force young people to stop drinking, or drink less?
- If not mentioned spontaneously, probe around 'softer' consequences
  o e.g. potentially feeling really bad the next day, missing out on doing other things, etc

Wrap Up:
- Is there anything else that you think we need to know so that we understand everything that is happening, and why people are drinking?
- Is there anything else you want to tell us about?

- THANK
- RECONFIRM PHONE CALL TIME AND NUMBER FOR NEXT DAY
- PROVIDE PART INCENTIVE
- CHECK RESPONDENT HAS FIRM ONWARDS PLANS IF UNDER 16
3. Next Day Interview

Content of Next Day Interview to be primarily governed by review of audio recording and content of initial debrief

a) If respondent rejoined their counterparts, briefly explore ‘what happened next’
   - Which groups of people went where? Why these venues?
   - Did they drink more? How much? What of? Where did the drink come from?
   - Who specifically drank the most?
     - Why do you think this particular person drank more?
     - What do you think their reasons were?
     - Does this person usually drink the most? Why do you think this is?
   - Did anyone leave the group before the end of the night? Why?
   - Did anyone stop drinking before most other people, or drink less?
     - Who? Why was this?
     - What do you think they reasons were?
     - Was is their own choice to stop drinking, or did something stop them?
   - Did anything actively stop anyone drinking as much as they would have liked? What? How did this stop them?

b) Cover any sections from Observer Checklist not discussed in full during previous evening’s debrief. Explore any areas where the findings are unclear
   - Use Observer Checklist and additional probes shown in section 2 of this document

c) Discuss audio recording content
   - Probe on specific comments made that support or contradict the explanations of behaviours, motivations and influencers described by the respondent
   - Probe and challenge respondent on any potential gaps between what respondents said on the tape and what they might genuinely do or feel but are less willing to reveal
     - (i.e. ensure that any apparently exaggerated or superficial comments, or socially desirable comments are challenged to confirm veracity)
     - Why does this gap between what people say and really do or feel exist in this case? What are their reasons for doing this? Why might they be unwilling to reveal their actual thoughts or actions?

d) Moderator to summarise their key take-outs from the debrief the previous evening: respondent to comment on whether this is an accurate reflection of what happens and why
Date

Dear Guardian,

Young People and Alcohol

We are a research company called Define. We are based in London but we interview people all round the country on lots of different subjects.

We have been asked by the Central Office of Information (COI), a government department, to find out what young people aged between 10 and 18 years old think about alcohol.

As well as understanding how young people feel about alcohol generally, the government also wants to understand how, when and why young people choose to drink alcohol – as well as reasons why they choose to not drink.

This research is part of the Government’s Alcohol Harm Reduction Strategy, which aims to help young people and their parents understand the risks of drinking, and how to drink safely if they do choose to drink.

We really do need lots of opinions from lots of young people. We want to speak to both those who do or have drunk alcohol, as well as those who do not. It is important to understand a broad range of opinions.

To speak to anyone under the age of 16 we need the written consent of someone who has legal responsibility for them.

We would like your permission for your young person to give their opinions. As a ‘thank you’ for taking part, each young person will get £xx in phone credit or a voucher for a high street store.

Personal details and the identity of any young person who takes part will remain confidential. We are not allowed to give out names or details to anyone outside our own research team (Define). By law, all personal details have to be removed from our records on completion of the project.

If you give your permission, your young person will be invited to take part in a ‘workshop’ - a large discussion session with around 24 other young people who are of a similar age and gender to your young person. The day, time and location will be arranged. Other young people will also be giving their views during the workshop, and part of the session will be practical – creative
painting and cutting and sticking! The discussion will last about two hours. If you agree to them taking part in this research, please complete the form below.

Define is an independent market research company. All of our project team have enhanced CRB clearance to work with young people in a research capacity. We are members of the Market Research Society (for further details please visit www.mrs.org.uk).

If you have any questions about the research process, you can call or Joceline Jones on 020 8346 7171. We are running the project and will be happy to answer any questions. If you would prefer to speak directly to COI Communications who commissioned the project, please let us know and we can pass on contact details to you.

Yours sincerely,

---------------------------------------------------------------------------------------------------------------------------

I _________________________ (print name of Guardian) agree to the following person to be interviewed by Define Research on the Young People and Alcohol project.

Interviewee name: _____________________________________________

Signed: _______________________  (signature of Guardian)

Date: _________________________

---------------------------------------------------------------------------------------------------------------------------
# CONTACT DETAILS

**Interviewer:** __________________________________________________________________________________

**Respondent** ___________________________________________________________________________________

**Address:**
_____________________________________________________________________________________
_____________________________________________________________________________________

________________________________________________Post Code: ________________________________

**Tel.**_________________________(Hm)_________________________(Wk)________________________(Mobile)

Please note method of recruitment: (tel/f2f/snowballing/list) ………………………………………..

## WORKSHOP RECRUITED FOR:

<table>
<thead>
<tr>
<th>#</th>
<th>Respondent Type</th>
<th>Gender</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<td>Male only</td>
<td>Mon. 18 Feb.</td>
<td>4.30 – 6.30pm</td>
<td>Southampton</td>
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<td>2</td>
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<td>7.30 - 9.30pm</td>
<td>Southampton</td>
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<td>10am – 12.00</td>
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<td>4pm - 6pm</td>
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<td>5pm – 7pm</td>
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INTERVIEWER DECLARATION

I declare that this interview has been conducted strictly in accordance with your specifications within the Market Research Society Code of Conduct and with a person totally unknown to me.

Interviewer Name (PRINT): ___________________________ Date: ____________

Respondent Signature: ____________________________ Date: ____________
Good morning/afternoon/evening. My name is (…) from Define Research and Insight. We are an independent research company. We are looking for [young people aged between 10-18 years old] [Parents and Carers of young people aged 10-16 years old] to take part in an informal research discussion to find out - amongst other things - what they think about alcohol and drinking.

I need to ask you a few simple questions first to see if you are right for our study – this will only take a few minutes. Please do answer all the questions honestly, we don’t mind what your responses are as long as you say what you feel. This questionnaire is totally confidential and details of who you are won’t be passed on to anyone else.

If you are right for our study we would like you to come along to ____________ to take part in a research workshop. This would take about two hours and would be with around 24 other people of a similar age to yourself. The session will be confidential, although an audio recording of the session will be made to help with the reporting of the study findings.

At the workshop, our researchers will give you various bits of information and ask you some more questions about what you think. You’ll also be asked to do some creative work - a bit of painting and cutting and sticking! But again, any discussion will be completely confidential. We’ll be giving you each [FOR CYPS: a voucher for a selection of high street shops or phone credit worth yrs 6-9: £25 / yrs 10-11: £30 / yrs 12-13: £35] [FOR PCs: £35 cash] as a thank you for taking part.

Please ensure that the respondent understands that any answers they give will not be passed on to their parent(s)/carer and anything they say in the discussion will not be used with their name attached. Their name will also not be passed on to anyone other than the researchers working on the project.
## QA. GENDER

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### QUOTAS:
- WORKSHOPS 1, 5, 8, 9 = MALE ONLY
- WORKSHOPS 3, 4, 6, 10 = FEMALE ONLY
- GET EQUAL MIX OF MALE VS FEMALE IN WORKSHOPS 2 & 7

## QB. ETHNICITY:

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<tr>
<td>Other</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mixed Race:</th>
<th></th>
<th>‘MIXED’</th>
<th>CHECK QUOTAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>White and Black Caribbean</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White and Black African</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White and Asian</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Mixed</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Black / Black British:     |       | ‘BLACK’ | CHECK QUOTAS |
| Black Caribbean            | 8     |         |              |
| Black African              | 9     |         |              |
| Other Black                | 10    |         |              |

| Asian / Asian British:     |       | ‘ASIAN’ | CHECK QUOTAS |
| Indian                    | 11    |         |              |
| Pakistani                 | 12    |         |              |
| Bangladeshi               | 13    |         |              |
| Other Asian               | 14    |         |              |

| Chinese                   | 15    | ‘OTHER’ | CHECK QUOTAS |

| Other WRITE IN:           | 16    |         |              |
| Refused                   | 17    |         |              |

## QC. What is your Religion, even if you are not currently practicing?
CODE ONE ONLY

<table>
<thead>
<tr>
<th>Religion</th>
<th>1</th>
<th>CONTINUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian (including Church of England, Catholic, Protestant and all other Christian denominations)</td>
<td>1</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Buddhist</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Hindu</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Jewish</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Muslim</td>
<td>5</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Sikh</td>
<td>6</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Any other religion, WRITE IN:</td>
<td>7</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>No religion</td>
<td>8</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Refused</td>
<td>10</td>
<td>CONTINUE</td>
</tr>
</tbody>
</table>
### CHILDREN & YOUNG PERSON SECTION

Y1. Which of the following best describes you . . .

<table>
<thead>
<tr>
<th>INTERVIEWER: READ OUT AND SINGLE CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go to school / college full time</td>
</tr>
<tr>
<td>I currently work full time</td>
</tr>
<tr>
<td>I currently work part time and am in training / go to college too</td>
</tr>
<tr>
<td>I don’t go to school / college and I’m not working or training at the moment</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD

**ASK IF CODE 1 AT Y1**

Y2. Which school year are you currently in?

**ASK IF CODE 2 AT Y1**

Y3. If you were still at school or college, which year would you be in?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>CLOSE</th>
<th>12 RESPONDENTS IN EACH OF WORKSHOPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE YEAR 6</td>
<td></td>
<td>CLOSE</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
<td>CHECK</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>Year 7</td>
<td>3</td>
<td>QUOTAS</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>Year 8</td>
<td>4</td>
<td>CHECK</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>Year 9</td>
<td>5</td>
<td>QUOTAS</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>Year 10</td>
<td>6</td>
<td>CHECK</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>Year 11</td>
<td>7</td>
<td>QUOTAS</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>Year 12</td>
<td>8</td>
<td>CHECK</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>Year 13</td>
<td>9</td>
<td>QUOTAS</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
<tr>
<td>POST Year 13</td>
<td>10</td>
<td>CLOSE</td>
<td>WORKSHOPS 1, 3, 6, 9</td>
</tr>
</tbody>
</table>

Y4. And how old are you?

<table>
<thead>
<tr>
<th>AGE</th>
<th>1</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 10</td>
<td>1</td>
<td>CLOSE</td>
</tr>
<tr>
<td>10 years old</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>11 years old</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>12 years old</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>13 years old</td>
<td>5</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>14 years old</td>
<td>6</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>15 years old</td>
<td>7</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>16 years old</td>
<td>8</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>17 years old</td>
<td>9</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>18 years old</td>
<td>10</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Over 18</td>
<td>11</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>
### CHILDREN & YOUNG PERSON SECTION

**Y5.** Have you ever been excluded from school, either on a temporary basis, or permanently?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>‘NEVER EXCLUDED’</th>
<th>CHECK QUOTAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes – currently excluded</td>
<td>2</td>
<td>‘EXCLUDED’</td>
<td>CHECK QUOTAS</td>
</tr>
<tr>
<td>Yes – have been excluded in past (not now)</td>
<td>3</td>
<td>‘EXCLUDED’</td>
<td>CHECK QUOTAS</td>
</tr>
</tbody>
</table>

**Y6.** This is a confidential question that we need to ask so that we make sure we have all types of young people involved. Please be honest - do you ever skip school classes so you can do something else like spend time with friends or stay at home? That is, do you ever miss school for reasons other than being ill or taking holidays with your family?

Roughly how often do you skip school so you can do something else like spend time with friends or stay at home?

**INTERVIEWER:** PROBE IN ORDER TO CODE APPROPRIATELY

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>‘NOT TRUANT’</th>
<th>CHECK QUOTAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I never skip school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I skip school once or twice a year</td>
<td>2</td>
<td>‘TRUANT’</td>
<td></td>
</tr>
<tr>
<td>I skip school once or twice a month</td>
<td>3</td>
<td>‘TRUANT’</td>
<td></td>
</tr>
<tr>
<td>I skip school once a week or more</td>
<td>4</td>
<td>‘TRUANT’</td>
<td></td>
</tr>
</tbody>
</table>

**Y7.** SHOWCARD. To what extent do you agree or disagree with each of the following statements?

**INTERVIEWER:** ROTATE START POINT. TICK START POINT.

READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Tick Start point</th>
<th>A I enjoy reading more than most people</th>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

| B Wearing the latest styles and fashions is important to me | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| C One of the subjects I am best at is maths or science | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| D I would be happy to spend all day on my own playing games on PlayStation or Xbox | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| E Playing sport is one of the things I enjoy most of all | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| F I love contacting people on sites like Facebook, MySpace, and Bebo | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| G I much prefer to spend free time with friends – and not with my family | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| H I am best at creative subjects like music or art | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| I Doing well at school work is very important to me | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| J I feel happiest when I am with my family | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| K I like to be with other people for as much of my free time as possible | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| L I prefer to be an individual rather than following what’s trendy | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

| M My parents always know where I am and who I am with | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

ENSURE A SPREAD OF ATTITUDES
CHILDREN & YOUNG PERSON SECTION

Y8. SHOWCARD. Which one of these is your favourite kind of music?

INTERVIEWER: SHOWCARD

A. Pop / Charts
B. R’n’B
C. Rock, Metal or Grunge
D. Hip Hop
E. Indie / Guitar music
F. UK Grime
G. Dance / Club music

Other style (please say) 8 (write in:

ENSURE A SPREAD OF PREFERENCES

Y9. Which of the following apply to you (can code more than one)?

INTERVIEWER: ROTATE START POINT. TICK START POINT.
READ OUT EACH IN TURN AND CODE EACH

Tick start point

<table>
<thead>
<tr>
<th></th>
<th>APPLIES</th>
<th>DOES NOT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I know my opinions and like to speak my mind</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>Sometimes I get a bit embarrassed about what people might think of what I’ve got to say so I’d rather let someone else do the talking</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>I think I’m quite creative</td>
<td>A</td>
</tr>
<tr>
<td>D</td>
<td>I think I’m quite good at things like art and drama</td>
<td>A</td>
</tr>
<tr>
<td>E</td>
<td>I don’t like doing art and drama and things like that very much</td>
<td>B</td>
</tr>
<tr>
<td>F</td>
<td>I would be ok about discussing personal topics in a small group with people I don’t know</td>
<td>A</td>
</tr>
<tr>
<td>G</td>
<td>I’m not very good at thinking of ideas myself but if someone gives me a headstart I’m good at adding things to make it even better</td>
<td>A</td>
</tr>
<tr>
<td>H</td>
<td>I’m not really an ideas person but if someone tells me what to do, I’ll have a go</td>
<td>B</td>
</tr>
<tr>
<td>I</td>
<td>I quite enjoy meeting new people, you can have a laugh</td>
<td>A</td>
</tr>
<tr>
<td>J</td>
<td>I’m really shy with people I don’t know</td>
<td>B</td>
</tr>
<tr>
<td>K</td>
<td>It takes me quite a long time to decide what I think of new people, so I keep quiet for quite a long time</td>
<td>B</td>
</tr>
</tbody>
</table>

• ALL TO CODE AT LEAST TWO ‘A’S
CHILDREN & YOUNG PERSON SECTION

Now some questions about your household . . .

Y10. Would you describe the place where you currently live as . . .
INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE

<table>
<thead>
<tr>
<th>Location</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the middle of a city or town</td>
<td>1</td>
</tr>
<tr>
<td>In a suburb, or housing area towards the edge of a town or city</td>
<td>2</td>
</tr>
<tr>
<td>On the edge of the countryside</td>
<td>3</td>
</tr>
<tr>
<td>In the middle of the countryside</td>
<td>4</td>
</tr>
</tbody>
</table>

Y11. Thinking about people living in your house who are your parents, or act as your guardian, which of the following best describes your situation?
INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE

<table>
<thead>
<tr>
<th>Situation</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>One parent / guardian lives in my household</td>
<td>1</td>
</tr>
<tr>
<td>Two parents / guardians live in my household</td>
<td>2</td>
</tr>
</tbody>
</table>

Y12. In total, how many people aged 18 or under usually live in your household, including yourself?

<table>
<thead>
<tr>
<th>Number of People</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>One only (respondent themselves)</td>
<td>1</td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
</tr>
<tr>
<td>Three</td>
<td>3</td>
</tr>
<tr>
<td>Four</td>
<td>4</td>
</tr>
<tr>
<td>Five or more</td>
<td>5</td>
</tr>
</tbody>
</table>

ASK ALL CYPs WHO CODE 2-5 AT Y12.

Y13. Thinking about all the young people in your household in terms of age, are you the eldest, in the middle, or the youngest?

<table>
<thead>
<tr>
<th>Age Position</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent is Eldest</td>
<td>1</td>
</tr>
<tr>
<td>Respondent is Middle</td>
<td>2</td>
</tr>
<tr>
<td>Respondent is Youngest</td>
<td>3</td>
</tr>
</tbody>
</table>
Now some questions about alcohol and drinking – as I said before this is all confidential so please be honest . . .

**Y14.** Have you ever drunk alcohol – like beer, wine, cider, vodka, Bacardi Breezers - for example?

<table>
<thead>
<tr>
<th>Yes – have drunk alcohol</th>
<th>1</th>
<th>ASK Y16</th>
</tr>
</thead>
<tbody>
<tr>
<td>No - never drunk alcohol</td>
<td>2</td>
<td>ASK Y15</td>
</tr>
</tbody>
</table>

**ASK IF CODE 2 AT Y14.**

**Y15.** Which of the following statements best fit with you?

INTERVIEWER: READ OUT AND SINGLE CODE STATEMENT BEST FITTING WITH RESPONDENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t want to try alcohol at the moment – maybe when I am a bit older</td>
<td>1 ‘NON DRinker’ – SKIP TO END (QD)</td>
</tr>
<tr>
<td>I’m keen to try alcohol soon</td>
<td>2 ‘CONSIDERER’ – SKIP TO END (QD)</td>
</tr>
<tr>
<td>I don’t ever want to try alcohol</td>
<td>3 ‘NON DRinker’ – SKIP TO END (QD)</td>
</tr>
</tbody>
</table>

**INTERVIEWER: CHECK QUOTAS ON DRINKING BEHAVIOUR**

**ASK IF CODE 1 AT Y14.**

**Y16.** And how often do you drink alcoholic drinks?

INTERVIEWER: ASSURE RESPONDENT OF CONFIDENTIALITY IF REQUIRED

<table>
<thead>
<tr>
<th>How often do you drink</th>
<th>Respondent in Yrs 6, 7, 8</th>
<th>Respondent in Yrs 9 &amp; 10</th>
<th>Respondent in Yrs 11 - 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not drink now / have not drunk alcohol in the last 4 months</td>
<td>1 ‘HAVE TRIED’</td>
<td>‘HAVE TRIED’</td>
<td>‘HAVE TRIED’</td>
</tr>
<tr>
<td>Drink a few times a year</td>
<td>2 ‘LIGHT’</td>
<td>‘LIGHT’</td>
<td>‘LIGHT’</td>
</tr>
<tr>
<td>Drink at least once a month</td>
<td>3 ‘MODERATE’</td>
<td>‘MODERATE’</td>
<td>‘MODERATE’</td>
</tr>
<tr>
<td>Drink once a fortnight</td>
<td>4 ‘HEAVY’</td>
<td>‘HEAVY’</td>
<td>‘MODERATE’</td>
</tr>
<tr>
<td>Drink at least once a week</td>
<td>5 ‘HEAVY’</td>
<td>‘HEAVY’</td>
<td>‘HEAVY’</td>
</tr>
<tr>
<td>Don’t know / won’t say</td>
<td>6 CLOSE</td>
<td>CLOSE</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

**INTERVIEWER: CHECK QUOTAS ON DRINKING BEHAVIOUR**

**Y17.** PEN PORTRAITS (USE SHOW CARDS).

INTERVIEWER: Show card and read out statement; ask which one they feel nearest to personally.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When I go out with friends on the weekend we usually have a few drinks just to socialise</td>
<td>1</td>
</tr>
<tr>
<td>B. I only drink on special occasions with my family such as parties or Christmas</td>
<td>2</td>
</tr>
<tr>
<td>C. I hardly ever drink – I’m not allowed / I don’t like it</td>
<td>3</td>
</tr>
<tr>
<td>D. I’ve given up drinking – because it was getting to be a problem for me to NOT drink</td>
<td>4</td>
</tr>
<tr>
<td>E. I drink quite a lot and often get drunk - at least twice every week (maybe three beers or more in one go)</td>
<td>5</td>
</tr>
<tr>
<td>F. I drink at least once a week in secret and if I have any spare money I usually spend it on alcohol</td>
<td>6</td>
</tr>
</tbody>
</table>
PARENTS & CARERS SECTION

Firstly, a few questions about yourself . . .

P1. How old are you?

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>1</td>
</tr>
<tr>
<td>26-30</td>
<td>2</td>
</tr>
<tr>
<td>31-35</td>
<td>3</td>
</tr>
<tr>
<td>36-40</td>
<td>4</td>
</tr>
<tr>
<td>41-45</td>
<td>5</td>
</tr>
<tr>
<td>46-50</td>
<td>6</td>
</tr>
<tr>
<td>51-55</td>
<td>7</td>
</tr>
<tr>
<td>56 or over</td>
<td>8</td>
</tr>
</tbody>
</table>

P2. Do you work? What is your occupation?

__________________________ (OCCUPATION)

P3. In which business or field of industry do you work?

__________________________ (FIELD/BUSINESS OF ACTIVITY)

CHECK P2 & P3 AGAINST THIS LIST; CLOSE IF LINKED TO ANY OF OCCUPATIONS

<table>
<thead>
<tr>
<th>Sector</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching / Education</td>
<td>1</td>
</tr>
<tr>
<td>Social or Youth work</td>
<td>2</td>
</tr>
<tr>
<td>Alcohol related charities / organizations</td>
<td>4</td>
</tr>
<tr>
<td>Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>Work for Department of Children, Schools and Families (DCSF)</td>
<td>4</td>
</tr>
<tr>
<td>Press/broadcasting/TV/journalism</td>
<td>5</td>
</tr>
<tr>
<td>Market research</td>
<td>6</td>
</tr>
</tbody>
</table>

P4. What is the highest level of education you have completed?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal qualifications</td>
<td>1</td>
</tr>
<tr>
<td>CSE/ SCE General Grades</td>
<td>2</td>
</tr>
<tr>
<td>GCSE/ &quot;O&quot; Levels</td>
<td>3</td>
</tr>
<tr>
<td>GNVQ (foundation or intermediate)/ BTEC First Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Advanced GNVQ/ BTEC National Diploma</td>
<td>5</td>
</tr>
<tr>
<td>&quot;A&quot; Levels/ Technical School/ Highers</td>
<td>6</td>
</tr>
<tr>
<td>HND/ NVQ</td>
<td>7</td>
</tr>
<tr>
<td>University/ Polytechnic Degree</td>
<td>8</td>
</tr>
<tr>
<td>Postgraduate Course</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Don’t know/ not sure</td>
<td>11</td>
</tr>
<tr>
<td>Refused</td>
<td>12</td>
</tr>
</tbody>
</table>
PARENTS & CARERS SECTION

P5. Which of the following apply to you (can code more than one)?

INTERVIEWER: ROTATE START POINT. TICK START POINT. READ OUT EACH IN TURN AND CODE EACH

Tick start point

<table>
<thead>
<tr>
<th></th>
<th>I know my opinions and like to speak my mind</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Applies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Sometimes I get a bit embarrassed about what people might think of what I’ve got to say so I’d rather let someone else do the talking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>I think I’m quite creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>I think I’m quite good at things like art and drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>I don’t like doing art and drama and things like that very much</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>I would be ok about discussing personal topics in a small group with people I don’t know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>I’m not very good at thinking of ideas myself but if someone gives me a headstart I’m good at adding things to make it even better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>I’m not really an ideas person but if someone tells me what to do, I’ll have a go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>I quite enjoy meeting new people, you can have a laugh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>I’m really shy with people I don’t know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>It takes me quite a long time to decide what I think of new people, so I keep quiet for quite a long time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• ALL TO CODE AT LEAST TWO ‘A’S

Now, a few questions about your household . . .

P6. Would you describe the place where you currently live as . . .

INTERVIEWER: READ OUT LIST

<table>
<thead>
<tr>
<th></th>
<th>In the middle of a city or town</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In a suburb, or housing area towards the edge of a town or city</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>On the edge of the countryside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>In the middle of the countryside</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P7a. Are you the parent of, or do you act as guardian for, any children?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Close</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CONTINUE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P7b. How many children are you the parent of, or act as guardian for?

<table>
<thead>
<tr>
<th></th>
<th>1 child</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CONTINUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2 children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3 children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4 children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5 or more</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PARENTS & CARERS SECTION

P8. Which school years are each of these children in?

IF AGED 16-18 BUT NO LONGER AT SCHOOL / EXCLUDED: which school year would the …. child be in?

<table>
<thead>
<tr>
<th></th>
<th>FIRST CHILD</th>
<th>SECOND CHILD</th>
<th>THIRD CHILD</th>
<th>FOURTH CHILD</th>
<th>FIFTH CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-YEAR 6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Year 8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Year 9</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Year 10</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Year 11</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Year 12</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Year 13</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>POST YEAR 13 / LEFT SCHOOL</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Don’t know</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

- AT LEAST 1 CHILD TO BE IN SCHOOL YRS 6-13
- IF NO CHILD IN SCHOOL YRS 6-13, CLOSE
- IF RESPONDENT ‘DOESN’T KNOW’, CONFIRM WITH OTHER PARENT OR CYP / CALL BACK TO CONFIRM

P9. Thinking just about your child / children who is / are in school years 6-13; can I just check whether he / she / they usually live in the same household as you?

Yes – he / she / they live(s) mostly with me 1  CONTINUE
No – he/she / they live(s) mostly with someone else 2  CONTINUE

P10. How often do you look after and have responsibility for this child / these children?

INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday/most days</td>
<td>1</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>2 or 3 days a week</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>One day a week</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Less than one day a week</td>
<td>4</td>
<td>CLOSE</td>
</tr>
<tr>
<td>Do not have responsibility for this child / these children at all</td>
<td>5</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

P11. To what extent are you involved in key decisions about this child / these children – for instance, deciding when they are allowed to stay out until?

INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

I am the main person who makes key decisions about this child / these children 1  CONTINUE
I have at least an equal role in making key decisions about this child / these children 2  CONTINUE
I have only a little influence on key decisions about this child / these children 3  CLOSE
I am not involved in key decisions about this child / these children 4  CLOSE

P12. And again thinking about your child / children who is / are in school years 6-13, which of the following best describes their household situation.? (This is in relation to the place where they live most of the time.)

INTERVIEWER: READ OUT. QUESTION RELATES TO HOUSEHOLD OF THE CHILD(REN) IN YEARS 6-13

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One parent / guardian in their household</td>
<td>1</td>
<td>ENSURE MIX OF</td>
</tr>
<tr>
<td>Two parents / guardians in their household</td>
<td>2</td>
<td>SINGLE / TWO PARENT H/HOLDS</td>
</tr>
</tbody>
</table>
**PARENTS & CARERS SECTION**

**P13.** Thinking about being a parent or carer of your child / children aged 10-18, which of these would you say best sums up your feelings about what your role should be regarding your children?  
**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shielding them or protecting them from the outside world – you can’t do everything, but you can do your best to make sure they don't get exposed to bad influences</td>
<td>GO TO P14.</td>
</tr>
<tr>
<td>2</td>
<td>Giving them the tools to face whatever situations they might need to in the future</td>
<td>GO TO P15.</td>
</tr>
<tr>
<td>3</td>
<td>Providing a roof over their head and food to grow – the rest, they will learn as they go along</td>
<td>GO TO P16.</td>
</tr>
</tbody>
</table>

**ASK IF CODE 1 AT P13**

**P14.** And again thinking about your role as a parent or carer of your child / children aged 10-18, which of these best fits you?  
**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I see it as my job to mainly make sure my child is safe and secure. I am her/his guardian and I make sure that I know where they are or who they are with</td>
<td>‘PINK’</td>
</tr>
<tr>
<td>2</td>
<td>I think my main job is to help my child develop his/her talent. I would do anything to make my child shine to the best of their potential</td>
<td>‘GOLD’</td>
</tr>
<tr>
<td>3</td>
<td>My child has special needs that mean I do a lot of the work for them to make sure they can join in and be with the other children</td>
<td>‘GREY’</td>
</tr>
</tbody>
</table>
PARENTS & CARERS SECTION

ASK IF CODE 3 AT P13
P16. And again thinking about your role as a parent or carer of your children aged 10-18, which of these best fits you?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>My kids are entering a difficult phase – they argue and answer back all the time. It’s EXTREMELY hard-going even to talk to them</td>
</tr>
<tr>
<td>10</td>
<td>My kids know when they’ve gone too far. One word from me and they know what’s what</td>
</tr>
<tr>
<td>11</td>
<td>My main job is to pay the bills and make sure there’s food in the cupboards. At the moment, I don’t have the spare energy to deal with much more</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>i.</td>
<td>PINK</td>
</tr>
<tr>
<td>ii.</td>
<td>GOLD</td>
</tr>
<tr>
<td>iii.</td>
<td>GREY</td>
</tr>
<tr>
<td>iv.</td>
<td>GREEN</td>
</tr>
<tr>
<td>v.</td>
<td>RED</td>
</tr>
<tr>
<td>vi.</td>
<td>BLUE</td>
</tr>
<tr>
<td>vii.</td>
<td>ORANGE</td>
</tr>
<tr>
<td>viii.</td>
<td>YELLOW</td>
</tr>
<tr>
<td>ix.</td>
<td>BROWN</td>
</tr>
<tr>
<td>x.</td>
<td>PURPLE</td>
</tr>
<tr>
<td>xi.</td>
<td>BLACK</td>
</tr>
</tbody>
</table>

SUMMARY OF P14-P16. (CODE RESPONDENT TYPE BELOW):

- single code

- **PINK 1**: RECRUIT A SPREAD OF TYPES
- **GOLD 2**: RECRUIT A SPREAD OF TYPES
- **GREY 3**: RECRUIT A SPREAD OF TYPES
- **GREEN 4**: RECRUIT A SPREAD OF TYPES
- **RED 5**: RECRUIT A SPREAD OF TYPES
- **BLUE 6**: RECRUIT A SPREAD OF TYPES
- **ORANGE 7**: RECRUIT A SPREAD OF TYPES
- **YELLOW 8**: RECRUIT A SPREAD OF TYPES
- **BROWN 9**: RECRUIT A SPREAD OF TYPES
- **PURPLE 10**: RECRUIT A SPREAD OF TYPES
- **BLACK 11**: RECRUIT A SPREAD OF TYPES
PARENTS & CARERS SECTION

Now some questions about alcohol and drinking – as I said before this is all confidential so please be honest . . .

P17. How often do you drink alcoholic drinks?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not drink now / have not drunk alcohol in the last 3-4 months</td>
<td>1</td>
</tr>
<tr>
<td>Drink a few times a year</td>
<td>2</td>
</tr>
<tr>
<td>Drink once a month</td>
<td>3</td>
</tr>
<tr>
<td>Drink once a fortnight</td>
<td>4</td>
</tr>
<tr>
<td>Drink at least once a week</td>
<td>5</td>
</tr>
<tr>
<td>Drink most days</td>
<td>6</td>
</tr>
<tr>
<td>Don’t know / won’t say</td>
<td>7</td>
</tr>
</tbody>
</table>

P18. SHOWARD This card shows different kinds of drinks. How many of each type of drink do you have in a normal week?

- INTERVIEWER: WRITE DOWN NUMBER / TYPE OF DRINKS CONSUMED IN NORMAL WEEK; IF ‘DON’T KNOW’, ASK FOR BEST ESTIMATE
- ENSURE FULL RECORD IS MADE
- THEN REFER TO ‘UNITS’ CARD & CALCULATE UNITS PER NORMAL WEEK
- WRITE IN ACTUAL NUMBER, THEN CODE BAND BELOW

<table>
<thead>
<tr>
<th>Units per week</th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 7 units per week</td>
<td>1 ‘BELOW AVERAGE’</td>
<td>1 ‘BELOW AVERAGE’</td>
</tr>
<tr>
<td>Between 7 and 16 units per week</td>
<td>2 ‘BELOW AVERAGE’</td>
<td>2 ‘ABOVE AVERAGE’</td>
</tr>
<tr>
<td>17 – 30 units per week</td>
<td>3 ‘ABOVE AVERAGE’</td>
<td>3 ‘ABOVE AVERAGE’</td>
</tr>
<tr>
<td>31 or more units per week</td>
<td>4 ‘ABOVE AVERAGE’</td>
<td>4 ‘ABOVE AVERAGE’</td>
</tr>
<tr>
<td>Don’t know / won’t say</td>
<td>5 CLOSE</td>
<td>5 CLOSE</td>
</tr>
</tbody>
</table>

INTERVIEWER: CHECK QUOTAS ON DRINKING VOLUME
**PARENTS & CARERS SECTION**

**P19. SHOWCARD PEN PORTRAITS**
INTERVIEWER: Show card and read out statement; ask which one they feel nearest to personally.

<table>
<thead>
<tr>
<th>CODE OPTION RES. FEELS CLOSEST TO (single code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When I meet with friends we usually have a few drinks to socialise</td>
</tr>
<tr>
<td>B. I only drink on special occasions such as birthday parties or Christmas</td>
</tr>
<tr>
<td>C. I hardly ever drink</td>
</tr>
<tr>
<td>D. I drink on 3 or more days a week, but only in moderation</td>
</tr>
<tr>
<td>E. I feel drunk at least once every week</td>
</tr>
<tr>
<td>F. I drink at least once a week on my own and spend quite a lot of my money on alcohol</td>
</tr>
</tbody>
</table>

**P20. SHOWCARD** To what extent do you agree or disagree with each of the following statements?
INTERVIEWER: READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Most people drink far more than the recommended amount of alcohol per week</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B. Excessive alcohol drinking is the cause of many of today’s problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C. It is OK to get really drunk sometimes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D. Drinking is a good way to de-stress and forget your worries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**ENSURE A SPREAD OF ATTITUDE**
**P21. SHOWCARD** To what extent do you agree or disagree with each of the following statements

**INTERVIEWER: READ OUT AND CODE EACH STATEMENT**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Children under 18 should never drink alcohol, whether at home, with parents or with friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B. It is better for parents to give alcohol to their children when they are under 18 years old, rather than the children get it themselves</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C. It is normal for young people to start drinking before they are 18 years old</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D. It is OK for under 18s to get very drunk sometimes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E. Young people drink far too much these days – alcohol seems to be a form of entertainment for them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**ENSURE A SPREAD OF ATTITUDE**

**ASK ALL**

**QD. SEG: OCCUPATION/WORKING STATUS OF H.O.H**

(Please circle as appropriate)

<table>
<thead>
<tr>
<th>Occupation/Working Status of H.O.H</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>CHECK QUOTAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>CHECK QUOTAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>CHECK QUOTAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>CHECK QUOTAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>CHECK QUOTAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>CHECK QUOTAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Across the 8 CYP workshops (1, 3, 4, 5, 6, 8, 9, 10) need to gain approx:
- 84 ABC1s
- 108 C2DEs

In each of the 2 PC workshops (2, 7) need to gain approx:
- 24 ABC1s
- 24 C2DEs

**ASK CYPs ONLY:**

**QE.** Can I just check, would you like to take part in the workshop session?

<table>
<thead>
<tr>
<th>I would like to participate</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would not like to participate</td>
<td>2</td>
</tr>
</tbody>
</table>

**ASK CYPs ONLY:**

**QF.** As a thank you for taking part, we will give you [yrs 6-9: £25 / yrs 10-11: £30 / yrs 12-13: £35] at the end of the workshop session. This would either be as a voucher which could be used in a selection of high street shops, or as phone credit.
Which would you prefer – a voucher or phone credit?

<table>
<thead>
<tr>
<th>Single code</th>
<th>Voucher for high street shops</th>
<th>Phone credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

INTERVIEWER COMPLETE:
QG. IS RESPONDENT RECRUITED THROUGH REFERRAL FROM OTHER RESPONDENT / DO THEY KNOW OTHER PARTICIPANTS IN THE STUDY?

<table>
<thead>
<tr>
<th>Single code</th>
<th>Yes – respondent knows other participants</th>
<th>No – respondent does not know other participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CHECK ELIGIBILITY RULES</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IF RESPONDENT QUALIFIES:
- Check availability for workshop
- Ensure respondent is aware session will be audio recorded
- Issue invitation – and draw attention to need to bring stimulus to conference session
- Complete front page and Sign questionnaire
5. Interactive Gallery

Interactive Gallery Consent Letter for CYPs

March / April 2008

Dear Guardian,

Young People and Alcohol

We are a research company called Define. We are based in London but we interview people all round the country on lots of different subjects.

We have been asked by the Central Office of Information (COI), a government department, to find out what young people aged between 10 and 18 years old think about alcohol.

As well as understanding how young people feel about alcohol generally, the government also wants to understand how, when and why young people choose to drink alcohol - and the reasons why they choose to not drink.

This research is part of the government’s Alcohol Harm Reduction Strategy, which aims to help young people and their parents understand the risks of drinking, and how to drink safely if they do choose to drink.

We really do need lots of opinions from lots of young people. We want to speak to both those who do or have drunk alcohol, as well as those who do not. It is important to understand a broad range of opinions.

To speak to anyone under the age of 16 we need the written consent of someone who has legal responsibility for them.

We would like your permission for your young person to give their opinions in an informal interview. As a ‘thank you’ for taking part in the interview, each young person will receive a £_____ voucher for a high street store.

If you give your permission, your young person will be invited to take part in an interview at a local hotel or community centre. We are running different kinds of interviews – some are one-on-one discussions with an interviewer, other interviews are with 2 other young people, or with parents as well as young people. Our recruiter can discuss with you which of these types of interview is most suitable. The interviews last about 1¼ hours and the day, time and location will be pre-arranged. If you agree to them taking part in this research study, please complete the form below.

The discussion will be audio recorded and at the end of the interview we would like to video record a short section of the discussion. This is done only so detailed analysis can be carried out after the session. At no stage would any audio or video tapes be passed onto anyone outside the research team, nor used for purposes other than this research project.
Personal details and the identity of any young person who takes part will remain confidential. We are not allowed to give out names or details to anyone outside our own research team (Define). By law, all personal details have to be removed from our records on completion of the project.

Define is an independent market research company. All of our project team have enhanced clearance by the Criminal Records Bureau (the CRB) to work with young people in a research capacity. We are members of the Market Research Society (for further details please visit [www.mrs.org.uk](http://www.mrs.org.uk)).

If you have any questions about the research process, you can call or Joceline Jones on 020 8346 7171. We are running the project and will be happy to answer any questions. If you would prefer to speak directly to the project manager at COI who commissioned the research, please let us know and we can pass on contact details to you.

Yours sincerely,

Joceline Jones
Director

I _________________________ (print name of Guardian) agree to the following person to be interviewed and recorded by Define Research on the Young People and Alcohol project.

Interviewee name: _____________________________________________

Signed: _______________________ (signature of Guardian)

Date: _______________________

__________________________________________________________________________
CONTACT DETAILS

Interviewer: 

Respondent 

Address: 

Post Code: 

Tel. (Hm) (Wk) (Mobile)

Please note method of recruitment: (tel/f2f/snowballing/list) 

EXERCISE RECRUITED FOR:

☐ CYP Trio

☐ CYP / PC pair (exercise conducted together)

☐ PC followed by CYP (exercise conducted independently)

☐ CYP individual

APPOINTMENT DETAILS:

Date: 

Time: 

Location: 

INTERVIEWER DECLARATION
I declare that this interview has been conducted strictly in accordance with your specifications within the Market Research Society Code of Conduct and with a person totally unknown to me.

Interviewer Name (PRINT): 

Date: 

Respondent Signature: 

Date: 

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Good morning / afternoon / evening. My name is (...) from Define Research and Insight. We are an independent research company. We are looking for [young people aged between 10-18 years old] [Parents and Carers of young people aged 10-16 years old] to take part in an informal research discussion about attitudes to food, drink and alcohol.

I need to ask you a few simple questions first to see if you are right for our study – this will only take a few minutes. Please do answer all the questions honestly, we don’t mind what your responses are as long as you say what you feel. This questionnaire is totally confidential and details of who you are won’t be passed on to anyone else.

If you are right for our study we would like to interview you at a local hotel or community centre, at a time that suits you. The interview would take around 1¼ hours and would be about you and your interests - as well as food, drink and alcohol. The session will be confidential, although an audio recording of the session will be made to help with the reporting of the study findings, and at the end of the discussion we would like to video a short piece of the interview if possible.

As a thank you for taking part in the interview, we will give you:

[FOR PCs: £45 cash]

Ensure that the respondent understands that any answers they give will not be passed on [to their parent(s)/carer] and anything they say in the discussion will not be used with their name attached. Their name will also not be passed on to anyone other than the researchers working on the project.
### ASK ALL

#### QA. GENDER
<table>
<thead>
<tr>
<th>Gender</th>
<th>Code</th>
<th>CHECK QUOTAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

#### QB. ETHNICITY:

- **White:**
  - British: 1
  - Irish: 2
  - Other: 3

- **Mixed Race:**
  - White and Black Caribbean: 4
  - White and Black African: 5
  - White and Asian: 6
  - Other Mixed: 7

- **Black / Black British:**
  - Black Caribbean: 8
  - Black African: 9
  - Other Black: 10

- **Asian / Asian British:**
  - Indian: 11
  - Pakistani: 12
  - Bangladeshi: 13
  - Other Asian: 14

- **Chinese:** 15

- **Other WRITE IN:** 16

- **Refused:** 17

#### QC. What is your Religion, even if you are not currently practising?

<table>
<thead>
<tr>
<th>Religion</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian (Church of England, Catholic, Protestant &amp; all other Christian denominations)</td>
<td>1</td>
</tr>
<tr>
<td>Buddhist</td>
<td>2</td>
</tr>
<tr>
<td>Hindu</td>
<td>3</td>
</tr>
<tr>
<td>Jewish</td>
<td>4</td>
</tr>
<tr>
<td>Muslim</td>
<td>5</td>
</tr>
<tr>
<td>Sikh</td>
<td>6</td>
</tr>
<tr>
<td>Any other religion, WRITE IN: _____________________________</td>
<td>7</td>
</tr>
<tr>
<td>No religion</td>
<td>8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>9</td>
</tr>
<tr>
<td>Refused</td>
<td>10</td>
</tr>
</tbody>
</table>

#### QD. SEG: OCCUPATION/WORKING STATUS OF H.O.H (circle as appropriate)

<table>
<thead>
<tr>
<th>SEG</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>C1</td>
<td>3</td>
</tr>
<tr>
<td>C2</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>6</td>
</tr>
</tbody>
</table>
**CHILDREN & YOUNG PERSON SECTION**

**Y1. Which of the following best describes you . . .**

INTERVIEWER: READ OUT AND SINGLE CODE

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go to school / college full time</td>
<td>1</td>
</tr>
<tr>
<td>I currently work full time</td>
<td>2</td>
</tr>
<tr>
<td>I currently work part time and am in training / go to college too</td>
<td>3</td>
</tr>
<tr>
<td>I don’t go to school / college and I’m not working or training at the moment</td>
<td>4</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD

**ASK IF CODE 1 AT Y1**

**Y2. Which school year are you currently in?**

**ASK IF CODE 2-4 AT Y1**

**Y3. If you were still at school or college, which year would you be in?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE YEAR 6</td>
<td>1</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>3</td>
</tr>
<tr>
<td>Year 8</td>
<td>4</td>
</tr>
<tr>
<td>Year 9</td>
<td>5</td>
</tr>
<tr>
<td>Year 10</td>
<td>6</td>
</tr>
<tr>
<td>Year 11</td>
<td>7</td>
</tr>
<tr>
<td>Year 12</td>
<td>8</td>
</tr>
<tr>
<td>Year 13</td>
<td>9</td>
</tr>
<tr>
<td>POST Year 13</td>
<td>10</td>
</tr>
</tbody>
</table>

**Y4. And how old are you?**

<table>
<thead>
<tr>
<th>Age</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 10</td>
<td>1</td>
</tr>
<tr>
<td>10 years old</td>
<td>2</td>
</tr>
<tr>
<td>11 years old</td>
<td>3</td>
</tr>
<tr>
<td>12 years old</td>
<td>4</td>
</tr>
<tr>
<td>13 years old</td>
<td>5</td>
</tr>
<tr>
<td>14 years old</td>
<td>6</td>
</tr>
<tr>
<td>15 years old</td>
<td>7</td>
</tr>
<tr>
<td>16 years old</td>
<td>8</td>
</tr>
<tr>
<td>17 years old</td>
<td>9</td>
</tr>
<tr>
<td>18 years old</td>
<td>10</td>
</tr>
<tr>
<td>Over 18</td>
<td>11</td>
</tr>
</tbody>
</table>
Y5. Have you ever been excluded from school, either on a temporary basis, or permanently?

<table>
<thead>
<tr>
<th>No</th>
<th>1</th>
<th>‘NEVER EXCLUDED’</th>
<th>ENSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – currently excluded</td>
<td>2</td>
<td>‘EXCLUDED’</td>
<td>A</td>
</tr>
<tr>
<td>Yes – have been excluded in past (not now)</td>
<td>3</td>
<td>‘EXCLUDED’</td>
<td>MIX</td>
</tr>
</tbody>
</table>

Y6. This is a confidential question that we need to ask so that we make sure we have all types of young people involved. Please be honest - do you ever skip school classes so you can do something else like spend time with friends or stay at home? That is, do you ever miss school for reasons other than being ill or taking holidays with your family?

Roughly how often do you skip school so you can do something else like spend time with friends or stay at home?

INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

<table>
<thead>
<tr>
<th>I never skip school</th>
<th>1</th>
<th>‘NOT TRUANT’</th>
<th>ENSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I skip school once or twice a year</td>
<td>2</td>
<td>‘TRUANT’</td>
<td>A</td>
</tr>
<tr>
<td>I skip school once or twice a month</td>
<td>3</td>
<td>‘TRUANT’</td>
<td>MIX</td>
</tr>
<tr>
<td>I skip school once a week or more</td>
<td>4</td>
<td>‘TRUANT’</td>
<td></td>
</tr>
</tbody>
</table>

Y7. SHOWCARD. To what extent do you agree or disagree with each of the following statements?

INTERVIEWER: ROTATE START POINT. TICK START POINT.
READ OUT AND CODE EACH STATEMENT

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ A I enjoy reading more than most people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ B Wearing the latest styles and fashions is important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ C One of the subjects I am best at is maths or science</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ D I would be happy to spend all day on my own playing games on PlayStation or Xbox</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ E Playing sport is one of the things I enjoy most of all</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ F I love contacting people on sites like Facebook, MySpace, and Bebo</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ G I much prefer to spend free time with friends – and not with my family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ H I am best at creative subjects like music or art</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ I Doing well at school work is very important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ J I feel happiest when I am with my family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ K I like to be with other people for as much of my free time as possible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ L I prefer to be an individual rather than following what’s trendy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>☐ M My parents always know where I am and who I am with</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF ATTITUDES
Y8. SHOWCARD. Which one of these is your favourite kind of music?
INTERVIEWER: SHOWCARD

<table>
<thead>
<tr>
<th>single code</th>
<th>A. Pop / Charts</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. R’n’B</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>C. Rock, Metal or Grunge</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. Hip Hop</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>E. Indie / Guitar music</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>F. UK Grime</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>G. Dance / Club music</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Other style (please say)</td>
<td>8 (write in):</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF PREFERENCES

Y9. I am going to read out some statements and for each one I would like to know whether or not it applies to you.
Firstly...
INTERVIEWER: ROTATE START POINT. TICK START POINT.
READ OUT EACH IN TURN AND CODE EACH

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>APPLIES</th>
<th>DOES NOT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. I quite enjoy meeting new people, you can have a laugh</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>ii. I am a private person and prefer to keep my thoughts and feelings to myself</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>iii. I would be ok discussing personal topics with someone I don’t know</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>iv. It takes me quite a long time to decide what I think of new people, so I keep quiet for quite a long time</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>v. I know my opinions and like to speak my mind</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

ALL RESPONDENTS MUST CODE AT LEAST TWO ‘A’S

Now some questions about your household...

Y10. Would you describe the place where you currently live as...
INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE

| In the middle of a city or town | 1 | ‘URBAN’ | ENSURE |
| In a suburb, or housing area towards the edge of a town or city | 2 | ‘SUBURBAN’ | A |
| On the edge of the countryside | 3 | ‘RURAL’ | MIX |
| In the middle of the countryside | 4 | ‘RURAL’ | |

---

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CHILDREN & YOUNG PERSON SECTION

Y11. Thinking about people living in your house who are your parents, or act as your guardian, which of the following best describes your situation?

INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE

| One parent / guardian lives in my household | 1 | ENSURE |
| Two parents / guardians live in my household | 2 | MIX |

Y12A. In total, how many people **aged 18 or under** usually live in your household, including yourself?

| One only (respondent themselves) | 1 |
| Two | 2 |
| Three | 3 |
| Four | 4 |
| Five or more | 5 |

Y12B. And in total, how many people **of all ages** usually live in your household, including yourself?

| Two (respondent and 1 Parent / Carer) | 1 |
| Three | 2 |
| Four | 3 |
| Five | 4 |
| Six or more | 5 |

ASK ALL CYPs WHO CODE 2-5 AT Y12A.

Y13. Thinking about all the young people in your household in terms of age, are you the eldest, in the middle, or the youngest?

| Respondent is Eldest | 1 | ENSURE |
| Respondent is Middle | 2 | A |
| Respondent is Youngest | 3 | SPREAD |
CHILDREN & YOUNG PERSON SECTION

Now some questions about alcohol and drinking – as I said before this is all confidential so please be honest . . .

Y14. Have you ever drunk alcohol – like beer, wine, cider, vodka, Bacardi Breezers - for example?

- Yes – have drunk alcohol 1  **ASK Y16**
- No - never drunk alcohol 2  **ASK Y15**

**ASK IF CODE 2 AT Y14.**

Y15. Which of the following statements best fit with you?

**INTERVIEWER: READ OUT AND SINGLE CODE STATEMENT BEST FITTING WITH RESPONDENT**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Code 1</th>
<th>Code 2</th>
<th>Code 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't want to try alcohol at the moment – maybe when I am a bit older</td>
<td>1 'NON DRINKER' – SKIP TO Y17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm keen to try alcohol soon</td>
<td>2 'CONSIDERER' – SKIP TO Y17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't ever want to try alcohol</td>
<td>3 'NON DRINKER' – SKIP TO Y17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INTERVIEWER: CHECK QUOTAS ON DRINKING BEHAVIOUR**

**ASK IF CODE 1 AT Y14.**

Y16. And how often do you drink alcoholic drinks?

**INTERVIEWER: ASSURE RESPONDENT OF CONFIDENTIALITY IF REQUIRED**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code 1</th>
<th>Code 2</th>
<th>Code 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not drink now / have not drunk alcohol in the last 4 months</td>
<td>1 'HAVE TRIED'</td>
<td>'HAVE TRIED'</td>
<td>'HAVE TRIED'</td>
</tr>
<tr>
<td>Drink a few times a year</td>
<td>2 'LIGHT'</td>
<td>'LIGHT'</td>
<td>'LIGHT'</td>
</tr>
<tr>
<td>Drink at least once a month</td>
<td>3 'MODERATE'</td>
<td>'MODERATE'</td>
<td>'MODERATE'</td>
</tr>
<tr>
<td>Drink once a fortnight</td>
<td>4 'HEAVY'</td>
<td>'HEAVY'</td>
<td>'MODERATE'</td>
</tr>
<tr>
<td>Drink at least once a week</td>
<td>5 'HEAVY'</td>
<td>'HEAVY'</td>
<td>'HEAVY'</td>
</tr>
<tr>
<td>Don't know / won't say</td>
<td>6 CLOSE</td>
<td>CLOSE</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

**INTERVIEWER: CHECK QUOTAS ON DRINKING BEHAVIOUR**

**TO BE RECRUITED AS ‘CYP INDIVIDUAL’, MUST BE A ‘HEAVY DRINKER’**

Y17. PEN PORTRAITS (USE SHOW CARDS).

**INTERVIEWER: Show card and read out statement; ask which one they feel nearest to personally.**

**CODE OPTION RES. FEELS CLOSEST TO (single code)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Code 1</th>
<th>Code 2</th>
<th>Code 3</th>
<th>Code 4</th>
<th>Code 5</th>
<th>Code 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When I go out with friends on the weekend we usually have a few drinks just to socialise</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. I generally only drink on special occasions with my family such as parties or Christmas</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. I hardly ever drink – I’m not allowed / I don’t like it</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. I’ve given up drinking – because it was getting to be a problem for me to NOT drink</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. I drink quite a lot and often get drunk - at least twice every week (maybe three beers or more in one go)</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. I drink at least once a week in secret and if I have any spare money I usually spend it on alcohol</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When it comes to talking about alcohol with your parent(s), which of the following statements best fits you?

**INTERVIEWER: READ OUT AND SINGLE CODE STATEMENT BEST FITTING RESPONDENT**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I generally talk openly with my parent(s) about where, when and how much I drink</td>
<td>1</td>
</tr>
<tr>
<td>I can talk with my parents about alcohol generally, but I don’t usually want to tell them details about when and how much I drink</td>
<td>2</td>
</tr>
<tr>
<td>I don’t like to talk to my parents about any drinking I might do – I really don’t want them to know when and how much I drink</td>
<td>3</td>
</tr>
</tbody>
</table>
# PARENTS & CARERS SECTION

Firstly, a few questions about yourself . . .

## P1. How old are you?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Code</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>1</td>
<td>CLOSE</td>
</tr>
<tr>
<td>26-30</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>31-35</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>36-40</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>41-45</td>
<td>5</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>46-50</td>
<td>6</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>51-55</td>
<td>7</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>56 or over</td>
<td>8</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

## P2. Do you work? What is your occupation?

__________________________ (OCCUPATION)

## P3. In which business or field of industry do you work?

__________________________ (FIELD/BUSINESS OF ACTIVITY)

CHECK P2 & P3 AGAINST THIS LIST; CLOSE IF LINKED TO ANY OF OCCUPATIONS

**CODE IF LINKED TO SECTOR**

<table>
<thead>
<tr>
<th>Occupation Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching / Education</td>
<td>1</td>
</tr>
<tr>
<td>Social or Youth work</td>
<td>2</td>
</tr>
<tr>
<td>Alcohol related charities / organizations</td>
<td>4</td>
</tr>
<tr>
<td>Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>Work for Department of Children, Schools and Families (DCSF)</td>
<td>4</td>
</tr>
<tr>
<td>Press/broadcasting/TV/journalism</td>
<td>5</td>
</tr>
<tr>
<td>Market research</td>
<td>6</td>
</tr>
</tbody>
</table>

## P4. What is the highest level of education you have completed?

<table>
<thead>
<tr>
<th>Level Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal qualifications</td>
<td>1</td>
</tr>
<tr>
<td>CSE/ SCE General Grades</td>
<td>2</td>
</tr>
<tr>
<td>GCSE/ &quot;O&quot; Levels</td>
<td>3</td>
</tr>
<tr>
<td>GNVQ (foundation or intermediate)/ BTEC First Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Advanced GNVQ/ BTEC National Diploma</td>
<td>5</td>
</tr>
<tr>
<td>&quot;A&quot; Levels/ Technical School/ Highers</td>
<td>6</td>
</tr>
<tr>
<td>HND/ NVQ</td>
<td>7</td>
</tr>
<tr>
<td>University/ Polytechnic Degree</td>
<td>8</td>
</tr>
<tr>
<td>Postgraduate Course</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Don't know/ not sure</td>
<td>11</td>
</tr>
<tr>
<td>Refused</td>
<td>12</td>
</tr>
</tbody>
</table>
PARENTS & CARERS SECTION

P5. I am going to read out some statements and for each one I would like to know whether or not it applies to you. Firstly . . .

**INTERVIEWER: ROTATE START POINT. TICK START POINT. READ OUT EACH IN TURN AND CODE EACH**

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>Applies</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. I quite enjoy meeting new people, you can have a laugh</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>ii. I am a private person and prefer to keep my thoughts and feelings to myself</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>iii. I would be ok discussing personal topics with someone I don’t know</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>iv. It takes me quite a long time to decide what I think of new people, so I keep quiet for quite a long time</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>v. I know my opinions and like to speak my mind</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

**ALL RESPONDENTS MUST CODE AT LEAST TWO ‘A’S**

Now, a few questions about your household . . .

P6. Would you describe the place where you currently live as . . .

**INTERVIEWER: READ OUT OPTIONS AND SINGLE CODE**

| In the middle of a city or town | 1 | ‘URBAN’ |
| In a suburb, or housing area towards the edge of a town or city | 2 | ‘SUBURBAN’ |
| On the edge of the countryside | 3 | ‘RURAL’ |
| In the middle of the countryside | 4 | ‘RURAL’ |

**ENSURE A MIX**

P7a. Are you the parent of, or do you act as guardian for, any children?

| No | 1 | CLOSE |
| Yes | 2 | CONTINUE |

P7b. How many children are you the parent of, or act as guardian for?

| 1 child | 1 | CONTINUE |
| 2 children | 2 | CONTINUE |
| 3 children | 3 | CONTINUE |
| 4 children | 4 | CONTINUE |
| 5 or more | 5 | CONTINUE |
P8. Which school years are each of these children in?  
IF AGED 16-18 BUT NO LONGER AT SCHOOL / EXCLUDED: which school year would the …. child be in?

<table>
<thead>
<tr>
<th></th>
<th>FIRST CHILD</th>
<th>SECOND CHILD</th>
<th>THIRD CHILD</th>
<th>FOURTH CHILD</th>
<th>FIFTH CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-YEAR 6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Year 8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Year 9</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Year 10</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Year 11</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Year 12</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Year 13</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>POST YEAR 13 / LEFT SCHOOL</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Don't know</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

• AT LEAST 1 CHILD TO BE IN SCHOOL YRS 6-13  
• IF NO CHILD IN SCHOOL YRS 6-13, CLOSE  
• IF RESPONDENT ‘DOESN’T KNOW’, CONFIRM WITH OTHER PARENT OR CYP / CALL BACK TO CONFIRM  
• CHECK QUOTAS

• FOR NEXT SECTION, RESPONDENT MUST THINK ABOUT JUST THE CYP WHO WILL INTERVIEWED ALONGSIDE THEM IN GALLERY RESEARCH
PARENTS & CARERS SECTION

IF ONE CHILD IN YEARS 6-13:
The next questions are just about your child who is in school years 6-13

IF MORE THAN ONE CHILD IN YEARS 6-13:
The next questions are just about [NAME OF CHILD WHO WILL BE INTERVIEWED ALONGSIDE PC IN GALLERY RESEARCH EXERCISE] who is in school years 6-13

P9. Thinking just about your child who is in school years 6-13; can I just check whether he / she usually lives in the same household as you?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – he / she lives mostly with me</td>
<td>1</td>
</tr>
<tr>
<td>No – he / she lives mostly with someone else</td>
<td>2</td>
</tr>
</tbody>
</table>

P10. How often do you look after and have responsibility for this child?

INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday/most days</td>
<td>1</td>
</tr>
<tr>
<td>2 or 3 days a week</td>
<td>2</td>
</tr>
<tr>
<td>One day a week</td>
<td>3</td>
</tr>
<tr>
<td>Less than one day a week</td>
<td>4</td>
</tr>
<tr>
<td>Do not have responsibility for this child at all</td>
<td>5</td>
</tr>
</tbody>
</table>

P11. To what extent are you involved in key decisions about this child - for instance, deciding when they are allowed to stay out until?

INTERVIEWER: PROBE IN ORDER TO CODE APPROPRIATELY

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am the main person who makes key decisions about this child</td>
<td>1</td>
</tr>
<tr>
<td>I have at least an equal role in making key decisions about this child</td>
<td>2</td>
</tr>
<tr>
<td>I have only a little influence on key decisions about this child</td>
<td>3</td>
</tr>
<tr>
<td>I am not involved in key decisions about this child</td>
<td>4</td>
</tr>
</tbody>
</table>

P12. And again thinking about your child who is in school years 6-13, which of the following best describes their household situation? (This is in relation to the place where they live most of the time.)

INTERVIEWER: READ OUT. QUESTION RELATES TO HOUSEHOLD OF THE CHILD IN YEAR 6-13

<table>
<thead>
<tr>
<th>Household Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>One parent / guardian in their household</td>
<td>1</td>
</tr>
<tr>
<td>Two parents / guardians in their household</td>
<td>2</td>
</tr>
</tbody>
</table>

P12b. And in total, how many people of all ages usually live in their household? (This is in relation to the place where they live most of the time.)

INTERVIEWER: QUESTION RELATES TO HOUSEHOLD OF THE CHILD IN YEAR 6-13

<table>
<thead>
<tr>
<th>Number of People</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two (CYP and 1 Parent / Carer)</td>
<td>1</td>
</tr>
<tr>
<td>Three</td>
<td>2</td>
</tr>
<tr>
<td>Four</td>
<td>3</td>
</tr>
<tr>
<td>Five</td>
<td>4</td>
</tr>
<tr>
<td>Six or more</td>
<td>5</td>
</tr>
</tbody>
</table>
P13. Thinking about being a parent or carer of your child aged 10-18, which of these would you say best sums up your feelings about what your role should be regarding your child?

ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM

Tick start point | CODE OPTION RES. FEELS CLOSEST TO (single code)
---|---
A. Shielding them or protecting them from the outside world – you can't do everything, but you can do your best to make sure they don't get exposed to bad influences | 1 → GO TO P14.
B. Giving them the tools to face whatever situations they might need to in the future | 2 → GO TO P15.
C. Providing a roof over their head and food to grow – the rest, they will learn as they go along | 3 → GO TO P16.

ASK IF CODE 1 AT P13

P14. And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM

Tick start point | CODE OPTION RES. FEELS CLOSEST TO (single code)
---|---
i. I see it as my job to mainly make sure my child is safe and secure. I am her/his guardian and I make sure that I know where they are or who they are with | 1 → ‘PINK’
ii. I think my main job is to help my child develop his/her talent. I would do anything to make my child shine to the best of their potential | 2 → ‘GOLD’
iii. My child has special needs that mean I do a lot of the work for them to make sure they can join in and be with the other children | 3 → ‘GREY’

ASK IF CODE 2 AT P13

P15. And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM

Tick start point | CODE OPTION RES. FEELS CLOSEST TO (single code)
---|---
iv. The family is our main priority and we spend a lot of time with each other building our relationships. The people in my family would rather be together than apart | 4 → ‘GREEN’
v. I want my child to improve and to achieve – I push them to be the best, in the way that I was never pushed | 5 → ‘RED’
vi. There’s never arguments in our household. The adults are (or at least one of them is) a big kid! Sometimes more than the kids are! | 6 → ‘BLUE’
vii. I don’t know what I would do without my kid/s. Sometimes I
worry they may have too much responsibility a bit too early compared with other kids, but I know it’s important to learn early in life to be independent

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>viii</td>
<td>We get on with our lives. I wouldn’t say we were anything too wild and whacky. We have a laugh, we’re easy going</td>
</tr>
</tbody>
</table>

## PARENTS & CARERS SECTION

### ASK IF CODE 3 AT P13

P16. And again thinking about your role as a parent or carer of your child aged 10-18, which of these best fits you?

**ROTATE START POINT. TICK START POINT. READ OUT ALL STATEMENTS AND THEN CODE ONE RESPONDENT FEELS BEST MATCHES THEM**

<table>
<thead>
<tr>
<th>Tick start point</th>
<th>CODE OPTION RES. FEELS CLOSEST TO (single code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ix My kids are entering a difficult phase – they argue and answer back all the time. It’s EXTREMELY hard-going even to talk to them</td>
<td>9 ‘BROWN’</td>
</tr>
<tr>
<td>x My kids know when they’ve gone too far. One word from me and they know what’s what</td>
<td>10 ‘PURPLE’</td>
</tr>
<tr>
<td>xi My main job is to pay the bills and make sure there’s food in the cupboards. At the moment, I don’t have the spare energy to deal with much more</td>
<td>11 ‘BLACK’</td>
</tr>
</tbody>
</table>

### SUMMARY OF P14-P16. (CODE RESPONDENT TYPE BELOW):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i. PINK</td>
<td>1</td>
</tr>
<tr>
<td>ii. GOLD</td>
<td>2</td>
</tr>
<tr>
<td>iii. GREY</td>
<td>3</td>
</tr>
<tr>
<td>iv. GREEN</td>
<td>4</td>
</tr>
<tr>
<td>v. RED</td>
<td>5</td>
</tr>
<tr>
<td>vi. BLUE</td>
<td>6</td>
</tr>
<tr>
<td>vii. ORANGE</td>
<td>7</td>
</tr>
<tr>
<td>viii. YELLOW</td>
<td>8</td>
</tr>
<tr>
<td>ix. BROWN</td>
<td>9</td>
</tr>
<tr>
<td>x. PURPLE</td>
<td>10</td>
</tr>
<tr>
<td>xi. BLACK</td>
<td>11</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF TYPES
PARENTS & CARERS SECTION

Now some questions about alcohol and drinking – as I said before this is all confidential so please be honest . . .

P17. How often do you drink alcoholic drinks?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not drink now / have not drunk alcohol in the last 3-4 months</td>
<td>1</td>
</tr>
<tr>
<td>Drink a few times a year</td>
<td>2</td>
</tr>
<tr>
<td>Drink once a month</td>
<td>3</td>
</tr>
<tr>
<td>Drink once a fortnight</td>
<td>4</td>
</tr>
<tr>
<td>Drink at least once a week</td>
<td>5</td>
</tr>
<tr>
<td>Drink most days</td>
<td>6</td>
</tr>
<tr>
<td>Don’t know / won’t say</td>
<td>7</td>
</tr>
</tbody>
</table>

CONTINUE

ASK P18 IF CODE 2-6 AT P17 ABOVE

P18. SHOWARD This card shows different kinds of drinks. How many of each type of drink do you have in a normal week?

- INTERVIEWER: WRITE DOWN NUMBER / TYPE OF DRINKS CONSUMED IN NORMAL WEEK; IF ‘DON’T KNOW’, ASK FOR BEST ESTIMATE
- ENSURE FULL RECORD IS MADE
- THEN REFER TO ‘UNITS’ CARD & CALCULATE UNITS PER NORMAL WEEK
- WRITE IN ACTUAL NUMBER, THEN CODE BAND BELOW

<table>
<thead>
<tr>
<th>Units per week</th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 units per week</td>
<td>1 ‘LIGHT’</td>
<td>‘LIGHT’</td>
</tr>
<tr>
<td>Between 6 and 10 units per week</td>
<td>2 ‘LIGHT’</td>
<td>‘MODERATE’</td>
</tr>
<tr>
<td>11 – 15 units per week</td>
<td>3 ‘MODERATE’</td>
<td>‘MODERATE’</td>
</tr>
<tr>
<td>16 – 20 units per week</td>
<td>4 ‘MODERATE’</td>
<td>‘HEAVY’</td>
</tr>
<tr>
<td>21 – 25 units per week</td>
<td>5 ‘MODERATE’</td>
<td>‘HEAVY’</td>
</tr>
<tr>
<td>26 – 30 units per week</td>
<td>6 ‘HEAVY’</td>
<td>‘HEAVY’</td>
</tr>
<tr>
<td>31 or more units per week</td>
<td>7 ‘HEAVY’</td>
<td>‘HEAVY’</td>
</tr>
<tr>
<td>Don’t know / won’t say</td>
<td>8 CLOSE</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

INTERVIEWER: ENSURE MIX OF DRINKING BEHAVIOUR
PARENTS & CARERS SECTION

P19A. SHOWCARD PEN PORTRAITS
INTERVIEWER: Show card and read out statement; ask which one they feel nearest to personally.
CODE OPTION RES.
FEELS CLOSEST TO
(single code)

| A. When I meet with friends we usually have a few drinks to socialise | 1 |
| B. I only drink on special occasions such as birthday parties or Christmas | 2 |
| C. I hardly ever / do not drink | 3 |
| D. I drink on 3 or more days a week, but only in moderation | 4 |
| E. I feel drunk at least once every week | 5 |
| F. I drink at least once a week on my own and spend quite a lot of my money on alcohol | 6 |

P20. SHOWCARD To what extent do you agree or disagree with each of the following statements?
INTERVIEWER: READ OUT AND CODE EACH STATEMENT

<p>| A. Most people drink far more than the recommended amount of alcohol per week |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| B. Excessive alcohol drinking is the cause of many of today’s problems |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| C. It is OK to get really drunk sometimes |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| D. Drinking is a good way to de-stress and forget your worries |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF ATTITUDE

P21. SHOWCARD To what extent do you agree or disagree with each of the following statements
INTERVIEWER: READ OUT AND CODE EACH STATEMENT

<p>| A. Children under 18 should never drink alcohol, whether at home, with parents or with friends |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| B. It is better for parents to give alcohol to their children when they are under 18 years old, rather than the children get it themselves |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| C. It is normal for young people to start drinking before they are 18 years old |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| D. It is OK for under 18s to get very drunk sometimes |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<p>| E. Young people drink far too much these days – alcohol seems to be a form of entertainment for them |</p>
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

ENSURE A SPREAD OF ATTITUDE
When it comes to talking about alcohol with your child who is in school years 6-13, which of the following statements best fits you?

**INTERVIEWER: READ OUT AND SINGLE CODE STATEMENT BEST FITTING RESPONDENT**

<table>
<thead>
<tr>
<th>Code Option Res.</th>
<th>Feels Closest To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>OK TO RECRUIT AS “CYP / PC PAIR (EXERCISE CONDUCTED TOGETHER)”</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>DO NOT RECRUIT AS “CYP / PC PAIR (EXERCISE CONDUCTED TOGETHER)”</strong></td>
</tr>
</tbody>
</table>

- **My child is generally open with me about where, when and how much they drink**
- **My child talks to me about alcohol, but I suspect they don’t tell me of all the times and places they drink**
- **It’s hard to talk to my child about any drinking they do – I know they do not tell me when and how much they drink**
ASK ALL

**EXERCISE RECRUITED FOR:**

- CYP trio
- CYP / PC pair (exercise conducted together)
  - CYP & PC must both agree they talk freely about drinking to each other
- PC followed by CYP (exercise conducted independently)
- CYP individual
  - CYP must be a ‘heavy’ drinker

I would like to explain a little more about the research study. The interview will take place at a local hotel or community centre on ____________________.

**IF RECRUITING CYP TO TAKE PART AS A “CYP TRIO“:** We would like you to do this interview together with two of your friends who you spend your free time with. So there would be 3 people doing the interview at the same time – you and two of yours friends. Can you think of anyone suitable who might be able to do this with you who we can speak with? Record name and contact details of potential partner(s):

.  
.

**IF RECRUITING CYP TO TAKE PART AS A “CYP / PC PAIR (exercise conducted together)“:** We would like you to do the interview together with your parent. So there would be 2 people doing the interview at the same time – you, and your parent.

**IF RECRUITING PC TO TAKE PART AS A “CYP / PC PAIR (exercise conducted together)“:** We would like you to do the interview together with your child. So there would be 2 people doing the interview at the same time – you, and your child.

**IF RECRUITING CYP TO TAKE PART AS A “PC followed by CYP (exercise conducted independently)“:** We would like to interview both you and your parent separately; we would interview your parent for 1¼ hours, and then interview yourself for 1¼ hours immediately afterwards. Whatever is said would be kept very strictly confidential by the interviewer; the interviewer would not tell your parent what you say - and would not tell you what your parent says.

**IF RECRUITING PC TO TAKE PART AS A “PC followed by CYP (exercise conducted independently)“:** We would like to interview both you and your child separately; we would interview you for 1¼ hours, and then interview your child for 1¼ hours immediately afterwards. Whatever is said would be kept very strictly confidential by the interviewer; the interviewer would not tell your child what you say - and would not tell you what your child says.

**IF RECRUITING CYP TO TAKE PART AS A “CYP Individual“:** The interview would be a one-on-one discussion with one of our interviewers, and would be confidential in nature.
ASK ALL

Q.E. Can I just check, would you like to take part in this research study?

<table>
<thead>
<tr>
<th>Yes – would like to participate</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No – would not like to participate</td>
<td>2</td>
</tr>
</tbody>
</table>

ASK CYPs ONLY:

Q.F. As a thank you for taking part, we will give you £_____. at the end of the session. This would be as a voucher.

Which would you prefer – a voucher for HMV, for WH Smiths, or a voucher that can be used in clothes shops such as Dorothy Perkins, Evans, Wallis, Outfit, Miss Selfridge, Topshop and Topman and Burton?

<table>
<thead>
<tr>
<th>Single code</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HMV Voucher</td>
<td>1</td>
</tr>
<tr>
<td>WH Smiths Voucher</td>
<td>2</td>
</tr>
<tr>
<td>Clothes Voucher</td>
<td>3</td>
</tr>
</tbody>
</table>

IF RESPONDENT QUALIFIES:

- Arrange appointment time
- Issue invitation
- Ensure respondent is aware session will be audio recorded and a section will ideally be video recorded
- Complete front page and sign questionnaire
6. Stakeholder Participation

Stakeholders – Introductory Letter

Date

Addressee

Dear

New Research Project – Alcohol Use

We are conducting research on behalf of the Department of Children, Schools and Families (DCSF) to build understanding of the attitudes and behaviour of young people towards alcohol. The study will ultimately feed into the development of alcohol harm reduction campaign work.

We are conducting this research with a variety of different groups, including:

- Professionals involved in the development and protection of young people
- Professionals involved in delivering information about alcohol use to young people and their parents
- Experts in youth / alcohol policy and the implications of alcohol use by young people
- Children and Young People
- Parents and Carers.

As someone who is professionally involved in this subject area, we would like to invite you to take part in this research. We are running discussion groups and individual interviews (of around 1½ hours each), which will give you the opportunity to put your views across and to share some of your experiences. In recognition of giving up your time to help with the research, Define are giving all individual participants a small thank you payment.

During the research, any comments given will form part of the feedback, but will not be attributed to you personally and will be kept anonymous. Personal details will be kept confidential to Define, not used for any purpose beyond this specific project, and removed from records on completion of the project.

Define is a member of the Market Research Society and is bound by their code of conduct (for further details please visit www.mrs.org.uk). The research process is being managed overall for independence and quality control by COI, a government body which works in partnership with government departments to ensure communications projects are conducted correctly and effectively.

We very much hope that you will be able to take part in this important piece of research. One of our team will contact you within the next few days, but if you would like any further information on the project in the meantime, please call me on 020 8346 7171. If you prefer to speak to the Project Manager at COI, however, or to a member of the DCFS team I will be able to refer you.

Yours sincerely

Associate Director
Stakeholder – Experts Introductory Letter

Date

Addressee

Dear

New Research Project – Alcohol Use

We are conducting research on behalf of the Department of Children, Schools and Families (DCSF) to build understanding of the attitudes and behaviour of young people towards alcohol. The study will ultimately feed into the development of alcohol harm reduction campaign work.

We are conducting this research with a variety of different groups, including:
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During the research, any comments given will form part of the feedback, but will not be attributed to you personally and will be kept anonymous. Personal details will be kept confidential to Define, not used for any purpose beyond this specific project, and removed from records on completion of the project.

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Yours sincerely

Associate Director
Stakeholder Participation- Recruitment Questionnaire for Depths

Job number 1630

COI RECRUITMENT QUESTIONNAIRE v3:
Stakeholder Depths

• 8 x interviews with intermediaries involved in delivering information and guidance about alcohol use to Children and Young People or to Parents or Carers about their children - school nurses, police, youth workers
  o free-find respondents
• 3 x interviews with experts in youth/alcohol policy and medical implications, and youth and alcohol focused charities
  o recruit from sample only

CONTACT DETAILS

Interviewer: ____________________________________________________________

Respondent: ____________________________________________________________

Address: _______________________________________________________________________________________________________

________________________________________ Post Code: ______________________________

Tel. ___________________________ (Hm) ___________________________
(Wk) ___________________________ (Mobile)

Please note method of recruitment: (tel/f2f/snowballing/list) ………………………………………..

INTERVIEW APPOINTMENT DETAILS:

Date:______________________________.

Time:______________________________.

Location: ____________________________.

INTERVIEWER DECLARATION

I declare that this interview has been conducted strictly in accordance with your specifications within the Market Research Society Code of Conduct and with a person totally unknown to me.

Interviewer Name (PRINT): _______________________________ Date: ________________

Respondent Signature: _______________________________ Date: ________________
Good morning/afternoon/evening. My name is (...) from Define Research and Insight. We are an independent research company conducting a study on behalf of the Department for Children, Schools and Families (DCFS). We are looking for people to take part in an informal research interview about the use of alcohol by young people.

I need to ask you a few simple questions first to see if you are right for our study – this will only take a few minutes. This questionnaire is totally confidential and details of who you are won’t be passed on to anyone else.

If you are right for our study, we can conduct the interview at a time and place that is convenient to you. The conversation would take about 1½ hours and would be with one of the research team from Define.

FOR “INTERMEDIARY” RESPONDENTS:
As a token of thanks for taking part, we would give you £50 cash at the end of the discussion.

FOR “EXPERT” RESPONDENTS:
As a token of thanks for your time, we would give you £50, either in cash, or as a donation to a charity of your choice.

Ensure respondent understands that anything they say in the interview will not be used with their name attached and their name will not be passed on to anyone other than the researchers working on the project.

Q1. What is your profession?

<table>
<thead>
<tr>
<th>“Intermediary”:</th>
<th>MIN. 1 / MAX. 3 INTERVIEWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police (school liaison officer – NOT front line police)</td>
<td>1</td>
</tr>
<tr>
<td>School Nurse</td>
<td>2</td>
</tr>
<tr>
<td>Youth Worker</td>
<td>3</td>
</tr>
<tr>
<td>Other (CHECK WITH SUPERVISOR)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“Experts”:</th>
<th>MAX. 1 INTERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy expert</td>
<td>5</td>
</tr>
<tr>
<td>Medical expert</td>
<td>6</td>
</tr>
<tr>
<td>Youth charity expert</td>
<td>7</td>
</tr>
<tr>
<td>Alcohol charity expert</td>
<td>8</td>
</tr>
</tbody>
</table>

INTERVIEWER: 8 x INTERVIEWS WITH ‘INTERMEDIARIES’ REQUIRED TOTAL
3 x INTERVIEWS WITH ‘EXPERTS’ REQUIRED TOTAL

Q2. Write in exact job title and organisation:
INTERVIEWER: REASSURE RESPONDENT RE. CONFIDENTIALITY IF NECESSARY

Job Title:........................................................................................................................................

Organisation:....................................................................................................................................

Q3. How long have you been in this profession?

<table>
<thead>
<tr>
<th>Less than 12 months</th>
<th>1</th>
<th>CONTINUE; if intermediary, ensure sufficient experience at Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4 years</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>5-10 years</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
</tbody>
</table>
ASK 'INTERMEDIARIES' ONLY
Q4. Are you specifically involved in providing information and guidance about alcohol use - either directly to Children and Young People (aged 10-18) or to Parents and Carers about their children?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>CONTINUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

ASK 'INTERMEDIARIES' ONLY
Q5. How long in total have you been professionally involved in providing information and guidance about alcohol use to Children and Young People or to Parents and Carers?

<table>
<thead>
<tr>
<th>Less than 12 months in total</th>
<th>1</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4 years in total</td>
<td>2</td>
<td>AIM FOR MIX</td>
</tr>
<tr>
<td>5-10 years in total</td>
<td>3</td>
<td>OF EXPERIENCE</td>
</tr>
<tr>
<td>More than 10 years in total</td>
<td>4</td>
<td>FOR INTERMEDIARIES</td>
</tr>
</tbody>
</table>

ASK 'INTERMEDIARIES' ONLY
Q6. How knowledgeable would you say you are about what Children and Young People think about alcohol, and about how they use it?

<table>
<thead>
<tr>
<th>Not at all knowledgeable – it is not something I have any real understanding about</th>
<th>1</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not very knowledgeable</td>
<td>2</td>
<td>CLOSE</td>
</tr>
<tr>
<td>Fairly knowledgeable</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Very knowledgeable – I have a good understanding about what Young People do and think about alcohol</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
</tbody>
</table>

Now a couple of questions about you personally . . .

Q7. How old are you?

<table>
<thead>
<tr>
<th>Under 21</th>
<th>1</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-24</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>25-35</td>
<td>3</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>36-55</td>
<td>4</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>55-60</td>
<td>5</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>Over 60</td>
<td>6</td>
<td>CLOSE FOR ‘INTERMEDIARIES’</td>
</tr>
</tbody>
</table>

ASK OF INTERMEDIARIES ONLY:
Q8. And do you have children or young people aged 10-18 in your own household?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>AIM FOR MIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>FOR INTERMEDIARIES</td>
</tr>
</tbody>
</table>

Q9. GENDER

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>AIM FOR MIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
<td>FOR INTERMEDIARIES</td>
</tr>
</tbody>
</table>
FOR “EXPERT” RESPONDENTS ONLY:

Q10. As a token of thanks for your time spent doing the interview, we will give you £xx. Would you prefer us to bring the money to the interview, or would you prefer we make a donation to a charity of your choice?

| Cash to interview preferred | 1 |
| Charity donation preferred  | 2 | WRITE IN CHARITY NAME:  |

IF RESPONDENT QUALIFIES:
- Check availability for appointment
- Issue invitation
- Sign front page
<table>
<thead>
<tr>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer: __________________________________________________________________________________</td>
</tr>
<tr>
<td>Respondent _____________________________________________________________________________________</td>
</tr>
<tr>
<td>Address: ______________________________________________________________________________________</td>
</tr>
<tr>
<td>_____________________________________________________________________________________________Post Code: ________________________________</td>
</tr>
<tr>
<td>Tel. __________________________ (Hm) __________________________ (Wk) __________________________ (Mobile)</td>
</tr>
</tbody>
</table>

Please note method of recruitment: (tel/f2f/snowballing/list) ………………………………………..

**GROUP RECRUITED FOR:**

- □ Group 1: 18.00-19.30, 7 Feb
- □ Group 2: 20.00-21.30, 7 Feb

**INTERVIEWER DECLARATION**

I declare that this interview has been conducted strictly in accordance with your specifications within the Market Research Society Code of Conduct and with a person totally unknown to me.

Interviewer Name (PRINT): ________________________________ Date: ________________

Respondent Signature: ________________________________ Date: ________________
INTRODUCTION

Good morning/afternoon/evening. My name is (…) from Define Research and Insight. We are an independent research company conducting a study on behalf of the Department for Children, Schools and Families (DCFS). We are looking for people who work with Children and Young People to take part in an informal research discussion about the use of alcohol by young people.

I need to ask you a few simple questions first to see if you are right for our study – this will only take a few minutes. This questionnaire is totally confidential and details of who you are won’t be passed on to anyone else.

If you are right for our study we would like you to come along to _____________ at _____________ on Thursday 7 February to take part in the research discussion. The conversation would take about 1½ hours and would be with 4 or 5 other people who work with Children and Young People.

As a token of thanks for taking part, we would give you £xx cash at the end of the discussion.

Ensure respondent understands that anything they say in the discussion will not be used with their name attached and their name will not be passed on to anyone other than the researchers working on the project.

Q1. What is your profession?

<table>
<thead>
<tr>
<th>Profession</th>
<th>Min.</th>
<th>Max.</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Worker</td>
<td>1</td>
<td></td>
<td>MIN. 1 / MAX. 3 PER GROUP</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
<td></td>
<td>MIN. 1 / MAX. 3 PER GROUP</td>
</tr>
<tr>
<td>Youth Worker</td>
<td>3</td>
<td></td>
<td>MIN. 1 / MAX. 3 PER GROUP</td>
</tr>
<tr>
<td>Other (CHECK WITH SUPERVISOR BEFORE RECRUITING)</td>
<td>10</td>
<td></td>
<td>CHECK WITH OFFICE</td>
</tr>
</tbody>
</table>

Q2. How long have you been in your current profession?

<table>
<thead>
<tr>
<th>Experience</th>
<th>Min.</th>
<th>Max.</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 12 months</td>
<td>1</td>
<td></td>
<td>CONTINUE – ensure sufficient experience at Q4</td>
</tr>
<tr>
<td>1-4 years</td>
<td>2</td>
<td></td>
<td>CONTINUE</td>
</tr>
<tr>
<td>5-10 years</td>
<td>3</td>
<td></td>
<td>CONTINUE</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>4</td>
<td></td>
<td>CONTINUE</td>
</tr>
</tbody>
</table>

Q3. Are you specifically involved in the development or protection of Children and Young People (aged 10-18)?

| Yes | 1 | CONTINUE |
| No | 2 | CLOSE |

ASK ALL

Q4. How long in total have you been professionally involved in the development or protection of Children and Young People (aged 10-18)?

<table>
<thead>
<tr>
<th>Experience in total</th>
<th>Min.</th>
<th>Max.</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 12 months in total</td>
<td>1</td>
<td></td>
<td>CLOSE</td>
</tr>
<tr>
<td>1-4 years in total</td>
<td>2</td>
<td></td>
<td>MIN. 1 / MAX. 2 PER GROUP</td>
</tr>
<tr>
<td>5-10 years in total</td>
<td>3</td>
<td></td>
<td>MIN. 1 / MAX. 3 PER GROUP</td>
</tr>
<tr>
<td>More than 10 years in total</td>
<td>4</td>
<td></td>
<td>MIN. 1 / MAX. 3 PER GROUP</td>
</tr>
</tbody>
</table>

Q5. Write in exact job title and organisation:
INTERVIEWER: REASSURE RESPONDENT RE. CONFIDENTIALITY IF NECESSARY

Job Title:.................................................................

Organisation:.................................................................
Q6. How knowledgeable would you say you are about what Children and Young People think about alcohol, and about how they use it?

**INTERVIEWER: PROBE TO FIT CODE**

<table>
<thead>
<tr>
<th>Knowledgeable Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all knowledgeable – it is not something I have any real understanding about</td>
<td>1</td>
</tr>
<tr>
<td>Not very knowledgeable</td>
<td>2</td>
</tr>
<tr>
<td>Fairly knowledgeable</td>
<td>3</td>
</tr>
<tr>
<td>Very knowledgeable – I have a good understanding about what Young People do and think about alcohol</td>
<td>4</td>
</tr>
</tbody>
</table>

Now a couple of questions about you personally . . .

Q7. How old are you?

<table>
<thead>
<tr>
<th>Age</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 21</td>
<td>1</td>
</tr>
<tr>
<td>21-24</td>
<td>2</td>
</tr>
<tr>
<td>25-35</td>
<td>3</td>
</tr>
<tr>
<td>36-55</td>
<td>4</td>
</tr>
<tr>
<td>55-60</td>
<td>5</td>
</tr>
<tr>
<td>Over 60</td>
<td>6</td>
</tr>
</tbody>
</table>

Q8. And do you have children or young people aged 10-18 in your own household?

<table>
<thead>
<tr>
<th>Have Children</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Q9. GENDER

<table>
<thead>
<tr>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

**IF RESPONDENT QUALIFIES:**
- Check availability for group
- Issue invitation
- Complete front page and Sign questionnaire
Dear

Research Study – Alcohol Use and Young People

Thank you for agreeing to take part in this research study. This letter outlines the background to the research, and provides a few details about Define, the agency conducting the research.

As explained by our interviewer, we are conducting the study on behalf of the Department for Children, Schools and Families (DCSF) to build understanding of the attitudes and behaviour of young people towards alcohol. The study will ultimately feed into the development of alcohol harm reduction campaign work.

We are conducting this research with a variety of different groups, including:
- Professionals involved in the development and protection of young people
- Professionals delivering information about alcohol to young people, parents and carers
- Children and Young People
- Parents and Carers.

You have kindly agreed to take part in a one-on-one interview lasting around 1¼ hours, which will give you the opportunity to put your views across and to share some of your experiences. In recognition of your time helping with the research, we will give you a thank you payment of £45.

During the research, any comments given will form part of the feedback, but will not be attributed to you personally and will be kept anonymous. Personal details will be kept confidential to Define, not used for any purpose beyond this project, and removed from records on completion of the study.

With your permission, the discussion will be audio recorded, and at the end of the interview we would like to video record a short section of the discussion. This is done only so detailed analysis can be carried out after the session. At no stage would any tapes be passed to anyone outside the research team, nor used for purposes other than this research project.

Define is a member of the Market Research Society and is bound by their code of conduct (for further details please visit www.mrs.org.uk). The research process is being managed for independence and quality control by COI, a government body which works in partnership with government departments to ensure projects are conducted correctly and effectively.

One of our team will re-contact you within the next few days to confirm your availability and the exact location of the interview (it is likely to be in a local hotel or community centre) but if you would like any further information in the meantime, please call me on 020 8346 7171. If you prefer to speak to the Project Manager at COI, however, or to a member of the DCSF team, I will be able to refer you.

Yours sincerely

Joceline Jones
Director
6 x interviews with Development and Protection Professionals
  - These are youth workers, social workers, and teachers with more than 12 months total experience working in the development and protection of young people aged 10-18

6 x interviews with Intermediaries
  - These are school nurses, police schools liaison officers (NOT front line police), youth workers with more than 12 months total experience delivering information and guidance about alcohol use to Children and Young People or to Parents or Carers about their children

RESPONDENT TYPE:
- Development and Protection Professional
- Intermediary

CONTACT DETAILS
Interviewer: __________________________________________________________________________________
Respondent __________________________________________________________________________________
Address: ____________________________________________________________________________________
________________________________________________Post Code: ________________________________
Tel. __________________________(Hm) __________________________ (Wk) __________________________(Mobile)
Please note method of recruitment: (tel/f2f/snowballing/list) ………………………………………..

INTERVIEW APPOINTMENT DETAILS:
Date: __________________________.
Time: __________________________.
Location: __________________________.

INTERVIEWER DECLARATION
I declare that this interview has been conducted strictly in accordance with your specifications within the Market Research Society Code of Conduct and with a person totally unknown to me.

Interviewer Name (PRINT): ___________________________ Date: ____________

Respondent Signature: ___________________________ Date: ____________
INTRODUCTION

Good morning/afternoon/evening. My name is (...) from Define Research and Insight. We are an independent research company conducting a study on behalf of the Department for Children, Schools and Families (DCSF). We are looking for people to take part in an informal research interview about the use of alcohol by young people.

I need to ask you a few simple questions first to see if you are right for our study – this will only take a few minutes. This questionnaire is totally confidential and details of who you are won’t be passed on to anyone else.

The interview would take around 1¼ hours and would take place at a local hotel or community center.

The interview would be confidential in nature, although an audio recording of the session will be made to help with the reporting of the study findings, and at the end of the discussion we would like to video a short part of the interview if possible.

As a token of thanks for taking part, we would give you £45 cash at the end of the discussion.

*Ensure respondent understands that anything they say in the interview will not be used with their name attached and their name will not be passed on to anyone other than the researchers working on the project.*

Q1. What is your profession?

<table>
<thead>
<tr>
<th>“Development and Protection Professional”:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Social Worker</td>
<td>2</td>
</tr>
<tr>
<td>Youth Worker</td>
<td>3</td>
</tr>
<tr>
<td>Other (CHECK WITH SUPERVISOR)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“Intermediary”:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td>5</td>
</tr>
<tr>
<td>(school liaison officer – NOT front line police)</td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td>6</td>
</tr>
<tr>
<td>Youth Worker</td>
<td>7</td>
</tr>
<tr>
<td>Other (CHECK WITH SUPERVISOR)</td>
<td>8</td>
</tr>
</tbody>
</table>

**INTERVIEWER:**

6 x INTERVIEWS WITH ‘DEVELOPMENT AND PROTECTION PROFESSIONALS’ REQUIRED TOTAL
6 x INTERVIEWS WITH ‘INTERMEDIARIES’ REQUIRED TOTAL

Probe to establish which category any Youth Workers fall into:
- if they personally provide information and guidance specifically about alcohol use, categorise as ‘intermediary’
- if they do NOT personally provide information and guidance specifically about alcohol use, categorise as ‘Development and Protection Professional’

Q2. Write in exact job title and organisation:

**INTERVIEWER:** REASSURE RESPONDENT RE. CONFIDENTIALITY IF NECESSARY

Job Title:..................................................................................................................................

Organisation:................................................................................................................................
**ASK ‘DEVELOPMENT AND PROTECTION PROFESSIONALS’ ONLY**

Q3. Are you personally directly involved in the development or protection of Children and Young People (aged 10-18), or are you personally involved with talking directly with Parents and Carers about the development or protection of their children?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – personally involved with CYPs</td>
<td>1</td>
</tr>
<tr>
<td>Yes – personally involved with PCs</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

**Q4. How long in total have you been professionally involved in the development or protection of Children and Young People?**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 12 months in total</td>
<td>1</td>
</tr>
<tr>
<td>1-4 years in total</td>
<td>2</td>
</tr>
<tr>
<td>5-10 years in total</td>
<td>3</td>
</tr>
<tr>
<td>More than 10 years in total</td>
<td>4</td>
</tr>
</tbody>
</table>

**ASK ‘INTERMEDIARIES’ ONLY**

Q5. Are you specifically involved in providing information and guidance about alcohol use - either directly to Children and Young People (aged 10-18) or to Parents and Carers about their children?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
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</tr>
</tbody>
</table>

**Q6. How long in total have you been professionally involved in providing information and guidance about alcohol use to Children and Young People or to Parents and Carers?**

<table>
<thead>
<tr>
<th>Duration</th>
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<td>3</td>
</tr>
<tr>
<td>More than 10 years in total</td>
<td>4</td>
</tr>
</tbody>
</table>

**Q7. How knowledgeable would you say you are about what Children and Young People think about alcohol, and about how they use it?**

INTERVIEWER: PROBE TO FIT CODE

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all knowledgeable – it is not something I have any real understanding about</td>
<td>1</td>
</tr>
<tr>
<td>Not very knowledgeable</td>
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</tr>
<tr>
<td>Fairly knowledgeable</td>
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<tr>
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</tr>
</tbody>
</table>
Now a couple of questions about you personally . . .

Q8. How old are you?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>Under 21</td>
<td>1</td>
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<td>21-24</td>
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<td>Over 60</td>
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Q9. And do you have children or young people aged 10-18 in your own household?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Q10. GENDER

<table>
<thead>
<tr>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

Q11. ETHNICITY:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>White:</td>
<td></td>
</tr>
<tr>
<td>British</td>
<td>1</td>
</tr>
<tr>
<td>Irish</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Mixed Race:</td>
<td></td>
</tr>
<tr>
<td>White and Black Caribbean</td>
<td>4</td>
</tr>
<tr>
<td>White and Black African</td>
<td>5</td>
</tr>
<tr>
<td>White and Asian</td>
<td>6</td>
</tr>
<tr>
<td>Other Mixed</td>
<td>7</td>
</tr>
<tr>
<td>Black / Black British:</td>
<td></td>
</tr>
<tr>
<td>Black Caribbean</td>
<td>8</td>
</tr>
<tr>
<td>Black African</td>
<td>9</td>
</tr>
<tr>
<td>Other Black</td>
<td>10</td>
</tr>
<tr>
<td>Asian / Asian British:</td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>11</td>
</tr>
<tr>
<td>Pakistani</td>
<td>12</td>
</tr>
<tr>
<td>Bangladeshi</td>
<td>13</td>
</tr>
<tr>
<td>Other Asian</td>
<td>14</td>
</tr>
<tr>
<td>Chinese</td>
<td>15</td>
</tr>
<tr>
<td>Other WRITE IN:</td>
<td>16</td>
</tr>
</tbody>
</table>

IF RESPONDENT QUALIFIES:

- Arrange appointment time
- Issue invitation
- Ensure respondent is aware session will be audio recorded and a section will be video recorded
- Complete front page and Sign questionnaire