Smoking, Drinking and Drug Use Among Young People

User Guide

A survey carried out on behalf of The Department of Health by the National Centre for Social Research and the National Foundation for Educational Research
Background and targets

This survey is the latest in a series of surveys of secondary school children which provides the national estimates of the proportion of young people aged 11-15 who smoke, drink alcohol or take illegal drugs. The first survey in the series was carried out in 1982 to provide estimates of the proportion of pupils who smoked and to describe the smoking behaviour of those who smoked. Similar surveys were carried out every two years until 1998 to monitor trends in the prevalence of cigarette smoking. Questions on alcohol consumption were included for the first time in the 1988 survey, and the 1998 survey was the first to include questions on the prevalence of drug use.

Since 1998, surveys have been carried out annually, with a core section of questions included covering the following:
- smoking status and number of cigarettes smoked in the last week;
- drinking status and amount of alcohol drunk in the last week; and
- awareness of, ever tried, and when last tried individual drugs.

In alternate years the remainder of the questionnaire focuses on either smoking and drinking or on drug taking. The 2001 and 2003 surveys focussed mainly on drugs, the 2000 and 2002 surveys focussed mainly on smoking and drinking. This long established series of national surveys acts as an official measure of progress towards targets for reducing smoking and drug use among young people.

The Updated Drug Strategy\(^1\) (December 2002) reasserted the government’s commitment to reducing drug use among young people, with a new emphasis on vulnerable young people. Key performance targets are measured by this survey series against a 1999 baseline for 11-15 year olds. These include reducing the use of Class A drugs and the frequent use of any illicit drug amongst all young people under the age of 25, and especially by the most vulnerable young people.

The current target for reducing children’s smoking was set in Smoking Kills, A White Paper on Tobacco\(^2\) and is measured against a 1996 baseline for 11-15 year olds. The target is to reduce smoking among children from 13% to 11% by 2005, and to 9% or less by 2010.

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Sample Design

The survey was conducted in schools by asking pre-selected groups of pupils to complete a confidential questionnaire. Both schools and pupils were selected randomly so that every eligible child in England had an equal chance of inclusion in the study.

The survey population (that is, the coverage of the survey) is pupils in school years 7-11 in England. Therefore, those taking part are mainly aged 11-15. Schools with any pupils in these school years are eligible for selection, with the exception of special schools. All other types, namely comprehensive, secondary modern, grammar and private schools, are included. More detail about the survey design can be found in Appendix A of the main report.

In total, 331 schools agreed to take part in the survey out of the 447 eligible selected schools, a response rate of 74%. Fieldwork was conducted in the autumn term of 2003. An average of 35 pupils per school were selected to take part from across all classes in years 7 to 11. The response from selected pupils in participating schools was 87%, yielding a total of 10,390 completed usable questionnaires. The product of the school and pupil rates produces an overall response of 65%.

![Figure 1.1: Response: England 1982-2003](image)
The documentation has been organised into the following sections:

- Interview (contains self-completion booklets, diaries and policy questionnaire)
- Data (contains the list of variables and list of derived variables)
- Other instructions (contains interviewer and coding & editing instructions)
- Findings (Reports and Summary booklet)

### Using the data

The data consists of two files:

<table>
<thead>
<tr>
<th>File Name</th>
<th>Records</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDD03 Eng Archive.sav</td>
<td>10,390</td>
<td>contains data for all pupils who completed a questionnaire in England</td>
</tr>
<tr>
<td>SDD03 Policy.sav</td>
<td>313</td>
<td>contains data for all schools who completed a policy questionnaire</td>
</tr>
</tbody>
</table>

**Variables on the files**

Each of the data files contain questionnaire variables (excluding variables used for administrative purposes) and derived variables. The variables included in the individual file are detailed in the “List of Variables” document in the data section of the documentation. This document is the best place to look at in order to plan your analysis. It includes:

Once you have decided which variables to include in your analysis, you can look up details of the question wording using the interview section documentation (all variables on the data file are given by name in the copy of the interview schedules provided), or use the “Derived Variables Specification” document in the data section of the documentation for derived variables.

**Weighting variables**

There is no weighted variable.

**Missing values conventions**

-1 Not applicable: Used to signify that a particular variable did not apply to a given respondent usually because of internal routing.

-8 Don't know, Can't say.

-9 No answer/ Refused
SURVEY OF DRUG USE, SMOKING, AND DRINKING AMONG SCHOOLCHILDREN IN ENGLAND 2003

WE PROMISE THAT YOUR ANSWERS ARE CONFIDENTIAL. THEY WILL NOT BE SHOWN TO ANYONE THAT YOU KNOW

Most of the questions can be answered by putting a tick in the box next to the answer that applies to you. You are sometimes told to skip over some questions in this survey. When this happens, you will see an arrow with a note that tells you what question to answer next, like this:

Yes

No

Or sometimes you have to write a number in the box, for example:

14 days

Or sometimes you have to tick a box and write in an answer, for example:

Something else (Tick and write in) Chocolate
Q1  Are you a boy or a girl?

- Boy [ ]
- Girl [ ]

Q2  Which year are you in at school?

- Year 7 [ ]
- Year 8 [ ]
- Year 9 [ ]
- Year 10 [ ]
- Year 11 [ ]

Q3  How old are you now?

- 10 years old [ ]
- 11 years old [ ]
- 12 years old [ ]
- 13 years old [ ]
- 14 years old [ ]
- 15 years old [ ]
- 16 years old [ ]
- 17 years old [ ]

Q4  What is your date of birth?

- Day [ ]
- Month [ ]
- Year [ ]
Q5 To which of these ethnic groups do you belong?

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1</td>
</tr>
<tr>
<td>Mixed</td>
<td>2</td>
</tr>
<tr>
<td>Asian or Asian British</td>
<td>3</td>
</tr>
<tr>
<td>Black or Black British</td>
<td>4</td>
</tr>
<tr>
<td>Chinese</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

Q6 The next set of questions are about cigarettes. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q7 Do you smoke cigarettes at all nowadays?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Q8 Now read the following statements carefully and tick the box next to the one which best describes you.

- I have never smoked  
- I have only ever tried smoking once
- I used to smoke sometimes but I never smoke a cigarette now
- I sometimes smoke cigarettes now but I don’t smoke as many as one a week
- I usually smoke between one and six cigarettes a week
- I usually smoke more than six cigarettes a week

Q9 Just to check, read the statements below carefully and tick the box next to the one which best describes you.

- I have never tried smoking a cigarette, not even a puff or two
- I did once have a puff or two of a cigarette, but I never smoke now
- I do sometimes smoke cigarettes

Q10 How old were you when you first tried smoking a cigarette, even if it was only a puff or two? Write in the box your age then, in numbers not words.

I was ________ years old
The next set of questions are about alcohol. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Have you ever had a proper alcoholic drink – a whole drink, not just a sip? Please don’t count drinks labelled low alcohol.

Yes → Q13
No → Q33 on page 9

How old were you when you had your first proper alcoholic drink? Write in the box your age then, in numbers not words.

I was ________ years old

How often do you usually have an alcoholic drink?

Every day or almost every day → 1
About twice a week → 2
About once a week → 3
About once a fortnight → 4
About once a month → 5
Only a few times a year → 6
I never drink alcohol now → 7

When did you last have an alcoholic drink?

Today → 1
Yesterday → 2
Some other time during the last 7 days → 3
1 week, but less than 2 weeks ago → 4
2 weeks, but less than 4 weeks ago → 5
1 month, but less than 6 months ago → 6
6 months ago or more → 7
Q16  During the last 7 days, how much BEER, LAGER AND CIDER have you drunk? Please don’t include drinks labelled low alcohol.

- Half a pint or more  ➔ Q17
- Less than half a pint  ➔ Q19 on page 6
- Have not drunk beer, lager or cider in the last 7 days  ➔ Q19 on page 6

Q17  Write in the boxes below the number of pints, half pints, large cans, small cans and bottles of BEER, LAGER AND CIDER drunk in the last 7 days.

Q18  Do you usually drink normal strength or strong beer? If you usually drink both normal and strong beer, please tick the type you drank most recently.

- Normal strength beer  ➔ 351
- Strong beer  ➔ 351
Q19  During the last 7 days, how much SHANDY have you drunk?

- Half a pint or more  1  ➔ Q20
- Less than half a pint  2  ➔ Q22
- Have not drunk shandy in the last 7 days  3  ➔ Q22

Q20  Write in the boxes below the number of pints, half pints, large cans and small cans of SHANDY drunk in the last 7 days.

- Pints  353-354
- Half pints  355-356
- Large cans  357-358
- Small cans  359-360

Q21  Was the SHANDY you drank in the last 7 days mostly lemonade, mostly lager or beer, or about half and half of each?

- Mostly lemonade  1
- Mostly lager or beer  2
- About half and half of each  3

Q22  During the last 7 days, how much WINE have you drunk?

- One glass or more  1  ➔ Q23
- Less than a glass  2  ➔ Q24 on page 7
- Have not drunk wine in the last 7 days  3  ➔ Q24 on page 7

Q23  Write in the box below the number of glasses of WINE drunk in the last 7 days.

- Glasses  363-364
Q24 During the last 7 days, how much MARTINI AND SHERRY have you drunk?

One glass or more 365 → Q25
Less than a glass 366 → Q26
Have not drunk martini or sherry in the last 7 days 367 → Q26

Q25 Write in the box below the number of glasses of MARTINI AND SHERRY drunk in the last 7 days.

Q26 During the last 7 days, how much SPIRITS and LIQUEURS (eg whisky, vodka, gin, tequila, Baileys, Tia Maria) have you drunk? By a glass we mean a single pub measure.

One glass or more 368 → Q27
Less than a glass 369 → Q28
Have not drunk spirits or liqueurs in the last 7 days 370 → Q28

Q27 Write in the box below the number of glasses of SPIRITS and LIQUEURS (eg whisky, vodka, gin, tequila, Baileys, Tia Maria) drunk in the last 7 days.

Q28 During the last 7 days, how many ALCOPOPS (eg Bacardi Breezer, Reef, Smirnoff Ice, V2, WKD) have you drunk?

One bottle or more 371 → Q29
Less than a bottle 372 → Q30 on page 8
Have not drunk alcopops in the last 7 days 373 → Q30 on page 8

Q29 Write in the boxes below the number of cans and bottles of ALCOPOPS (eg Bacardi Breezer, Reef, Smirnoff Ice, V2, WKD) drunk in the last 7 days.

small cans 374 → Q30 on page 8
bottles 375 → Q30 on page 8
Q30 Have you drunk any other types of alcoholic drink in the last 7 days?

Yes [376] ➔ Q31
No [377-378] ➔ Q33 on page 9

Q31 What other alcoholic drink(s) have you drunk? Please write in the name(s) below.

Q32 Write in the boxes below the number of pints, half pints, large cans, small cans, bottles and glasses of this other alcoholic drink that you have drunk in the last 7 days.
Q33  The next set of questions are about drugs (apart from cigarettes and alcohol). Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q34  The next set of questions are about Cannabis, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed.

Q35  Have you ever heard of Cannabis?

Yes  \[ \Rightarrow \] Q36

No  \[ \Rightarrow \] Q41 on page 10

Q36  Have you ever been offered Cannabis?

Yes  \[ 1 \]

No  \[ 2 \]

Q37  Have you ever tried Cannabis (even if only once)?

Yes  \[ \Rightarrow \] Q38

No  \[ \Rightarrow \] Q41 on page 10

Q38  How old were you when you first tried Cannabis? Write in the box your age then, in numbers not words

I was  \[ \] years old

Q39  When did you last use or take Cannabis?

In the last month  \[ 1 \]

In the last year  \[ 2 \]

More than a year ago  \[ 3 \]

Q40  On how many occasions have you used or taken Cannabis?

Once  \[ 1 \]

2-5 occasions  \[ 2 \]

6-10 occasions  \[ 3 \]

More than 10 occasions  \[ 4 \]
The next set of questions are about Amphetamines, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth.

Q42 Have you ever **heard of** Amphetamines?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Q43 on page 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Q43 Have you ever **offered** Amphetamines?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Q43 on page 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Q44 Have you ever **tried** Amphetamines (even if only once)?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Q43 on page 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Q45 How old were you when you first **tried** Amphetamines? Write in the box your **age then**, in numbers not words.

I was ___ years old

Q46 When did you last **use** or **take** Amphetamines?

<table>
<thead>
<tr>
<th></th>
<th>Q45 on page 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the last month</td>
</tr>
<tr>
<td>2</td>
<td>In the last year</td>
</tr>
<tr>
<td>3</td>
<td>Longer ago</td>
</tr>
</tbody>
</table>

Q47 On how many occasions have you **used** or **taken** Amphetamines?

<table>
<thead>
<tr>
<th></th>
<th>Q47 on page 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Once</td>
</tr>
<tr>
<td>2</td>
<td>2-5 occasions</td>
</tr>
<tr>
<td>3</td>
<td>6-10 occasions</td>
</tr>
<tr>
<td>4</td>
<td>More than 10 occasions</td>
</tr>
</tbody>
</table>

Q48 How do you usually take Amphetamines? Please tick any that apply.

<table>
<thead>
<tr>
<th></th>
<th>Q47 on page 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I sniff or swallow them</td>
</tr>
<tr>
<td>2</td>
<td>I inject them</td>
</tr>
</tbody>
</table>
Q49  The next set of questions are about LSD, also called Acid, Tabs, Trips, Dots.

Q50  Have you ever heard of LSD?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Q51</td>
<td>Q56 on page 12</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q51  Have you ever been offered LSD?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Q53</td>
<td>Q56 on page 12</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q52  Have you ever tried LSD (even if only once)?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Q53</td>
<td>Q56 on page 12</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q53  How old were you when you first tried LSD? Write in the box your age then, in numbers not words.

I was ___ years old

Q54  When did you last use or take LSD?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last month</td>
<td>Q55</td>
<td></td>
</tr>
<tr>
<td>In the last year</td>
<td></td>
<td>Q56 on page 12</td>
</tr>
<tr>
<td>More than a year ago</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q55  On how many occasions have you used or taken LSD?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>Q56 on page 12</td>
<td></td>
</tr>
<tr>
<td>2-5 occasions</td>
<td></td>
<td>Q56 on page 12</td>
</tr>
<tr>
<td>6-10 occasions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 10 occasions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 11
The next set of questions are about Ecstasy, also called ‘E’, Mitsibishis/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’.

Q57 Have you ever heard of Ecstasy?

Yes 1 ➔ Q58
No 2 ➔ Q63 on page 13

Q58 Have you ever offered Ecstasy?

Yes 1
No 2

Q59 Have you ever tried Ecstasy (even if only once)?

Yes 1 ➔ Q60
No 2 ➔ Q63 on page 13

Q60 How old were you when you first tried Ecstasy? Write in the box your age then, in numbers not words.

I was [446-447] years old

Q61 When did you last use or take Ecstasy?

In the last month 1
In the last year 2
More than a year ago 3

Q62 On how many occasions have you used or taken Ecstasy?

Once 1
2-5 occasions 2
6-10 occasions 3
More than 10 occasions 4
Q63 The next set of questions are about Semeron, also called Sem.

Q64 Have you ever heard of Semeron?

Yes
No --> Q70 on page 14

Q65 Have you ever been offered Semeron?

Yes
No --> Q70 on page 14

Q66 Have you ever tried Semeron (even if only once)?

Yes --> Q67
No --> Q70 on page 14

Q67 How old were you when you first tried Semeron? Write in the box your age then, in numbers not words.

I was years old

Q68 When did you last use or take Semeron?

In the last month
In the last year
More than a year ago

Q69 On how many occasions have you used or taken Semeron?

Once
2-5 occasions
6-10 occasions
More than 10 occasions
Q70  The next set of questions are about **Poppers**, also called **Amyl Nitrates, Liquid Gold, Rush**.

Q71  Have you ever **heard of** Poppers?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>Q72</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>Q77 on page 15</td>
</tr>
</tbody>
</table>

Q72  Have you ever **offered** Poppers?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Q73  Have you ever **tried sniffing** Poppers (even if only once)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>Q74</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>Q77 on page 15</td>
</tr>
</tbody>
</table>

Q74  How old were you when you first **tried sniffing** Poppers? Write in the box your **age then**, in numbers not words.

- I was ____ years old

Q75  When did you last **sniff** Poppers?

- In the last month 1
- In the last year 2
- More than a year ago 3

Q76  On how many occasions have you **sniffed** Poppers?

- Once 1
- 2-5 occasions 2
- 6-10 occasions 3
- More than 10 occasions 4
Q77 The next set of questions are about **Tranquilisers**, also called **Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam**.

**Q78** Have you ever **heard of** Tranquilisers?

- Yes [ ] \( \Rightarrow \) Q79
- No [ ] \( \Rightarrow \) Q84 on page 16

**Q79** Have you ever **offered** Tranquilisers?

- Yes [ ]
- No [ ]

**Q80** Have you ever **tried** Tranquilisers (even if only once)?

- Yes [ ] \( \Rightarrow \) Q81
- No [ ] \( \Rightarrow \) Q84 on page 16

**Q81** How old were you when you first **tried** Tranquilisers? Write in the box your **age then**, in numbers not words.

I was __years old__

**Q82** When did you last **use** or **take** Tranquilisers?

- In the last month [ ]
- In the last year [ ]
- More than a year ago [ ]

**Q83** On how many occasions have you **used** or **taken** Tranquilisers?

- Once [ ]
- 2-5 occasions [ ]
- 6-10 occasions [ ]
- More than 10 occasions [ ]
Q84 The next set of questions are about Heroin, also called Brown, Smack, Skag, Junk, Gear, ‘H’.

Q85 Have you ever heard of Heroin?

Yes [471]  ➔ Q86
No [2] ➔ Q91 on page 17

Q86 Have you ever been offered Heroin?

Yes [1]
No [2]

Q87 Have you ever tried Heroin (even if only once)?

Yes [473]  ➔ Q88
No [2] ➔ Q91 on page 17

Q88 How old were you when you first tried Heroin? Write in the box your age then, in numbers not words.

I was [474-475] years old

Q89 When did you last use or take Heroin?

In the last month [1]
In the last year [2]
More than a year ago [3]

Q90 On how many occasions have you used or taken Heroin?

Once [1]
2-5 occasions [2]
6-10 occasions [3]
More than 10 occasions [4]
The next set of questions are about **Magic Mushrooms**, also called **Shrooms**.

Q92 Have you ever **heard of** Magic Mushrooms?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| No | | [Q98 on page 18]

Q93 Have you ever **offered** Magic Mushrooms?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| No | | [Q98 on page 18]

Q94 Have you ever **tried** Magic Mushrooms (even if only once)?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>[Q95]</td>
</tr>
</tbody>
</table>
| No | | [Q98 on page 18]

Q95 How old were you when you first **tried** Magic Mushrooms? Write in the box your **age then**, in numbers not words.

I was [508-509] years old

Q96 When did you last **use** or **take** Magic Mushrooms?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last month</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the last year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than a year ago</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q97 On how many occasions have you **used** or **taken** Magic Mushrooms?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-5 occasions</td>
<td></td>
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<tr>
<td>6-10 occasions</td>
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<td></td>
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<tr>
<td>More than 10 occasions</td>
<td></td>
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</tr>
</tbody>
</table>
Q98 The next set of questions are about Methadone, also called Linctus, Physeptone, Meth.

Q99 Have you ever heard of Methadone?

Yes 1  Q100
No 2  Q105 on page 19

Q100 Have you ever offered Methadone?

Yes 1
No 2

Q101 Have you ever tried Methadone (even if only once)?

Yes 1  Q102
No 2  Q105 on page 19

Q102 How old were you when you first tried Methadone? Write in the box your age then, in numbers not words.

I was 515-516 years old

Q103 When did you last use or take Methadone?

In the last month 1
In the last year 2
More than a year ago 3

Q104 On how many occasions have you used or taken Methadone?

Once 1
2-5 occasions 2
6-10 occasions 3
More than 10 occasions 4
Q105  The next set of questions are about Crack, also called Rock, Stone.

Q106  Have you ever heard of Crack?

```
Yes  1  →  Q107
No   2  →  Q112 on page 20
```

Q107  Have you ever been offered Crack?

```
Yes  1
No   2
```

Q108  Have you ever tried Crack (even if only once)?

```
Yes  1  →  Q109
No   2  →  Q112 on page 20
```

Q109  How old were you when you first tried Crack? Write in the box your age then, in numbers not words.

```
I was  ____________________________ years old
```

Q110  When did you last use or take Crack?

```
In the last month  1
In the last year   2
More than a year ago  3
```

Q111  On how many occasions have you used or taken Crack?

```
Once  1
2-5 occasions  2
6-10 occasions  3
More than 10 occasions  4
```
Q112  The next set of questions are about Cocaine, also called Charlie, ‘C’.

Q113  Have you ever heard of Cocaine?

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Q114  Have you ever offered Cocaine?

<table>
<thead>
<tr>
<th></th>
<th>Yes [1]</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>No [2]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Q115  Have you ever tried Cocaine (even if only once)?

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<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Q116  How old were you when you first tried Cocaine? Write in the box your age then, in numbers not words.

I was [529-530] years old

Q117  When did you last use or take Cocaine?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last month</td>
<td>1</td>
</tr>
<tr>
<td>In the last year</td>
<td>2</td>
</tr>
<tr>
<td>More than a year ago</td>
<td>3</td>
</tr>
</tbody>
</table>

Q118  On how many occasions have you used or taken Cocaine?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>1</td>
</tr>
<tr>
<td>2-5 occasions</td>
<td>2</td>
</tr>
<tr>
<td>6-10 occasions</td>
<td>3</td>
</tr>
<tr>
<td>More than 10 occasions</td>
<td>4</td>
</tr>
</tbody>
</table>
Q119  The next questions are about **Anabolic Steroids**, also called **Roids**.

Q120  Have you ever **heard of** Anabolic Steroids?

Yes 1  \( \rightarrow \) Q121

No 2  \( \rightarrow \) Q126 on page 22

Q121  Have you ever been **offered** Anabolic Steroids?

Yes 1  

No 2  \( \rightarrow \) Q126 on page 22

Q122  Have you ever **tried** Anabolic Steroids (even if only once)?

Yes 1  \( \rightarrow \) Q123

No 2  \( \rightarrow \) Q126 on page 22

Q123  How old were you when you first **tried** Anabolic Steroids? Write in the box your **age then**, in numbers not words.

I was  years old

Q124  When did you last **use** or **take** Anabolic Steroids?

In the last month 1

In the last year 2

More than a year ago 3

Q125  On how many occasions have you **used** or **taken** Anabolic Steroids?

Once 1

2-5 occasions 2

6-10 occasions 3

More than 10 occasions 4
The next questions are about Glue, gas (butane, lighter refills), aerosols or solvents (to inhale or sniff).

Q127 Have you ever heard of Glue, gas, aerosols or solvents?

Yes ☐  ➔ Q128
No ☐  ➔ Q133 on page 23

Q128 Have you ever been offered Glue, gas, aerosols or solvents to inhale or sniff?

Yes ☐
No ☐

Q129 Have you ever tried sniffing Glue, gas, aerosols or solvents (even if only once)?

Yes ☐  ➔ Q130
No ☐  ➔ Q133 on page 23

Q130 How old were you when you first tried sniffing Glue, gas, aerosols or solvents? Write in the box your age then, in numbers not words.

I was ☐ years old

Q131 When did you last sniff Glue, gas, aerosols or solvents?

In the last month ☐
In the last year ☐
More than a year ago ☐

Q132 On how many occasions have you sniffed Glue, gas, aerosols or solvents?

Once ☐
2-5 occasions ☐
6-10 occasions ☐
More than 10 occasions ☐
Q133  The next set of questions are about other drugs (other than those that you could get from a doctor or chemist).

Q134  Have you ever heard of any other drugs that would not be given to you by a doctor or chemist?

   Yes  1  ➔  Q135
   No  2  ➔  Q141 on page 24

Q135  What other drugs have you heard of? Please write in the names below.

____________________________________________________________________________________

Q136  Have you ever been offered these other drugs?

   Yes  1
   No  2

Q137  Have you ever tried these other drugs (even if only once)?

   Yes  1  ➔  Q138
   No  2  ➔  Q141 on page 24

Q138  How old were you when you first tried these other drugs?
Write in the box your age then, in numbers not words.

   I was  _____ years old

Q139  When did you last use or take these other drugs?

   In the last month  1
   In the last year  2
   More than a year ago  3

Q140  On how many occasions have you used or taken these other drugs?

   Once  1
   2-5 occasions  2
   6-10 occasions  3
   More than 10 occasions  4
Q141  Just to check, have you ever **used** or **taken** any drugs, including sniffing glue or solvents? (even if only once).

Yes 1  Q142
No 2  Q170 on page 34

Q142  Thinking about the **first time** you **tried** any drugs (including sniffing glue or solvents but not cigarettes or alcohol), which of the following did you take? Please tick all that you tried.

- **Cannabis**, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed
- **Amphetamines**, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth
- **LSD**, also called Acid, Tabs, Trips, Dots
- **Ecstasy**, also called ‘E’, Mitsubishi/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’
- **Semark**, also called Sem
- **Poppers**, also called Amyl Nitrates, Liquid Gold, Rush
- **Tranquilisers**, also called Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam
- **Heroin**, also called Brown, Smack, Skag, Junk, Gear, ‘H’
- **Magic Mushrooms**, also called Shrooms
- **Methadone**, also called Linctus, Physeptone, Meth
- **Crack**, also called Rock, Stone
- **Cocaine**, also called Charlie, ‘C’
- **Anabolic Steroids**, also called Roids
- **Glue, gas (butane, lighter refills), aerosols or solvents** (to inhale or sniff)
- **Other** drugs that would not be given to you by a doctor or chemist (Please tick box write below the name of the drugs)
Q143  The first time you tried the drugs, who did you get them from?

- My brother or sister [01]
- A friend of my own age [02]
- A friend older than me [03]
- A friend younger than me [04]
- My boyfriend or girlfriend [05]
- My mother, father or step-parent [06]
- Someone I knew of, but didn’t know personally [07]
- A stranger [08]
- Someone else (please tick the box and write below how you knew the person) [09]

Q144  Did you pay for the drugs or were you given them, the first time you tried them?

- I paid for them [1]  ➔ Q145
- I was given them [2]  ➔ Q146 on page 26

Q145  How much did you pay for the drugs, the first time you tried them?

- Less than £5 [1]
- £5 or more but less than £10 [2]
- £10 or more but less than £20 [3]
- £20 or more [4]
Q146  Why did you try the drugs, the **first** time? You may tick more than one box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>I wanted to get high or feel good</td>
</tr>
<tr>
<td>02</td>
<td>Because my friends were doing it</td>
</tr>
<tr>
<td>03</td>
<td>Because it's cool</td>
</tr>
<tr>
<td>04</td>
<td>It was a dare</td>
</tr>
<tr>
<td>05</td>
<td>I had nothing better to do</td>
</tr>
<tr>
<td>06</td>
<td>I wanted to see what it was like</td>
</tr>
<tr>
<td>07</td>
<td>I wanted to forget my problems</td>
</tr>
<tr>
<td>08</td>
<td>Just because I was offered it</td>
</tr>
<tr>
<td>09</td>
<td>Other reasons (please tick the box and write in below)</td>
</tr>
<tr>
<td>10</td>
<td>I don't remember</td>
</tr>
<tr>
<td>11</td>
<td>I don't know</td>
</tr>
</tbody>
</table>
Q147  The first time you used or took drugs, how did they make you feel?
You may tick more than one box.

I felt sad  01
I felt fantastic  02
I felt sick  03
I felt confident  04
I felt guilty  05
I felt relaxed  06
I felt out of control  07
None of these  08

Q148  The first time you took drugs, overall how did you feel?

I felt good  1
I felt bad  2
I felt no different  3

Q149  When did you last take drugs (including sniffing glue or solvents)?

In the last month  1  ➝ Q150
In the last year  2  ➝ Q150
More than a year ago  3  ➝ Q170 on page 34

Spare 676-680
Q150 Last time you used or took drugs, which of the following drugs did you use or take? If you used or took more than one drug at the same time, please tick all those you used or took.

Cannabis, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed

Amphetamines, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth

LSD, also called Acid, Tabs, Trips, Dots

Ecstasy, also called ‘E’, Mitsubishis/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’

Semeron, also called Sem

Poppers, also called Amyl Nitrates, Liquid Gold, Rush

Tranquilisers, also called Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapan

Heroin, also called Brown, Smack, Skag, Junk, Gear, ‘H’

Magic Mushrooms, also called Shrooms

Methadone, also called Linctus, Physeptone, Meth

Crack, also called Rock, Stone

Cocaine, also called Charlie, ‘C’

Anabolic Steroids, also called Roids

Glue, gas (butane, lighter refills), aerosols or solvents (to inhale or sniff)

Other drugs that would not be given to you by a doctor or chemist (please tick one box and write below the name of the drugs)

Q151 The last time you used or took drugs, were you also drinking alcohol?

Yes

No
Q152  The last time you used or took drugs, who did you get them from?

- My brother or sister 01
- A friend of my own age 02
- A friend older than me 03
- A friend younger than me 04
- My boyfriend or girlfriend 05
- My mother, father or step-parent 06
- Someone I knew of, but didn’t know personally 07
- A stranger 08
- Someone else (please tick the box and write below how you knew the person) 09

Q153  Did you pay for the drugs or were you given them, the last time?

- I paid for them 1
- I was given them 2

Q154  How much did you pay for the drugs, the last time?

- Less than £5 1
- £5 or more but less than £10 2
- £10 or more but less than £20 3
- £20 or more 4

Q155  The last time you used or took drugs, did you take them all yourself or did you sell or give some to someone else?

- Took it all myself 1
- Sold some of it 2
- Gave some away 3
Q156  Where were you when you bought or were given the drugs the last time?

- At home  
- In someone else’s home
- At a party, club, disco or rave
- At school
- Out on the street, in a park or other outdoor area
- Other place (please tick the box and write in where you were)

Q157  Why did you use or take drugs that day?

Your may tick more than one box.

- I wanted to get high or feel good
- Because my friends were doing it
- Because it’s cool
- It was a dare
- I had nothing better to do
- I wanted to see what it was like
- I wanted to forget my problems
- Just because I was offered it
- Other reasons (please tick the box and write in below)

- I don’t remember
- I don’t know
Q158  The last time you used or took drugs, were you with other people or were you on your own?

<table>
<thead>
<tr>
<th>I was with other people:</th>
<th>1</th>
<th>Q159</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was on my own:</td>
<td>2</td>
<td>Q160</td>
</tr>
</tbody>
</table>

Q159  Which of the following people were you with the last time you used or took drugs.

You may tick more than one box.

<table>
<thead>
<tr>
<th>808-821</th>
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<tbody>
<tr>
<td>01</td>
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<tr>
<td>02</td>
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<tr>
<td>03</td>
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<td>04</td>
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<tr>
<td>05</td>
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<tr>
<td>06</td>
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<tr>
<td>07</td>
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</tbody>
</table>

Q160  The last time you used or took drugs, how did they make you feel?

You may tick more than one box

<table>
<thead>
<tr>
<th>822-835</th>
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</thead>
<tbody>
<tr>
<td>01</td>
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<td>02</td>
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<tr>
<td>06</td>
</tr>
<tr>
<td>07</td>
</tr>
<tr>
<td>08</td>
</tr>
</tbody>
</table>
Q161  The last time you took drugs, overall how did you feel?

I felt good 1
I felt bad 2
I felt no different 3

Q162  Would you like to stop using or taking drugs altogether?

Yes, I would like to give up now 1
Yes, I would like to give up in the future 2
No 3
Not sure 4

Q163  Do you think you will still be using or taking drugs in five years time?

Yes 1
No 2
I don’t know 3

Q164  Have you ever felt that you needed to get help or treatment because you were using or taking drugs?

Yes 1
No 2
Q165  For the next set of questions, you should include sniffing glue or other solvents but not smoking cigarettes or alcohol. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q166  On how many occasions have you taken drugs (including sniffing glue or other solvents but not including cigarettes or alcohol)?

- Once ➔ Q170 on page 34
- 2-5 occasions ➔ Q167
- 6-10 occasions ➔ Q167
- More than 10 occasions ➔ Q167

Q167  How often do you usually take drugs (including sniffing glue or other solvents but not including cigarettes or alcohol)?

- I take drugs most days ➔ B41
- I take drugs at least once a week ➔ B41
- I take drugs once or twice a month ➔ B41
- I take drugs a few times a year ➔ B41
- I take drugs about once a year or less often ➔ B41

Q168  How does your family feel about you taking drugs (including sniffing glue or solvents but not cigarettes or alcohol)?

- They try to stop me ➔ B42 ➔ Q171 on page 35
- They try to persuade me not to take drugs ➔ B42 ➔ Q171 on page 35
- They do nothing ➔ B42 ➔ Q171 on page 35
- They encourage me to take drugs ➔ B42 ➔ Q171 on page 35
- They don’t know I take drugs ➔ B42 ➔ Q171 on page 35
- Don’t know ➔ B42 ➔ Q171 on page 35
Q169  How do you think your family would feel if they knew that you took drugs (including sniffing glue or solvents but not cigarettes or alcohol)?

They would try to stop me 1  ➔  Q171 on page 35
They would try to persuade me not to take drugs 2  ➔  Q171 on page 35
They would do nothing 3  ➔  Q171 on page 35
They would encourage me to take drugs 4  ➔  Q171 on page 35
Don’t know 5  ➔  Q171 on page 35

Q170  How do you think your family would feel if you started taking drugs?

They would try to stop me 1
They would try to persuade me not to take drugs 2
They would do nothing 3
They would encourage me to take drugs 4
Don’t know 5
Q171  The next set of questions should be answered by ALL pupils. You should include sniffing glue or other solvents but not smoking cigarettes or drinking alcohol. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q172  Have you ever refused a drug that was offered to you (including sniffing glue or other solvents but not including cigarettes or alcohol)?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Q173</th>
<th></th>
<th>No</th>
<th>Q174 on page 36</th>
<th></th>
<th>Never been offered drugs</th>
<th>Q174 on page 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Q173  Which of the following are reasons why you have refused to take drugs? You may tick more than one box

- They are too expensive  
- I was frightened of taking them  
- I thought they were dangerous  
- I didn't want to get addicted  
- I didn't know enough about the drugs  
- I thought I would get into trouble if I took drugs  
- I think taking drugs is wrong  
- I just didn't want to take them
Q174 Have you got any brothers or sisters who live at home with you? (Include stepbrothers and stepsisters).

Yes 1 → Q175
No 2 → Q179 on page 37

Q175 How many brothers and sisters do you have living at home with you (include stepbrothers and stepsisters)?
Number of brothers or sisters living at home
(Write a number in the box)

Q176 How many of your brothers and sisters smoke cigarettes (include stepbrothers and stepsisters)? (If none of them smoke write '0' in the box).
Number of brothers or sisters who smoke
(Write a number in the box)

Q177 How many of your brothers and sisters drink alcohol most days (include stepbrothers and stepsisters)? (If none of them drink alcohol most days write '0' in the box).
Number of brothers or sisters who drink alcohol most days
(Write a number in the box)

Q178 How many of your brothers and sisters take drugs (include stepbrothers and stepsisters)? (If none of them take drugs write ‘0’ in the box).
Number of brothers or sisters who take drugs
(Write a number in the box)
### Q179 What about your friends - how many of them smoke?

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of them</td>
<td>1</td>
</tr>
<tr>
<td>Most, but not all</td>
<td>2</td>
</tr>
<tr>
<td>About half</td>
<td>3</td>
</tr>
<tr>
<td>Only a few</td>
<td>4</td>
</tr>
<tr>
<td>None of them</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
</tr>
</tbody>
</table>

### Q180 How many of your friends drink alcohol?

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of them</td>
<td>1</td>
</tr>
<tr>
<td>Most, but not all</td>
<td>2</td>
</tr>
<tr>
<td>About half</td>
<td>3</td>
</tr>
<tr>
<td>Only a few</td>
<td>4</td>
</tr>
<tr>
<td>None of them</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
</tr>
</tbody>
</table>

### Q181 How many of your friends take illegal drugs (including sniffing glue or other solvents)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of them</td>
<td>1</td>
</tr>
<tr>
<td>Most, but not all</td>
<td>2</td>
</tr>
<tr>
<td>About half</td>
<td>3</td>
</tr>
<tr>
<td>Only a few</td>
<td>4</td>
</tr>
<tr>
<td>None of them</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
</tr>
</tbody>
</table>
**Q182** How easy would it be for **you** to get illegal drugs if you wanted to?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>1</td>
</tr>
<tr>
<td>Fairly easy</td>
<td>2</td>
</tr>
<tr>
<td>Fairly difficult</td>
<td>3</td>
</tr>
<tr>
<td>Very difficult</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>5</td>
</tr>
</tbody>
</table>

**Q183** How easy would it be for **you** to get heroin if you wanted to?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>1</td>
</tr>
<tr>
<td>Fairly easy</td>
<td>2</td>
</tr>
<tr>
<td>Fairly difficult</td>
<td>3</td>
</tr>
<tr>
<td>Very difficult</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>5</td>
</tr>
</tbody>
</table>

**Q184** How easy would it be for **you** to get cocaine or crack if you wanted to?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>1</td>
</tr>
<tr>
<td>Fairly easy</td>
<td>2</td>
</tr>
<tr>
<td>Fairly difficult</td>
<td>3</td>
</tr>
<tr>
<td>Very difficult</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>5</td>
</tr>
</tbody>
</table>

Spare 877-880
The next set of questions are about what you think about drugs. Remember that your name is not on the questionnaire, so no one who knows you will find out your answers.

Here is a list of some things that worry some people when they think about taking drugs. Do you worry about any of these things? Please tick one box on each line.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I might be sick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might be scared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might do things I would not normally do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might get myself into dangerous situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might become addicted or dependent on drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might get health problems because of using drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something could go wrong and I might die</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Here is a list of other things that worry some people when they think about taking drugs. Do you worry about any of these things? Please tick one box on each line.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I might get into trouble with the police</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might get into trouble at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might spend too much money on drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might get into trouble with my parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might get into trouble with my friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might fall behind with my schoolwork</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q188  Please read the following statements about drugs and say if you agree or disagree with each one.

**Tick one box per row.**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking drugs is exciting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking drugs harms your health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know enough about the dangers of drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most young people will try drugs at some time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All people who sell drugs should be punished</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People my age who take drugs need help and advice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who take drugs are stupid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All people who take drugs should be punished</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q189  Please read the following statements about what other people tell you about drugs and say if you agree or disagree with each one.

**Tick one box per row**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I listen to what teachers say about taking drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen to what the police say about taking drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen to what doctors say about taking drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen to what my parents say about taking drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What adults tell us about drugs is true</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q190  Please read the following statements about drugs and say whether you think each one is true or false.

Tick one box per row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heroin is addictive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injecting drugs can lead to HIV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecstasy always makes you feel great, with no side effects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking cocaine is dangerous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannabis is more dangerous than Heroin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sniffing glue or solvents can cause brain damage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q191  Do you think it is ok for someone your age to do the following?

Tick one box per row

<table>
<thead>
<tr>
<th>Activity</th>
<th>It’s ok</th>
<th>It’s not ok</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try smoking a cigarette to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try drinking alcohol to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try getting drunk to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try sniffing glue to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try taking cannabis to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try taking cocaine to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q192 Do you think it is ok for someone your age to do the following?
*Tick one box per row*

<table>
<thead>
<tr>
<th></th>
<th>It’s ok</th>
<th>It’s not ok</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoke cigarettes once a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink alcohol once a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get drunk once a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sniff glue once a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take cannabis once a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take cocaine once a week</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q193 The last set of questions are more general questions. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q194 In the last twelve months have you had any lessons, videos or discussions in class on the following topics:
*Tick one box per row*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heroin?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crack or cocaine?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solvent abuse or glue sniffing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecstasy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drugs in general?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q195  How useful have you found the lessons, videos or discussions you have had during the last 12 months about drugs?

- Have not had any in the last year [1]
- Very useful [2]
- Fairly useful [3]
- Not very useful [4]
- Not useful at all [5]
- Don’t know [6]

Q196  Do you think your school gives you enough information about drugs, or would you like to be given more?

- School gives enough information [1]
- Would like a bit more information [2]
- Would like a lot more information [3]
- Don’t know [4]

Q197  Would you know where to go if you wanted to get more information about drugs?

- Yes [1]
- No [2]
- Don’t know [3]

Q198  Have you ever been in trouble with the police?

- Yes [1]  ➔ Q199
- No [2]  ➔ Q200 on page 44

Q199  When were you last in trouble with the Police?

- In the last year [1]
- More than a year ago [2]
Q200  Do you get free school meals or vouchers for free school meals?

Yes 1
No 2

Q201  Have you ever stayed away from school without permission (truanted)?

Yes 1
No 2

Q202  Have you ever been excluded from school?

Yes 1
No 2

Q203  Finally, just to check, have you smoked any cigarettes in the last seven days ending yesterday?

Yes 1  ➔  Q204
No 2  ➔  Q205

Q204  How many cigarettes did you smoke on each day in the last seven days ending yesterday. If you did not smoke on a day write 0.

Last Monday I smoked 1008-1009 cigarettes
Last Tuesday I smoked 1010-1011 cigarettes
Last Wednesday I smoked 1012-1013 cigarettes
Last Thursday I smoked 1014-1015 cigarettes
Last Friday I smoked 1016-1017 cigarettes
Last Saturday I smoked 1018-1019 cigarettes
Last Sunday I smoked 1020-1021 cigarettes

Q205  Were there any questions you meant to go back and complete?
Please check.

Thank you very much for your help.
If you still have some time left, you might want to try these puzzles

Wordsearch

<table>
<thead>
<tr>
<th>CARS</th>
<th>CBRI</th>
<th>CKSN</th>
<th>WJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVEB</td>
<td>NMFHTDR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPELGUAH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KDOLSLSOSE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGIRYEDHELMA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TATEAMSTSIFSLW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EGQRSGHTOODPB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEISWINGNOGEEB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OAEXCOMPUTERHI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERNETBNMPK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RARTBMMGHAMNS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDDYUBLALLOONC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSURFERSVBLDMP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAKEUPFOPBDDDET</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CINEMAOINETBALL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

'BHoliday Memories'

Each number in the coded grid above represents a different letter of the alphabet. For example, 1 represents 'S', so every time you see '1' in the puzzle above, fill in 'S'. There are two letters to help start you off. The theme for the entire puzzle is 'Holiday Memories'. The check list on the left will help you keep track of the letters you have used.
SURVEY OF DRUG USE, SMOKING, AND DRINKING AMONG SCHOOLCHILDREN IN ENGLAND 2003

WE PROMISE THAT YOUR ANSWERS ARE CONFIDENTIAL. THEY WILL NOT BE SHOWN TO ANYONE THAT YOU KNOW

Most of the questions can be answered by putting a tick in the box next to the answer that applies to you. You are sometimes told to skip over some questions in this survey. When this happens, you will see an arrow with a note that tells you what question to answer next, like this:

Yes ☑ Q4
No ☒ Q5

Or sometimes you have to write a number in the box, for example:

14 days

Or sometimes you have to tick a box and write in an answer, for example:

Something else (Tick and write in) ☑

Chocolate
**Q1**  Are you a boy or a girl?

<table>
<thead>
<tr>
<th></th>
<th>Boy</th>
<th></th>
<th>Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**Q2**  Which year are you in at school?

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Q3**  How old are you now?

<table>
<thead>
<tr>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 years old</td>
</tr>
<tr>
<td>11 years old</td>
</tr>
<tr>
<td>12 years old</td>
</tr>
<tr>
<td>13 years old</td>
</tr>
<tr>
<td>14 years old</td>
</tr>
<tr>
<td>15 years old</td>
</tr>
<tr>
<td>16 years old</td>
</tr>
<tr>
<td>17 years old</td>
</tr>
</tbody>
</table>

**Q4**  What is your date of birth?

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>323-324</td>
<td>325-326</td>
<td>327-328</td>
</tr>
</tbody>
</table>
Q5  To which of these ethnic groups do you belong?

- White
- Mixed
- Asian or Asian British
- Black or Black British
- Chinese
- Other

Q6  The next set of questions are about cigarettes. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q7  Do you smoke cigarettes at all nowadays?

- Yes
- No

Q8  Now read the following statements carefully and tick the box next to the one which best describes you.

- I have never smoked
- I have only ever tried smoking once
- I used to smoke sometimes but I never smoke a cigarette now
- I sometimes smoke cigarettes now but I don’t smoke as many as one a week
- I usually smoke between one and six cigarettes a week
- I usually smoke more than six cigarettes a week

Q9  Just to check, read the statements below carefully and tick the box next to the one which best describes you.

- I have never tried smoking a cigarette, not even a puff or two
- I did once have a puff or two of a cigarette, but I never smoke now
- I do sometimes smoke cigarettes
Variable Names   CgAgeN
Variable Labels   Age first tried a cigarette (non-smokers)

Q10   How old were you when you first tried smoking a cigarette, even if it was only a puff or two? Write in the box your age then, in numbers not words.

I was ___ years old

Q11   The next set of questions are about alcohol. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Variable Names   AlEvr
Variable Labels   Ever had a proper alcoholic drink

Q12   Have you ever had a proper alcoholic drink – a whole drink, not just a sip? Please don’t count drinks labelled low alcohol.

Yes   \[1\]    \[\rightarrow\] Q13
No    \[2\]    \[\rightarrow\] Q33 on page 12

Variable Names   AlAge
Variable Labels   Age first drank alcohol

Q13   How old were you when you had your first proper alcoholic drink? Write in the box your age then, in numbers not words.

I was ___ years old

Variable Names   AlFreq
Variable Labels   Frequency usually drink alcohol

Q14   How often do you usually have an alcoholic drink?

Every day or almost every day   \[1\]
About twice a week   \[2\]
About once a week   \[3\]
About once a fortnight   \[4\]
About once a month   \[5\]
Only a few times a year   \[6\]
I never drink alcohol now   \[7\]

Variable Names   AlLast
Variable Labels   When last had alcohol

Q15   When did you last have an alcoholic drink?

Today   \[1\]    \[\rightarrow\] Q16
Yesterday   \[2\]    \[\rightarrow\] Q16
Some other time during the last 7 days  ➞  Q16
1 week, but less than 2 weeks ago ➞  Q33 on page 12
2 weeks, but less than 4 weeks ago ➞  Q33 on page 12
1 month, but less than 6 months ago ➞  Q33 on page 12
6 months ago or more ➞  Q33 on page 12
Q16  During the **last 7 days**, how much BEER, LAGER AND CIDER have you drunk? Please don't include drinks labelled low alcohol.

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half a pint or more</td>
<td>1</td>
</tr>
<tr>
<td>Less than half a pint</td>
<td>2</td>
</tr>
<tr>
<td>Have not drunk beer, lager or cider in the last 7 days</td>
<td>3</td>
</tr>
</tbody>
</table>

Q17  Write in the boxes below the number of pints, half pints, large cans, small cans and bottles of BEER, LAGER AND CIDER drunk in the last 7 days.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pints</td>
<td>341-342</td>
</tr>
<tr>
<td>Half pints</td>
<td>343-344</td>
</tr>
<tr>
<td>Large cans</td>
<td>345-346</td>
</tr>
<tr>
<td>Small cans</td>
<td>347-348</td>
</tr>
<tr>
<td>Bottles</td>
<td>349-350</td>
</tr>
</tbody>
</table>

Q18  Do you usually drink normal strength or strong beer? If you usually drink both normal and strong beer, please tick the type you drank most recently.

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal strength beer</td>
<td>1</td>
</tr>
<tr>
<td>Strong beer</td>
<td>2</td>
</tr>
</tbody>
</table>
Q19  During the **last 7 days**, how much SHANDY have you drunk?

- Half a pint or more  
  - 352
- Less than half a pint  
  - 352
- Have not drunk shandy in the last 7 days  
  - 3

Q20  Write in the boxes below the number of pints, half pints, large cans and small cans of SHANDY drunk in the last 7 days.

- pints
  - 353-354
- half pints
  - 355-356
- large cans
  - 357-358
- small cans
  - 359-360

Q21  Was the SHANDY you drank in the last 7 days mostly lemonade, mostly lager or beer, or about half and half of each?

- Mostly lemonade  
  - 361
- Mostly lager or beer  
  - 361
- About half and half of each  
  - 361

Q22  During the **last 7 days**, how much WINE have you drunk?

- One glass or more  
  - 362
- Less than a glass  
  - 362
- Have not drunk wine in the last 7 days  
  - 362

Q23  Write in the box below the number of glasses of WINE.
drunk in the last 7 days.

363-364 glasses
**Q24** During the last 7 days, how much MARTINI AND SHERRY have you drunk?

- One glass or more
- Less than a glass
- Have not drunk martini or sherry in the last 7 days

**Q25** Write in the box below the number of glasses of MARTINI AND SHERRY drunk in the last 7 days.

- 366-367 glasses

**Q26** During the last 7 days, how much SPIRITS and LIQUEURS (eg whisky, vodka, gin, tequila, Baileys, Tia Maria) have you drunk? By a glass we mean a single pub measure.

- One glass or more
- Less than a glass
- Have not drunk spirits or liqueurs in the last 7 days

**Q27** Write in the box below the number of glasses of SPIRITS and LIQUEURS (eg whisky, vodka, gin, tequila, Baileys, Tia Maria) drunk in the last 7 days.

- 369-370 glasses

**Q28** During the last 7 days, how many ALCOPOPS (eg Bacardi Breezer, Reef, Smirnoff Ice, V2, WKD) have you drunk?

- One bottle or more
- Less than a bottle
- Have not drunk alcopops in the last 7 days

**Q29 on page 11**

**Q30 on page 11**
Q29 Write in the boxes below the number of cans and bottles of ALCOPOPS (eg Bacardi Breezer, Reef, Smirnoff Ice, V2, WKD) drunk in the last 7 days.

small cans

bottles
Variable Names | Al7Oth
Variable Labels | Whether drunk any other alcohol in last 7 days

Q30 Have you drunk any other types of alcoholic drink in the last 7 days?

Yes 1 ➔ Q31

No 2 ➔ Q33 on page 12

Q31 What other alcoholic drink(s) have you drunk? Please write in the name(s) below.

Q32 Write in the boxes below the number of pints, half pints, large cans, small cans, bottles and glasses of this other alcoholic drink that you have drunk in the last 7 days.
The next set of questions are about drugs (apart from cigarettes and alcohol). Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

The next set of questions are about **Cannabis**, also called **Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed**.

### Question 33

Variable Names: DgHdCan  
Variable Labels: Ever heard of cannabis

**Q33** Have you ever heard of cannabis?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Question 34

Variable Names: DgOfCan  
Variable Labels: Ever been offered cannabis

**Q34** Have you ever been offered cannabis?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Question 35

Variable Names: DgTdCan  
Variable Labels: Ever tried cannabis

**Q35** Have you ever tried cannabis (even if only once)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Question 36

Variable Names: DgAgeCan  
Variable Labels: How old when first tried cannabis

**Q36** How old were you when you first tried cannabis? Write in the box your age, in numbers not words.

| 423-424 years old |

### Question 37

Variable Names: DgFqCan  
Variable Labels: When last used cannabis

**Q37** When did you last use or take cannabis?

<table>
<thead>
<tr>
<th>In the last month</th>
<th>In the last year</th>
<th>More than a year ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Question 38

Variable Names: DgOccCan  
Variable Labels: No. occasions used cannabis

**Q38** On how many occasions have you used or taken cannabis?

<table>
<thead>
<tr>
<th>Once</th>
<th>2-5 occasions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Page 12
6-10 occasions  \[\square\]  3
More than 10 occasions  \[\square\]  4
Q41 The next set of questions are about Amphetamines, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth.

Variable Names DgHdAmp
Variable Labels Ever heard of amphetamines

Q42 Have you ever heard of Amphetamines?

Yes \(\Rightarrow\) Q43

No \(\Rightarrow\) Q49 on page 16

Variable Names DgOfAmp
Variable Labels Ever been offered amphetamines

Q43 Have you ever been offered Amphetamines?

Yes

No

Variable Names DgTdAmp
Variable Labels Ever tried amphetamines

Q44 Have you ever tried Amphetamines (even if only once)?

Yes \(\Rightarrow\) Q45

No \(\Rightarrow\) Q49 on page 16

Variable Names DgAgeAmp
Variable Labels How old when first tried amphetamines

Q45 How old were you when you first tried Amphetamines? Write in the box your **age then**, in numbers not words.

I was \(\_\_\_\_\_\_\_\_ years old

Variable Names DgFqAmp
Variable Labels When last used amphetamines

Q46 When did you last use or take Amphetamines?

In the last month

In the last year

Longer ago

Variable Names DgOccAmp
Variable Labels No. occasions used amphetamines

Q47 On how many occasions have you used or taken Amphetamines?

Once

2-5 occasions

6-10 occasions

More than 10 occasions
Variable Names: DgAmpOr; DgAmpIj
Variable Labels: How usually take amphetamines—specify labels;
   Usually take: sniff or swallow;
   Usually take: inject;

Q48  How do you usually take Amphetamines? Please tick any that apply

   I sniff or swallow them [ ] 1
   I inject them [ ] 2
The next set of questions are about LSD, also called Acid, Tabs, Trips, Dots.

Q49: The next set of questions are about LSD, also called Acid, Tabs, Trips, Dots.

Variable Names: DgHdLSD
Variable Labels: Ever heard of LSD
Q50: Have you ever heard of LSD?

Yes 1 ➔ Q51
No 2 ➔ Q56 on page 17

Variable Names: DgOfLSD
Variable Labels: Ever been offered LSD
Q51: Have you ever been offered LSD?

Yes 1
No 2

Variable Names: DgTdLSD
Variable Labels: Ever tried LSD
Q52: Have you ever tried LSD (even if only once)?

Yes 1 ➔ Q53
No 2 ➔ Q56 on page 17

Variable Names: DgAgeLSD
Variable Labels: How old when first tried LSD
Q53: How old were you when you first tried LSD? Write in the box your age then, in numbers not words.

I was 439-440 years old

Variable Names: DgFqLSD
Variable Labels: When last used LSD
Q54: When did you last use or take LSD?

In the last month 1
In the last year 2
More than a year ago 3

Variable Names: DgOccLSD
Variable Labels: No. occasions used LSD
Q55: On how many occasions have you used or taken LSD?

Once 1
2-5 occasions 2
6-10 occasions 3
More than 10 occasions 4
Q56 The next set of questions are about Ecstasy, also called ‘E’, Mitsibishis/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’.

Variable Names DgHdEcs
Variable Labels Ever heard of Ecstasy
Q57 Have you ever heard of Ecstasy?

Yes 1 → Q58
No 2 → Q63 on page 18

Variable Names DgOfEcs
Variable Labels Ever been offered Ecstasy
Q58 Have you ever been offered Ecstasy?

Yes 1
No 2

Variable Names DgTdEcs
Variable Labels Ever tried Ecstasy
Q59 Have you ever tried Ecstasy (even if only once)?

Yes 1 → Q60
No 2 → Q63 on page 18

Variable Names DgAgeEcs
Variable Labels How old when first tried Ecstasy
Q60 How old were you when you first tried Ecstasy? Write in the box your age then, in numbers not words.

I was 446-447 years old

Variable Names DgFqEcs
Variable Labels When last used Ecstasy
Q61 When did you last use or take Ecstasy?

In the last month 1
In the last year 2
More than a year ago 3

Variable Names DgOccEcs
Variable Labels No. occasions used ecstasy
Q62 On how many occasions have you used or taken Ecstasy?

Once 1
2-5 occasions 2
6-10 occasions 3
More than 10 occasions 4
The next set of questions are about Semeron, also called Sem.

**Q64** Have you ever heard of Semeron?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>450</th>
<th>Yes</th>
<th>Q65</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
<td>No</td>
<td>Q70 on page 19</td>
</tr>
</tbody>
</table>

**Q65** Have you ever been offered Semeron?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>451</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Q66** Have you ever tried Semeron (even if only once)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>452</th>
<th>Yes</th>
<th>Q67</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td></td>
<td>No</td>
<td>Q70 on page 19</td>
</tr>
</tbody>
</table>

**Q67** How old were you when you first tried Semeron? Write in the box your age then, in numbers not words.

I was ___ years old

**Q68** When did you last use or take Semeron?

In the last month | 1 | 455 |
In the last year  | 2 |     |
More than a year ago | 3 |     |

**Q69** On how many occasions have you used or taken Semeron?

Once | 1 | 456 |
2-5 occasions | 2 |     |
6-10 occasions | 3 |     |
More than 10 occasions | 4 |     |
Q70  The next set of questions are about **Poppers**, also called **Amyl Nitrates, Liquid Gold, Rush.**

Variable Names  DgHdPop
Variable Labels  Ever heard of poppers

Q71  Have you ever **heard of** Poppers?

Yes 1  ➔ Q72
No 2  ➔ Q77 on page 20

Variable Names  DgOfPop
Variable Labels  Ever been offered Poppers

Q72  Have you ever been **offered** Poppers?

Yes 1
No 2

Variable Names  DgTdPop
Variable Labels  Ever tried sniffing poppers

Q73  Have you ever **tried sniffing** Poppers (even if only once)?

Yes 1  ➔ Q74
No 2  ➔ Q77 on page 20

Variable Names  DgAgepop
Variable Labels  How old when first tried sniffing poppers

Q74  How old were you when you first **tried sniffing** Poppers? Write in the box your **age then**, in numbers not words.

I was 460-461 years old

Variable Names  DgFqPop
Variable Labels  When last sniffed poppers

Q75  When did you last **sniff** Poppers?

In the last month 1
In the last year 2
More than a year ago 3

Variable Names  DgOccPop
Variable Labels  No. occasions used Poppers

Q76  On how many occasions have you **sniffed** Poppers?

Once 1
2-5 occasions 2
6-10 occasions 3
More than 10 occasions 4
The next set of questions are about **Tranquilisers**, also called **Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam**.

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q77</td>
<td>The next set of questions are about <strong>Tranquilisers</strong>, also called <strong>Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam</strong>.</td>
</tr>
<tr>
<td>Q78</td>
<td>Have you ever <strong>heard of</strong> Tranquilisers?</td>
</tr>
<tr>
<td>Q79</td>
<td>Have you ever <strong>offered</strong> Tranquilisers?</td>
</tr>
<tr>
<td>Q80</td>
<td>Have you ever <strong>tried</strong> Tranquilisers (even if only once)?</td>
</tr>
<tr>
<td>Q81</td>
<td>How old were you when you first <strong>tried</strong> Tranquilisers? Write in the box your <strong>age then</strong>, in numbers not words.</td>
</tr>
<tr>
<td>Q82</td>
<td>When did you last <strong>use or take</strong> Tranquilisers?</td>
</tr>
<tr>
<td>Q83</td>
<td>On how many occasions have you <strong>used or taken</strong> Tranquilisers?</td>
</tr>
</tbody>
</table>

**Variable Names**
- DgHdTrn
- DgOfTrn
- DgTdTrn
- DgAgeTranq
- DgFqTrn
- DgOccTrn

**Variable Labels**
- Ever heard of tranquilisers
- Ever offered tranquilisers
- Ever tried tranquilisers
- How old when first tried tranquilisers
- When last used tranquilisers
- No. occasions used tranquilisers
The next set of questions are about Heroin, also called Brown, Smack, Skag, Junk, Gear, ‘H’.

Q84  Variable Names: DgHdHer  
Variable Labels: Ever heard of heroin

Q85  Have you ever heard of Heroin?

Yes 1  ⎯ Q86
No 2  ⎯ Q91 on page 22

Q86  Variable Names: DgOfHer  
Variable Labels: Ever been offered heroin

Q86  Have you ever been offered Heroin?

Yes 1
No 2

Q87  Variable Names: DgTdHer  
Variable Labels: Ever tried heroin

Q87  Have you ever tried Heroin (even if only once)?

Yes 1  ⎯ Q88
No 2  ⎯ Q91 on page 22

Q88  Variable Names: DgAgeHer  
Variable Labels: How old when first tried heroin

Q88  How old were you when you first tried Heroin? Write in the box your age then, in numbers not words.

I was 474-475 years old

Q89  Variable Names: DgFqHer  
Variable Labels: When last used heroin

Q89  When did you last use or take Heroin?

In the last month 1
In the last year 2
More than a year ago 3

Q90  Variable Names: DgOcHer  
Variable Labels: No. occasions used heroin

Q90  On how many occasions have you used or taken Heroin?

Once 1
2-5 occasions 2
6-10 occasions 3
More than 10 occasions 4
The next set of questions are about **Magic Mushrooms**, also called **Shrooms**.

**Q91**
The next set of questions are about **Magic Mushrooms**, also called **Shrooms**.

**Variable Names**: DgHdMsh  
**Variable Labels**: Ever heard of magic mushrooms  
**Q92** Have you ever **heard of** Magic Mushrooms?

- Yes: 1  
- No: 2  

**Q93** Have you ever **offered** Magic Mushrooms?

- Yes: 1  
- No: 2

**Q94** Have you ever **tried** Magic Mushrooms (even if only once)?

- Yes: 1  
- No: 2

**Q95** How old were you when you first **tried** Magic Mushrooms? Write in the box your **age then**, in numbers not words.

- I was: __________ years old

**Q96** When did you last **use** or **take** Magic Mushrooms?

- In the last month: 1  
- In the last year: 2  
- More than a year ago: 3

**Q97** On how many occasions have you **used** or **taken** Magic Mushrooms?

- Once: 1  
- 2-5 occasions: 2  
- 6-10 occasions: 3  
- More than 10 occasions: 4
Q98 The next set of questions are about **Methadone**, also called **Linctus, Physeptone, Meth.**

Variable Names DgHdMth
Variable Labels Ever heard of methadone

Q99 Have you ever **heard of** Methadone?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Q100 Have you ever **heard** of Methadone?

Yes ➔ Q100

No ➔ Q105 on page 24

Variable Names DgOfMth
Variable Labels Ever been offered methadone

Q101 Have you ever **offered** Methadone?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Variable Names DgTdMth
Variable Labels Ever tried methadone

Q102 Have you ever **tried** Methadone (even if only once)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Variable Names DgAgeMth
Variable Labels How old when first tried methadone

Q103 How old were you when you first **tried** Methadone? Write in the box your **age then**, in numbers not words.

I was 515-516 years old

Variable Names DgFqMth
Variable Labels When last used methadone

Q104 When did you last use or take Methadone?

<table>
<thead>
<tr>
<th>In the last month</th>
<th>In the last year</th>
<th>More than a year ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Variable Names DgOccMth
Variable Labels No. occasions used methadone

Q105 On how many occasions have you used or taken Methadone?

Once ➔ 1

2-5 occasions ➔ 2

6-10 occasions ➔ 3

More than 10 occasions ➔ 4

Page 23
Q105 The next set of questions are about Crack, also called Rock, Stone.

Variable Names DgHdCrk
Variable Labels Ever heard of crack

Q106 Have you ever heard of Crack?

Yes 519  ➔  Q107
No  ➔  Q112 on page 25

Variable Names DgOfCrk
Variable Labels Ever been offered crack

Q107 Have you ever been offered Crack?

Yes 520  \( \Rightarrow \)  Q109
No  ➔  Q112 on page 25

Variable Names DgTdCrk
Variable Labels Ever tried crack

Q108 Have you ever tried Crack (even if only once)?

Yes 521  \( \Rightarrow \)  Q109
No  ➔  Q112 on page 25

Variable Names DgAgeCrk
Variable Labels How old when first tried crack

Q109 How old were you when you first tried Crack? Write in the box your age then, in numbers not words.

I was 522-523 years old

Variable Names DgFqCrk
Variable Labels When last used crack

Q110 When did you last use or take Crack?

In the last month 1
In the last year 2
More than a year ago 3

Variable Names DgOccCrk
Variable Labels No. occasions used crack

Q111 On how many occasions have you used or taken Crack?

Once 525
2-5 occasions 2
6-10 occasions 3
More than 10 occasions 4
Q112  The next set of questions are about Cocaine, also called Charlie, ‘C’.

Variable Names  DgHdCok
Variable Labels  Ever heard of cocaine

Q113  Have you ever heard of Cocaine?

Yes  → Q114
No  → Q119 on page 26

Variable Names  DgOfCok
Variable Labels  Ever been offered cocaine

Q114  Have you ever been offered Cocaine?

Yes
No

Variable Names  DgTdCok
Variable Labels  Ever tried cocaine

Q115  Have you ever tried Cocaine (even if only once)?

Yes  → Q116
No  → Q119 on page 26

Variable Names  DgAgeCok
Variable Labels  How old when first tried cocaine

Q116  How old were you when you first tried Cocaine? Write in the box your age then, in numbers not words.

I was  years old

Variable Names  DgFqCok
Variable Labels  When last used cocaine

Q117  When did you last use or take Cocaine?

In the last month
In the last year
More than a year ago

Variable Names  DgOccCok
Variable Labels  No. occasions used cocaine

Q118  On how many occasions have you used or taken Cocaine?

Once
2-5 occasions
6-10 occasions
More than 10 occasions
Q119  The next questions are about **Anabolic Steroids**, also called **Roids**.

Variable Names  DgHdAna  
Variable Labels  Ever heard of anabolic steroids

Q120  Have you ever **heard of** Anabolic Steroids?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Variable Names  DgOfAna  
Variable Labels  Ever been offered anabolic steroids

Q121  Have you ever been **offered** Anabolic Steroids?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Variable Names  DgTdAna  
Variable Labels  Ever tried anabolic steroids

Q122  Have you ever **tried** Anabolic Steroids (even if only once)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Variable Names  DgAgeAna  
Variable Labels  How old when first tried anabolic steroids

Q123  How old were you when you first **tried** Anabolic Steroids?  
Write in the box your **age then**, in numbers not words.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I was</td>
</tr>
</tbody>
</table>

Variable Names  DgFqAna  
Variable Labels  When last used anabolic steroids

Q124  When did you last **use** or **take** Anabolic Steroids?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the last month</td>
</tr>
<tr>
<td></td>
<td>In the last year</td>
</tr>
<tr>
<td></td>
<td>More than a year ago</td>
</tr>
</tbody>
</table>

Variable Names  DgOccAna  
Variable Labels  No. occasions used anabolic steroids

Q125  On how many occasions have you **used** or **taken** Anabolic Steroids?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Once</td>
</tr>
<tr>
<td></td>
<td>2-5 occasions</td>
</tr>
<tr>
<td></td>
<td>6-10 occasions</td>
</tr>
<tr>
<td></td>
<td>More than 10 occasions</td>
</tr>
</tbody>
</table>
Q126  The next questions are about **Glue, gas (butane, lighter refills), aerosols or solvents (to inhale or sniff)**.

Variable Names  DgHdGlus
Variable Labels  Ever heard of glue

Q127  Have you ever **heard of** Glue, gas, aerosols or solvents?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>Q128</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>Q133 on page 29</td>
</tr>
</tbody>
</table>

Variable Names  DgOfGlu
Variable Labels  Ever been offered glue

Q128  Have you ever **offered** Glue, gas, aerosols or solvents to inhale or sniff?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Variable Names  DgTdGlu
Variable Labels  Ever tried sniffing glues

Q129  Have you ever **tried sniffing** Glue, gas, aerosols or solvents (even if only once)?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>Q130</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>Q133 on page 29</td>
</tr>
</tbody>
</table>

Variable Names  DgAgeGlu
Variable Labels  How old when first tried sniffing glue

Q130  How old were you when you first **tried sniffing** Glue, gas, aerosols or solvents? Write in the box your **age** then, in numbers not words.

I was  543-544 years old

Variable Names  DgFqGlu
Variable Labels  When last sniffed glue

Q131  When did you last **sniff** Glue, gas, aerosols or solvents?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last month</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the last year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than a year ago</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Variable Names  DgOccGlu
Variable Labels  No. occasions used glue

Q132  On how many occasions have you **sniffed** Glue, gas, aerosols or solvents?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-5 occasions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10 occasions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 10 occasions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q133  The next set of questions are about other drugs (other than those that you could get from a doctor or chemist).

Variable Names  DgHdOth
Variable Labels  Ever heard of other drugs
Q134  Have you ever heard of any other drugs that would not be given to you by a doctor or chemist?

Yes  1  Q135
No  2  Q141 on page 31

Q135  What other drugs have you heard of? Please write in the names below.

Q136  Have you ever been offered these other drugs?

Yes  1
No  2

Q137  Have you ever tried these other drugs (even if only once)?

Yes  1  Q138
No  2  Q141 on page 31

Q138  How old were you when you first tried these other drugs?

Write in the box your age then, in numbers not words.

I was  years old

Q139  When did you last use or take these other drugs?

In the last month  1
In the last year  2
More than a year ago  3

Q140  On how many occasions have you used or taken these other drugs?

Once  1
2-5 occasions  2
<table>
<thead>
<tr>
<th>Occasion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 occasions</td>
<td>3</td>
</tr>
<tr>
<td>More than 10 occasions</td>
<td>4</td>
</tr>
</tbody>
</table>
Q141  Just to check, have you ever used or taken any drugs, including sniffing glue or solvents? (even if only once).

Yes  ➞ Q142

No  ➞ Q170 on page 43

Q142  Thinking about the first time you tried any drugs (including sniffing glue or solvents but not cigarettes or alcohol), which of the following did you take? Please tick all that you tried.

- **Cannabis**, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed
- **Amphetamines**, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth
- **LSD**, also called Acid, Tabs, Trips, Dots
- **Ecstasy**, also called ‘E’, Mitsubishi/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’
- **Semon**, also called Sem
- **Poppers**, also called Amyl Nitrates, Liquid Gold, Rush
- **Tranquilisers**, also called Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam
- **Heroin**, also called Brown, Smack, Skag, Junk, Gear, ‘H’
- **Magic Mushrooms**, also called Shrooms
- **Methadone**, also called Linctus, Physeptone, Meth
- **Crack**, also called Rock, Stone
- **Cocaine**, also called Charlie, ‘C’
- **Anabolic Steroids**, also called Roids
- **Glue, gas (butane, lighter refills), aerosols or solvents** (to inhale or sniff)
- **Other** drugs that would not be given to you by a doctor or chemist

(Please tick box write below the name of the drugs)
### Variable Names
- DgFtWh
- DgFtPay
- DgFtAm

### Variable Labels
- Who drug was from first time
- Whether drug given or paid for
- How much drug cost first time

#### Q143
The first time you tried the drugs, who did you get them from?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother or sister</td>
<td>01</td>
</tr>
<tr>
<td>A friend of my own age</td>
<td>02</td>
</tr>
<tr>
<td>A friend older than me</td>
<td>03</td>
</tr>
<tr>
<td>A friend younger than me</td>
<td>04</td>
</tr>
<tr>
<td>My boyfriend or girlfriend</td>
<td>05</td>
</tr>
<tr>
<td>My mother, father or step-parent</td>
<td>06</td>
</tr>
<tr>
<td>Someone I knew of, but didn’t know personally</td>
<td>07</td>
</tr>
<tr>
<td>A stranger</td>
<td>08</td>
</tr>
<tr>
<td>Someone else (please tick the box and write below how you knew the person)</td>
<td>09</td>
</tr>
</tbody>
</table>

#### Q144
Did you pay for the drugs or were you given them, the first time you tried them?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I paid for them</td>
<td>1</td>
</tr>
<tr>
<td>I was given them</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Q145
How much did you pay for the drugs, the first time you tried them?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £5</td>
<td>1</td>
</tr>
<tr>
<td>£5 or more but less than £10</td>
<td>2</td>
</tr>
<tr>
<td>£10 or more but less than £20</td>
<td>3</td>
</tr>
<tr>
<td>£20 or more</td>
<td>4</td>
</tr>
</tbody>
</table>
**Q146** Why did you try the drugs, the **first** time? **You may tick more than one box.**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to get high or feel good</td>
<td>01</td>
</tr>
<tr>
<td>Because my friends were doing it</td>
<td>02</td>
</tr>
<tr>
<td>Because it's cool</td>
<td>03</td>
</tr>
<tr>
<td>It was a dare</td>
<td>04</td>
</tr>
<tr>
<td>I had nothing better to do</td>
<td>05</td>
</tr>
<tr>
<td>I wanted to see what it was like</td>
<td>06</td>
</tr>
<tr>
<td>I wanted to forget my problems</td>
<td>07</td>
</tr>
<tr>
<td>Just because I was offered it</td>
<td>08</td>
</tr>
<tr>
<td>Other reasons (please tick the box and write in below)</td>
<td>09</td>
</tr>
<tr>
<td>I don't remember</td>
<td>10</td>
</tr>
<tr>
<td>I don't know</td>
<td>11</td>
</tr>
</tbody>
</table>
Q147  The first time you used or took drugs, how did they make you feel?  
You may tick more than one box.

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt sad</td>
<td>01</td>
</tr>
<tr>
<td>I felt fantastic</td>
<td>02</td>
</tr>
<tr>
<td>I felt sick</td>
<td>03</td>
</tr>
<tr>
<td>I felt confident</td>
<td>04</td>
</tr>
<tr>
<td>I felt guilty</td>
<td>05</td>
</tr>
<tr>
<td>I felt relaxed</td>
<td>06</td>
</tr>
<tr>
<td>I felt out of control</td>
<td>07</td>
</tr>
<tr>
<td>None of these</td>
<td>08</td>
</tr>
</tbody>
</table>

Q148  The first time you took drugs, overall how did you feel?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt good</td>
<td>1</td>
</tr>
<tr>
<td>I felt bad</td>
<td>2</td>
</tr>
<tr>
<td>I felt no different</td>
<td>3</td>
</tr>
</tbody>
</table>

Q149  When did you last take drugs (including sniffing glue or solvents)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last month</td>
<td>1</td>
</tr>
<tr>
<td>In the last year</td>
<td>2</td>
</tr>
<tr>
<td>More than a year ago</td>
<td>3</td>
</tr>
</tbody>
</table>

Spare 676-680
Q150  Last time you used or took drugs, which of the following drugs did you use or take? If you used or took more than one drug at the same time, please tick all those you used or took.

<table>
<thead>
<tr>
<th>Number</th>
<th>Drug Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Cannabis, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed</td>
</tr>
<tr>
<td>02</td>
<td>Amphetamines, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth</td>
</tr>
<tr>
<td>03</td>
<td>LSD, also called Acid, Tabs, Trips, Dots</td>
</tr>
<tr>
<td>04</td>
<td>Ecstasy, also called ‘E’, Mitsubishi/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’</td>
</tr>
<tr>
<td>05</td>
<td>Semeron, also called Sem</td>
</tr>
<tr>
<td>06</td>
<td>Poppers, also called Amyl Nitrates, Liquid Gold, Rush</td>
</tr>
<tr>
<td>07</td>
<td>Tranquilisers, also called Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapan</td>
</tr>
<tr>
<td>08</td>
<td>Heroin, also called Brown, Smack, Skag, Junk, Gear, ‘H’</td>
</tr>
<tr>
<td>09</td>
<td>Magic Mushrooms, also called Shrooms</td>
</tr>
<tr>
<td>10</td>
<td>Methadone, also called Linctus, Physeptone, Meth</td>
</tr>
<tr>
<td>11</td>
<td>Crack, also called Rock, Stone</td>
</tr>
<tr>
<td>12</td>
<td>Cocaine, also called Charlie, ‘C’</td>
</tr>
<tr>
<td>13</td>
<td>Anabolic Steroids, also called Roids</td>
</tr>
<tr>
<td>14</td>
<td>Glue, gas (butane, lighter refills), aerosols or solvents (to inhale or sniff)</td>
</tr>
<tr>
<td>15</td>
<td>Other drugs that would not be given to you by a doctor or chemist (please tick one box and write below the name of the drugs)</td>
</tr>
</tbody>
</table>

Q151  The last time you used or took drugs, were you also drinking alcohol?

<table>
<thead>
<tr>
<th>Number</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>738</td>
<td>Yes</td>
</tr>
<tr>
<td>739</td>
<td>No</td>
</tr>
</tbody>
</table>
Variable Names: DgLtWh
Variable Labels: Who drug was from last time

**Q152** The **last** time you used or took drugs, who did you get them from?

- My brother or sister
- A friend of my own age
- A friend older than me
- A friend younger than me
- My boyfriend or girlfriend
- My mother, father or step-parent
- Someone I knew of, but didn’t know personally
- A stranger
- Someone else (please tick the box and write below how you knew the person)

Variable Names: DgLtPay
Variable Labels: Whether drug paid for or given last time

**Q153** Did you pay for the drugs or were you given them, the **last** time?

- I paid for them
- I was given them

Variable Names: DgLtAm
Variable Labels: How much drug cost last time

**Q154** How much did you pay for the drugs, the **last** time?

- Less than £5
- £5 or more but less than £10
- £10 or more but less than £20
- £20 or more

Variable Names: DgLtUse
Variable Labels: Whether last time took drugs used all yourself or did you sell or give some to someone else?

**Q155** The last time you used or took drugs, did you take them all yourself or did you sell or give some to someone else?

- Took it all myself
- Sold some of it
- Gave some away
### Variable Names: DgLtWhr
#### Variable Labels: Place where last drugs bought

#### Q156 Where were you when you bought or were given the drugs the last time?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td>1</td>
</tr>
<tr>
<td>In someone else's home</td>
<td>2</td>
</tr>
<tr>
<td>At a party, club, disco or rave</td>
<td>3</td>
</tr>
<tr>
<td>At school</td>
<td>4</td>
</tr>
<tr>
<td>Out on the street, in a park or other outdoor area</td>
<td>5</td>
</tr>
<tr>
<td>Other place (please tick the box and write in where you were)</td>
<td>6</td>
</tr>
</tbody>
</table>

### Variable Names: DgLtWy
#### Variable Labels: Reason why took drug last time- specify labels;

- Drug taken because: wanted to get high;
- Drug taken because: friends were doing it ...

#### Q157 Why did you use or take drugs that day?
**Your may tick more than one box.**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to get high or feel good</td>
<td>01</td>
</tr>
<tr>
<td>Because my friends were doing it</td>
<td>02</td>
</tr>
<tr>
<td>Because it's cool</td>
<td>03</td>
</tr>
<tr>
<td>It was a dare</td>
<td>04</td>
</tr>
<tr>
<td>I had nothing better to do</td>
<td>05</td>
</tr>
<tr>
<td>I wanted to see what it was like</td>
<td>06</td>
</tr>
<tr>
<td>I wanted to forget my problems</td>
<td>07</td>
</tr>
<tr>
<td>Just because I was offered it</td>
<td>08</td>
</tr>
<tr>
<td>Other reasons (please tick the box and write in below)</td>
<td>09</td>
</tr>
<tr>
<td>I don't remember</td>
<td>10</td>
</tr>
<tr>
<td>I don't know</td>
<td>11</td>
</tr>
</tbody>
</table>
**Q158** The last time you used or took drugs, were you with other people or were you on your own?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I was with other people</td>
</tr>
<tr>
<td>2</td>
<td>I was on my own</td>
</tr>
</tbody>
</table>

**Q159** Which of the following people were you with the last time you used or took drugs. **You may tick more than one box.**

- My girlfriend or boyfriend 01
- Friends of the same sex as me 02
- Friends of the opposite sex 03
- A group of friends of both sexes 04
- My parents (or step-parents) 05
- My brother, sister or other relatives 06
- Someone else (tick the box and write below how you knew the person) 07

**Q160** The last time you used or took drugs, how did they make you feel? **You may tick more than one box.**

- I felt sad 01
- I felt fantastic 02
- I felt sick 03
- I felt confident 04
- I felt guilty 05
- I felt relaxed 06
I felt out of control  

None of these
**Variable Names**  DgLTovFl
**Variable Labels**  How drug felt overall- specify labels; Drug made me feel: good; Drug made me feel: bad...etc;

**Q161**  The last time you took drugs, overall how did you feel?

I felt good  
I felt bad  
I felt no different

**Variable Names**  DgStop
**Variable Labels**  Would person like to stop taking drugs

**Q162**  Would you like to stop using or taking drugs altogether?

Yes, I would like to give up now  
Yes, I would like to give up in the future  
No  
Not sure

**Variable Names**  Dg5Use
**Variable Labels**  Whether still using drugs in 5 years

**Q163**  Do you think you will still be using or taking in five years time?

Yes  
No  
I don't know

**Variable Names**  DgTreat
**Variable Labels**  Whether felt needed treatment for drug use

**Q164**  Have you ever felt that you needed to get help or treatment because you were using or taking drugs?

Yes  
No
Q165  For the next set of questions, you should include sniffing glue or other solvents but not smoking cigarettes or alcohol. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Variable Names  DgOcc
Variable Labels  How many occasions took drugs

Q166  On how many occasions have you taken drugs (including sniffing glue or other solvents but not including cigarettes or alcohol)?

- Once 1 ➜ Q170 on page 43
- 2-5 occasions 2 ➜ Q167
- 6-10 occasions 3 ➜ Q167
- More than 10 occasions 4 ➜ Q167

Variable Names  DgFq
Variable Labels  How often drugs usually taken

Q167  How often do you usually take drugs (including sniffing glue or other solvents but not including cigarettes or alcohol)?

- I take drugs most days 1
- I take drugs at least once a week 2
- I take drugs once or twice a month 3
- I take drugs a few times a year 4
- I take drugs about once a year or less often 5

Variable Names  DgFamFl
Variable Labels  Family's feelings about taking drugs

Q168  How does your family feel about you taking drugs (including sniffing glue or solvents but not cigarettes or alcohol)?

- They try to stop me 1 ➜ Q171 on page 44
- They try to persuade me not to take drugs 2 ➜ Q171 on page 44
- They do nothing 3 ➜ Q171 on page 44
- They encourage me to take drugs 4 ➜ Q171 on page 44
- They don't know I take drugs 5 ➜ Q169
- Don't know 6 ➜ Q171 on page 44
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q169</td>
<td>How do you think your family would feel if they knew that you took drugs (including sniffing glue or solvents but not cigarettes or alcohol)?</td>
</tr>
<tr>
<td></td>
<td>1. They would try to stop me</td>
</tr>
<tr>
<td></td>
<td>2. They would try to persuade me not to take drugs</td>
</tr>
<tr>
<td></td>
<td>3. They would do nothing</td>
</tr>
<tr>
<td></td>
<td>4. They would encourage me to take drugs</td>
</tr>
<tr>
<td></td>
<td>5. Don’t know</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q170</td>
<td>How do you think your family would feel if you started taking drugs?</td>
</tr>
<tr>
<td></td>
<td>1. They would try to stop me</td>
</tr>
<tr>
<td></td>
<td>2. They would try to persuade me not to take drugs</td>
</tr>
<tr>
<td></td>
<td>3. They would do nothing</td>
</tr>
<tr>
<td></td>
<td>4. They would encourage me to take drugs</td>
</tr>
<tr>
<td></td>
<td>5. Don’t know</td>
</tr>
</tbody>
</table>
Q171 The next set of questions should be answered by ALL pupils. You should include sniffing glue or other solvents but not smoking cigarettes or drinking alcohol. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Variable Names  DgRef
Variable Labels  Ever refused drug

Q172 Have you ever refused a drug that was offered to you (including sniffing glue or other solvents but not including cigarettes or alcohol)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Never been offered drugs</td>
<td>3</td>
</tr>
</tbody>
</table>

Variable Names  DgRefW
Variable Labels  Why drug was refused - specify labels;
Drug refused because: was too expensive;
Drug refused because: was frightened of taking it..etc;

Q173 Which of the following are reasons why you have refused to take drugs?
You may tick more than one box

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>They are too expensive</td>
<td>01</td>
</tr>
<tr>
<td>I was frightened of taking them</td>
<td>02</td>
</tr>
<tr>
<td>I thought they were dangerous</td>
<td>03</td>
</tr>
<tr>
<td>I didn’t want to get addicted</td>
<td>04</td>
</tr>
<tr>
<td>I didn’t know enough about the drugs</td>
<td>05</td>
</tr>
<tr>
<td>I thought I would get into trouble if I took drugs</td>
<td>06</td>
</tr>
<tr>
<td>I think taking drugs is wrong</td>
<td>07</td>
</tr>
<tr>
<td>I just didn’t want to take them</td>
<td>08</td>
</tr>
</tbody>
</table>
Variable Names  AnySb
Variable Labels  Any siblings at home
Q174  Have you got any brothers or sisters who live at home with you? (Include stepbrothers and stepsisters).

Yes  1  ➔  Q175
No  3  ➔  Q179 on page 46

Variable Names  NoSbHm
Variable Labels  Number of siblings living at home
Q175  How many brothers and sisters do you have living at home with you (include stepbrothers and stepsisters)?

Number of brothers or sisters living at home  
(Write a number in the box)  

Variable Names  NoSbCg
Variable Labels  Number of siblings that smoke
Q176  How many of your brothers and sisters smoke cigarettes (include stepbrothers and stepsisters)? (If none of them smoke write '0' in the box).

Number of brothers or sisters who smoke  
(Write a number in the box)  

Variable Names  NoSbAl
Variable Labels  Number of siblings that drink alcohol
Q177  How many of your brothers and sisters drink alcohol most days (include stepbrothers and stepsisters)? (If none of them drink alcohol most days write '0' in the box).

Number of brothers or sisters who drink alcohol most days  
(Write a number in the box)  

Variable Names  NoSbDg
Variable Labels  Number of siblings that take drugs
Q178  How many of your brothers and sisters take drugs (include stepbrothers and stepsisters)? (If none of them take drugs write '0' in the box).

Number of brothers or sisters take drugs  
(Write a number in the box)  

Variable Names       NoFrCg  
Variable Labels       Number of friends that smoke

Q179   What about your friends - how many of them smoke?

All of them      1
Most, but not all 2
About half       3
Only a few        4
None of them      5
Don't know        6

Variable Names       NoFrAl  
Variable Labels       Number of friends that drink alcohol

Q180   How many of your friends drink alcohol?

All of them      1
Most, but not all 2
About half       3
Only a few        4
None of them      5
Don't know        6

Variable Names       NoFrDg  
Variable Labels       Number of friends that take drugs

Q181   How many of your friends take illegal drugs (including sniffing glue or other solvents)?

All of them      1
Most, but not all 2
About half       3
Only a few        4
None of them      5
Don't know        6
**Variable Names:** DgGet  
**Variable Labels:** Whether easy to get drugs

**Q182** How easy would it be for **you** to get illegal drugs if you wanted to?

| 874 |  
|-----|---
| Very easy | 1 |
| Fairly easy | 2 |
| Fairly difficult | 3 |
| Very difficult | 4 |
| Don’t know | 5 |

**Variable Names:** DgGetHer  
**Variable Labels:** Whether easy to get heroin

**Q183** How easy would it be for **you** to get heroin if you wanted to?

| 875 |  
|-----|---
| Very easy | 1 |
| Fairly easy | 2 |
| Fairly difficult | 3 |
| Very difficult | 4 |
| Don’t know | 5 |

**Variable Names:** DgGetCok  
**Variable Labels:** Whether easy to get cocaine

**Q184** How easy would it be for **you** to get cocaine or crack if you wanted to?

| 876 |  
|-----|---
| Very easy | 1 |
| Fairly easy | 2 |
| Fairly difficult | 3 |
| Very difficult | 4 |
| Don’t know | 5 |
The next set of questions are about what you think about drugs. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

**Q185**

<table>
<thead>
<tr>
<th>Variable Names</th>
<th>Variable Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>DgWySick; DgWySrd; DgWyNorm; DgWyDngr; DgWyAdct; DgWyHelf; DgWyDie;</td>
<td>Whether worry about being sick; Whether worry about being scared; Whether worry about doing things don't normally do; Whether worry about getting into danger; Whether worry about becoming addicted; Whether worry about getting health problems; Whether worry about dying;</td>
</tr>
</tbody>
</table>

**Q186** Here is a list of some things that worry some people when they think about taking drugs. Do you worry about any of these things? Please tick one box on each line.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>908</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might be sick</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 909 |    |            |
| I might be scared |

| 910 |    |            |
| I might do things I would not normally do |

| 911 |    |            |
| I might get myself into dangerous situations |

| 912 |    |            |
| I might become addicted or dependent on drugs |

| 913 |    |            |
| I might get health problems because of using drugs |

| 914 |    |            |
| Something could go wrong and I might die |

**Q187** Here is a list of other things that worry some people when they think about taking drugs. Do you worry about any of these things? Please tick one box on each line.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>915</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I might get into trouble with the police</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 916 |    |            |
| I might get into trouble at school |

| 917 |    |            |
| I might spend too much money on drugs |
I might get into trouble with my parents
I might get into trouble with my friends
I might fall behind with my schoolwork
Variable Names: DgOpExct; DgOpHelf; DgOpDngr; DgOpYung; DgOpRelx; DgOpSell; DgOpDoc; DgOpEscp; DgOpHer; DgOpHlp; DgOpStpd; DgOpAPnsd;

Variable Labels: Whether agree or disagree that drugs are exciting;
Whether agree or disagree that drugs harm health;
Whether agree or disagree that know enough about dangers;
Whether agree or disagree that most young people try drugs;
Whether agree or disagree that people take drugs to relax;
Whether agree or disagree that all people who sell be punished;
Whether agree or disagree that people take drugs to escape;
Whether agree or disagree that heroin takers are junkies;
Whether agree or disagree that people need help;
Whether agree or disagree that people are stupid;
Whether agree or disagree that people who take be punished;

Q188 Please read the following statements about drugs and say if you agree or disagree with each one. **Tick one box per row.**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Taking drugs is exciting
Taking drugs harms your health
I know enough about the dangers of drugs
Most young people will try drugs at some time
All people who sell drugs should be punished
People my age who take drugs need help and advice
People who take drugs are stupid
All people who take drugs should be punished

Variable Names: DgOpTchr; DgOpAdts; DgOpPol; DgOpDoc; DgOpPar
Variable Labels: Whether agree or disagree that listen to teachers;
Whether agree or disagree that what adults say is true;
Whether agree or disagree that listen to police;
Whether agree or disagree that listen to doctors;
Whether agree or disagree that listen to parents;

Q189 Please read the following statements about what other people tell you about drugs and say if you agree or disagree with each one. **Tick one box per row**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I listen to what teachers say about taking drugs
I listen to what the police say about taking drugs
I listen to what doctors say about taking drugs
I listen to what my parents say about taking drugs
What adults tell us about drugs is true
Q190 Please read the following statements about drugs and say whether you think each one is true or false. **Tick one box per row.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heroin is addictive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injecting drugs can lead to HIV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecstasy always makes you feel great, with no side effects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking cocaine is dangerous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannabis is more dangerous than Heroin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sniffing glue or solvents can cause brain damage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q191 Do you think it is ok for someone your age to do the following? **Tick one box per row**

<table>
<thead>
<tr>
<th>Activity</th>
<th>It’s ok</th>
<th>It’s not ok</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try smoking a cigarette to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try drinking alcohol to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try getting drunk to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try sniffing glue to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try taking cannabis to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try taking cocaine to see what it’s like</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q192  Do you think it is ok for someone your age to do the following?
Tick one box per row

<table>
<thead>
<tr>
<th>It's ok</th>
<th>It's not ok</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoke cigarettes once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink alcohol once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get drunk once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sniff glue once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take cannabis once a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take cocaine once a week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q193  The last set of questions are more general questions. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q194  In the last twelve months have you had any lessons, videos or discussions in class on the following topics:
Tick one box per row

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heroin?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crack or cocaine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solvent abuse or glue sniffing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecstasy?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Drugs in general?  [ ]  [ ]  [ ]
### Q195 How useful have you found the lessons, videos or discussions you have had during the last 12 months about drugs?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have not had any in the last year</td>
<td>1</td>
</tr>
<tr>
<td>Very useful</td>
<td>2</td>
</tr>
<tr>
<td>Fairly useful</td>
<td>3</td>
</tr>
<tr>
<td>Not very useful</td>
<td>4</td>
</tr>
<tr>
<td>Not useful at all</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
</tr>
</tbody>
</table>

### Q196 Do you think your school gives you enough information about drugs, or would you like to be given more?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>School gives enough information</td>
<td>1</td>
</tr>
<tr>
<td>Would like a bit more information</td>
<td>2</td>
</tr>
<tr>
<td>Would like a lot more information</td>
<td>3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>4</td>
</tr>
</tbody>
</table>

### Q197 Would you know where to go if you wanted to get more information about drugs?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
</tr>
</tbody>
</table>

### Q198 Have you ever been in trouble with the police?

<table>
<thead>
<tr>
<th>Option</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>

### Q199 When were you last in trouble with the Police?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last year</td>
<td>1</td>
</tr>
<tr>
<td>More than a year ago</td>
<td>2</td>
</tr>
</tbody>
</table>
Variable Names   FSM
Variable Labels  Whether get free school meals
Q200  Do you get free school meals or vouchers for free school meals?

Yes  1
No   2

Variable Names   Truant
Variable Labels  Whether ever truanted
Q201  Have you ever stayed away from school without permission (truanted)?

Yes  1
No   2

Variable Names   ExclA
Variable Labels  Whether ever been excluded
Q202  Have you ever been excluded from school?

Yes  1
No   2

Variable Names   AnycgWeek
Variable Labels  Smoked any cigarettes in last seven days
Q203  Finally, just to check, have you smoked any cigarettes in the last seven days ending yesterday?

Yes  1  \(\Rightarrow\)  Q204
No   2  \(\Rightarrow\)  Q205

Variable Names   NoCgMon; NoCgTue; NoCgWed; NoCgThu; NoCgFri; NoCgSat; NoCgSun;
Variable Labels  Number of cigarettes smoked on Monday;
Number of cigarettes smoked on Tuesday;
Number of cigarettes smoked on Wednesday;
Number of cigarettes smoked on Thursday;
Number of cigarettes smoked on Friday;
Number of cigarettes smoked on Saturday;
Number of cigarettes smoked on Sunday;
Q204  How many cigarettes did you smoke on each day in the last seven days ending yesterday. If you did not smoke on a day write 0.

Last Monday I smoked  cigarettes

Last Tuesday I smoked  cigarettes

Last Wednesday I smoked  cigarettes

Last Thursday I smoked  cigarettes

Last Friday I smoked  cigarettes
Last **Saturday** I smoked 1020-1021 cigarettes

Last **Sunday** I smoked  cigarettes

Q205 Were there any questions you meant to go back and complete? Please check.

Thank you very much for your help.
If you still have some time left, you might want to try these puzzles

**Wordsearch**

<table>
<thead>
<tr>
<th>CARS</th>
<th>CBRICKS</th>
<th>KSWNJ</th>
<th>UHELM</th>
<th>TATEAMSTIFSILW</th>
<th>EGQRSHTOODPB</th>
<th>BEISWINGNOGEEB</th>
<th>OAXECOMPUTERHI</th>
<th>INTERNETBNMPK</th>
<th>RARTBGMGMNSEE</th>
<th>DEDDYUBLALOONC</th>
<th>RSORSERSVLBDM</th>
<th>MAKEUPFOPBDDET</th>
<th>CINEMAPONETBALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALLOON</td>
<td>SKATEBOARD</td>
<td>BIKE</td>
<td>SLIDE</td>
<td>BRICKS</td>
<td>SOLDIERS</td>
<td>CARS</td>
<td>SURFERS</td>
<td>CINEMA</td>
<td>SWING</td>
<td>COMPUTER</td>
<td>TAPES</td>
<td>DOLLS</td>
<td>TEAMS</td>
</tr>
</tbody>
</table>

**'Holiday Memories'**

Each number in the coded grid above represents a different letter of the alphabet. For example, 1 represents 'S', so every time you see '1' in the puzzle above, fill in 'S'. There are two letters to help start you off. The theme for the entire puzzle is 'Holiday Memories'. The check list on the left will help you keep track of the letters you have used.

School Policy Information

Q 1  Does your school teach pupils about drugs (both illegal and prescribed), alcohol and tobacco?

<table>
<thead>
<tr>
<th>Teach pupils about drugs</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach pupils about alcohol</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach pupils about tobacco</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Q 2  Does your school have a policy on teaching pupils about drugs (both illegal and prescribed drugs, alcohol and tobacco)?

Yes  \(\Rightarrow\) Q 3

No  \(\Rightarrow\) Q 5

Q 3  When did your school last update the policy on teaching pupils about drugs (both illegal and prescribed drugs, alcohol and tobacco)?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last year</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1-2 years ago</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3-5 years ago</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Longer ago</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Q 4 Who contributes to developing the school policy on teaching pupils about drugs? Tick one box per row

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Education Authority</td>
<td></td>
</tr>
<tr>
<td>School governors</td>
<td></td>
</tr>
<tr>
<td>Head teacher</td>
<td></td>
</tr>
<tr>
<td>School Drug Advisor/PSE Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Pupils</td>
<td></td>
</tr>
<tr>
<td>Someone else (Please write in)</td>
<td></td>
</tr>
</tbody>
</table>

Q 5 Does your school have a policy that covers smoking for adults, that is teaching staff, non-teaching staff and adult visitors?

Yes [1] ➔ Q 6
No [2] ➔ Q 12

Q 6 Which statement best describes the school smoking policy for adults during school hours?

Smoking is prohibited anywhere on school premises (including the school grounds) [1] ➔ Q 8
Smoking is permitted in the school grounds, but prohibited anywhere inside the school buildings [2] ➔ Q 8
Smoking is permitted in certain areas of the school buildings [3] ➔ Q 7
Q 7  In which areas is smoking permitted during school hours? **Tick one box per row.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Smoking is <strong>permitted</strong> in teachers’ staffrooms</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Smoking is <strong>permitted</strong> in private offices</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Smoking is <strong>permitted</strong> in specially designated smoking rooms</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Smoking is <strong>permitted</strong> in other rooms in the school buildings</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q 8  Does the smoking policy apply at all times, or is it different outside school hours?

- Smoking policy applies at all times  → Q 11
- Smoking policy is different outside school hours  → Q 9

Q 9  Which statement best describes the school smoking policy for adults **outside school hours**?

- Smoking is **prohibited** anywhere on school premises (including the school grounds)  → Q 11
- Smoking is **permitted** in the school grounds, but **prohibited** anywhere inside the school buildings  → Q 11
- Smoking is **permitted** in certain areas of the school buildings  → Q 10

Q 10  In which areas is smoking permitted outside school hours? **Tick one box per row.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Smoking is <strong>permitted</strong> in teachers’ staffrooms</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Smoking is <strong>permitted</strong> in private offices</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Smoking is <strong>permitted</strong> in specially designated smoking rooms</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Smoking is <strong>permitted</strong> in other rooms in the school buildings</td>
<td>☐</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td><img src="1137" alt="Local Education Authority" /></td>
<td><img src="1138" alt="Local Education Authority" /></td>
</tr>
<tr>
<td><img src="1139" alt="School governors" /></td>
<td><img src="1140" alt="School governors" /></td>
</tr>
<tr>
<td><img src="1140" alt="Head teacher" /></td>
<td><img src="1141" alt="Head teacher" /></td>
</tr>
<tr>
<td><img src="1141" alt="School Drug Advisor/PSE Co-ordinator" /></td>
<td><img src="1142" alt="School Drug Advisor/PSE Co-ordinator" /></td>
</tr>
<tr>
<td><img src="1142" alt="Parents" /></td>
<td><img src="1143" alt="Parents" /></td>
</tr>
<tr>
<td><img src="1143" alt="Pupils" /></td>
<td><img src="1144" alt="Pupils" /></td>
</tr>
<tr>
<td><img src="1144" alt="Someone else (Please write in)" /></td>
<td><img src="1145" alt="Someone else (Please write in)" /></td>
</tr>
</tbody>
</table>
Q 12  Does your school have a policy on managing incidents involving **pupils** smoking?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Q 13  What action(s) would be taken if pupils were found smoking on school premises? **Tick one box per row.**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Detention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal or written warning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Loss of privileges</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Parents contacted</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Police contacted</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Note on the pupil’s record</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor or agency contacted</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Temporary exclusion</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Permanent exclusion</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other (Please write in)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
**Q 14** Does your school have a policy on managing incidents involving pupils drinking alcohol?

- **Yes** [ ]
- **No** [ ]

**Q 15** What action(s) would be taken if pupils were found drinking alcohol on school premises? *Tick one box per row.*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>[ ]</td>
</tr>
<tr>
<td>Verbal or written warning</td>
<td>[ ]</td>
</tr>
<tr>
<td>Loss of privileges</td>
<td>[ ]</td>
</tr>
<tr>
<td>Parents contacted</td>
<td>[ ]</td>
</tr>
<tr>
<td>Police contacted</td>
<td>[ ]</td>
</tr>
<tr>
<td>Note on the pupil's record</td>
<td>[ ]</td>
</tr>
<tr>
<td>Counsellor or agency contacted</td>
<td>[ ]</td>
</tr>
<tr>
<td>Temporary exclusion</td>
<td>[ ]</td>
</tr>
<tr>
<td>Permanent exclusion</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other (Please write in)</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Q 16  Does your school have a policy on managing incidents involving pupils taking drugs?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q 17  What action(s) would be taken if pupils were found taking drugs on school premises? **Tick one box per row.**

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Verbal or written warning</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Loss of privileges</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Parents contacted</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Police contacted</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Note on the pupil's record</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Counsellor or agency contacted</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Temporary exclusion</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Permanent exclusion</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other (Please write in)</td>
<td></td>
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Thank you for your help
### Trade and slang terminologies that can be back-coded into pre-listed drugs

<table>
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<tr>
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<tr>
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| Sleepers .......... | Tranquilisers |
| Smack ............ | Heroin |
| Smilies ........... | LSD |
| Smoke ............ | Cannabis |
| Snappers .......... | Poppers |
| Sniff ............. | Cannabis |
| Snow ............. | Cocaine |
| Soap ............. | Cannabis |
| Solids ........... | Cannabis |
| Solvents .......... | Gas/glue/solvents |
| Smiley .......... | LSD |
| Smiley faces ...... | Ecstasy |
| Snowbalis ...... | Ecstasy |
| Solids .......... | Cannabis |
| Speed ............ | Amphetamines |
| Spliff ........... | Cannabis |
| Sprays .......... | Gas/glue/solvents |
| Stanozol .......... | Anabolic Steroids |
| Stardust .......... | LSD |
| Stone ............ | Crack |
| Strawberries ..... | LSD |
| Stromba .......... | Anabolic Steroids |
| Sugar ............ | LSD |
| Sulph ............ | Amphetamines |
| Sulphate .......... | Amphetamines |
| Supermen .......... | Ecstasy |
| SUS ............... | Anabolic Steroids |
| Sustanon .......... | Anabolic Steroids |
| Sweeties .......... | Ecstasy |
| Sweats ........... | Amphetamines |
| Tablets .......... | LSD |
| Tab/Tabs .......... | LSD |
| Temazapam ....... | Tranquilisers |
| Temazies .......... | Tranquilisers |
| Tems ............. | Tranquilisers |
| Test Tubes ........ | LSD |
| Thing ............ | Heroin |
| Thrust ........... | Poppers |
| TippeX ........... | Gas/glue/solvents |
| TNT ............... | Poppers |
| Tony Blair ...... | LSD |
| Toot ............. | Cocaine |
| Tranx ............ | Tranquilisers |
| Triangles .......... | Ecstasy |
| Trips ............ | LSD |
| Tulips ........... | Ecstasy |
| Uppers .......... | Amphetamines |
| Valium .......... | Tranquilisers |
| Vaillies .......... | Tranquilisers |
| Vials ........... | Cocaine |
| Wacky Backy ...... | Cannabis |
| Wash ............. | Crack |
| Weed ............. | Cannabis |
| White ............ | Cocaine |
| White Doves ...... | Ecstasy |
| Whizz ............ | Amphetamines |
| Windsmills ...... | Ecstasy |
| Window .......... | LSD |
| Winstrol .......... | Anabolic Steroids |
| X ................. | Ecstasy |
| XTC ................ | Ecstasy |
| Ying and Yangs ... | Ecstasy |
| Zero ............. | Cannabis |

**Categorise as ‘other drugs’**

**GHB** (Gamma hydroxybutyrate)
Slang: Liquid E, Liquid X.

**Ketamine**
Slang: Special K, K, Green, Vitamin K

**Khat**
Slang: Quat, qat, qaadka, chat, and Catha edulis

**PCP**
Slang: Angel dust, ozone, wack, rocketfuel, peace pill, elephant tranquiliser, and dust

**Prozac**
Slang: Happy pills, bottled smiles.

**Drugs which should be removed from other category**

Any mentions of alcohol or tobacco, including nicotine. **Slang:** Booze, juice, sauce, grog, piss
Any mentions of caffeine, tea or coffee
Any prescribed medicines or drugs including:
- Anti-biotics
- Asprins
- Calpol
- Cofeeine
- Cough Medicine
- Headache tablets
- Inhalers
- Insulin
- Ludes
- Nurofen
- Painkillers
- Paracetamol
- Penicillin
- Strepsils
- Ventalan

Viagra **Slang:** Blue or bluey, Viagra’s chemical name is sildenafil citrate.

**Vitamins**

**Method of back-coding**

If “other” drug can be backcoded into one of pre-existing drugs, use following rules to determine coding for pre-existing drug

- If heard of at either question – code “Yes”
- If offered at either question – code “Yes”
- If ever tried at either question – code “Yes”
- If different ages of first use – code youngest age
- If different periods when last took drug – code most recent
- If both number of occasions are coded – if one coded as more than 10, code “more than 10” otherwise code 8.
Q31: Coding of Other Alcoholic Drinks

Q31 is used to help identify whether there are any other types of alcoholic drink that respondents have drunk in the last 7 days, but which they did not include in one of the categories of drink asked about. Responses to this question will provide us with:

- the words that young people use for drinks that they have drunk but can’t classify (thus the raw listing is useful and needs to be retained);
- the categories of drink that young people might be under-counting at the previous questions (thus a new multi-code variable needs to be derived with these responses back coded to the usual drink categories where possible).

Can answers at Q31 be back coded to a new multi-code variable, A17OTX, using the following categories:

1. Beer, Lager and Cider
2. Shandy
3. Wine
4. Martini and Sherry
5. Spirits and Liqueurs
6. Alcopops
7. Other / unknown type of drink
With all misfilters, check that data has been keyed properly and that completion on questionnaire is unambiguous.

<table>
<thead>
<tr>
<th>Qn</th>
<th>Problem</th>
<th>Edit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5</td>
<td>If multi-coded</td>
<td>Code 2 Mixed</td>
</tr>
<tr>
<td>Q8</td>
<td>Codes 2-6 at Q8, but answered Q9</td>
<td>Remove codes at Q9</td>
</tr>
<tr>
<td>Q12</td>
<td>Code 2 at Q12, but answered rest of section</td>
<td>Remove codes at Q13 - Q32</td>
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<tr>
<td>Q14</td>
<td>If multi-coded</td>
<td>Code 8</td>
</tr>
<tr>
<td>Q15</td>
<td>Multicoded</td>
<td>Keep first code and remove later ones</td>
</tr>
<tr>
<td>Q16</td>
<td>Codes 2-3 at Q16, but answered Q17-Q18</td>
<td>Remove codes at Q17-Q18</td>
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<tr>
<td>Q19</td>
<td>Codes 2-3 at Q19, but answered Q20 - Q21</td>
<td>Remove codes at Q20-Q21</td>
</tr>
<tr>
<td>Q22</td>
<td>Codes 2-3 at Q22, but answered Q23</td>
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</tr>
<tr>
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<td>Codes 2-3 at Q24, but answered Q25</td>
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<td>Q26</td>
<td>Codes 2-3 at Q26, but answered Q27</td>
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<tr>
<td>Q28</td>
<td>Codes 2-3 at Q28, but answered Q29</td>
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</tr>
<tr>
<td>Q30</td>
<td>Codes 2-3 at Q30, but answered Q31-32</td>
<td>Remove codes at Q31-32</td>
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<tr>
<td>Q31</td>
<td>Code 1 at Q30, but Q31 is blank</td>
<td>Leave Q31 blank. Do not list on listing sheet.</td>
</tr>
<tr>
<td>Q35</td>
<td>Code 2, but answered Q36-Q40</td>
<td>Remove codes at Q36-Q40</td>
</tr>
<tr>
<td>Q37</td>
<td>Code 2, but answered Q38-Q40</td>
<td>Remove codes at Q38-Q40</td>
</tr>
</tbody>
</table>

Rest of equivalent drugs filters up to Q137 follow the same rules as Q35, Q42.

| Q134| Code 1 at Q134, but Q135 is blank | Leave Q135 blank. Do not list on listing sheet. |
| Q141| Code 2 at Q141 but answered Q143, Q144, Q145, Q146, Q147, Q148 | Code 1 at Q141. |
| Q143| Multi-coded               | Code 98                                         |
| Q144| Code 9 but it is blank     | Leave Q143 code 9 blank. Do not list on listing sheet. |
| Q144| Code 2 at Q144, but answered Q145 | Remove codes at Q145                             |
| Q144| Multi-coded 1 & 2 at Q144 and answered Q145 | Remove code 2 at Q144                             |
| Q145| Multi-coded               | Code 8                                          |
| Q146| Code 9 but it is blank.    | Leave Q146 code 9 blank. Do not list on listing sheet. |
| Q146| Multi-coded 6 & 11         | Remove code 11.                                  |
| Q152| Multi-coded               | Code 98                                         |
| Q153| Code 2 at Q153, but answered Q154 | Remove codes at Q154                             |
| Q154| Multi-coded               | Code 8                                          |
| Q155| Multi-coded 1 and other code at Q155 | Remove code 1                                   |
| Q155| Multi-coded 2 and 3 Q155  | Code 8                                          |
| Q156| Multi-coded               | Code 8                                          |
| Q158| Code 2 at Q158, but answered Q159 | Remove codes at Q159                             |
| Q168| If codes 1-4, 6 at Q168, but answered Q169 | Remove codes at Q169                             |
| Q168| Multi-coded any of 1,2,3  | Code first code of 1,2,3                        |
| Q168| Multi-coded 3,4            | Code 4                                          |
| Q168| Multi-coded any other combination | Code 5                                    |
| Q169| Multi-coded any of 1,2,3  | Code first code of 1,2,3                        |
| Q169| Multi-coded 3,4            | Code 4                                          |
| Q169| Multi-coded any other combination | Code 5                                    |
| Q170| Multi-coded any of 1,2,3  | Code first code of 1,2,3                        |
| Q170| Multi-coded 3,4            | Code 4                                          |
| Q170| Multi-coded any other combination | Code 5                                    |
| Q172| Multi-coded 3 and other code at Q172 | Remove code 3                                   |
| Q172| Multi-coded 1 & 2 at Q172  | Code 8                                          |
| Q172| Codes 2,3 at Q172, but answered Q173 | Remove codes at Q173                            |
| Q174| Codes 1-4 at Q167, but answered Q143 | If answered Q144, remove codes at Q143. Otherwise transfer codes from Q143 to Q144 and complete Q145 if necessary |
| Q174| Code 2 at Q174, but answered Q175 & Q177 | Remove answers at Q175 & Q177                   |
| Q175| Coded 0 at Q175, but answered Q176-178 | Code 2 at Q174 and remove codes at Q175-Q178 |
| Q179 | Multi-coded 5 & 6 at Q179 | Remove code 6 |
| Q180 | Multi-coded 6 and something else at Q180 | Remove code 6 |
| Q180 | Multi-coded other combinations | Code 6 |
| Q186 | Multi-coded 3 and something else at Q186 | Remove code 3 at Q186 |
| Q186 | Multi-coded 1 & 2 at Q186 | Code 3 |
| Q187 | Multi-coded 3 and something else at Q187 | Remove code 3 at Q187 |
| Q187 | Multi-coded 1 & 2 at Q187 | Code 3 |
| Q188 | Multi-coded 3 and something else at Q188 | Remove code 3 |
| Q188 | Multi-coded 1 & 2 at Q188 | Code 3 |
| Q189 | Multi-coded 3 and something else at Q189 | Remove code 3 |
| Q189 | Multi-coded 1 & 2 at Q189 | Code 3 |
| Q190 | Multi-coded 3 and something else at Q190 | Remove code 3 |
| Q190 | Multi-coded 1 & 2 at Q190 | Code 3 |
| Q191 | Multi-coded 3 and something else at Q191 | Remove code 3 |
| Q191 | Multi-coded 1 & 2 at Q191 | Code 3 |
| Q192 | Multi-coded 3 and something else at Q192 | Remove code 3 |
| Q192 | Multi-coded 1 & 2 at Q192 | Code 3 |
| Q194 | Multi-coded 3 and something else at Q194 | Remove code 3 |
| Q194 | Multi-coded 1 & 2 at Q194 | Code 3 |
| Q195 | Multi-coded 1 and something else at Q195 | Remove code 1 |
| Q195 | Multi-coded 6 and something else at Q195 | Remove code 6 |
| Q195 | Multi-coded other combinations | Code 6 |
| Q198 | Coded 2 at Q198, but answered Q199 | Remove codes at Q199 |
| Q200 | Multi-coded 1 & 2 at Q200 | Code 8 |
| Q201 | Multi-coded 1 & 2 at Q201 | Code 8 |
| Q202 | Multi-coded 1 & 2 at Q202 | Code 8 |
| Q203 | Coded 2 at Q203, but answered Q204 | Remove codes at Q204 |
| Q204 | Answered 0.5, 1.5 etc of a cigarette | Round the answer up e.g. 1, 2 cigarettes etc |
1 Background and purpose

This survey is being carried out jointly by the National Centre for Social Research (NatCen) and the National Foundation for Educational Research (NFER), for the Department of Health, and is taking place in England only.

Official concern about smoking, drinking and drug use among school children has grown in recent years as a result of increasing awareness about their effects on health. Research has shown that most adults who smoke, for example, start smoking in their teenage years. As a result of this, children and teenagers are a key target group for preventative education policies developed by the Department of Health.

The Government is committed to reducing the proportion of children who smoke, use illegal drugs and drink alcohol. In April 1998, the Government published a 10-year strategy for tackling drug use in the UK: ‘Tackling Drugs to Build a Better Britain’. A UK-wide White Paper ‘Smoking Kills’, was produced in December 1998 and a Government alcohol misuse strategy is currently under development. The drug strategy aims to help young people resist drug misuse in order to achieve their full potential in society. It has set a target to substantially reduce the proportion of people under 25 reporting the use of illegal drugs in the last month and previous year, and to reduce the proportion of young people using the drugs which cause the greatest harm. This survey allows the government to monitor the success of these targets.

The current survey will extend a well-established time series that has measured repeatedly the prevalence of smoking (since 1982) and drinking (since 1988). Questions on solvent misuse were covered as part of the 1994 survey and the use of illegal drugs was introduced in 1998. This survey is carried out annually. In 2003 the focus will be on drugs, and it will also cover smoking and drinking behaviour. We aim to survey 10,000 young people aged 11-15.

A full report of the findings will be published in 2004. All schools participating in the survey will be sent a summary of the main findings. This is the fourth year in a row that NatCen and NFER have carried out this survey.
2 Documents in your pack

2.1 Work Pack (to cover an assignment of three schools)
This year work packs are being dispatched in two separate batches, a week apart. Your first batch of work will probably contain details of about 3 schools, although it could contain just one or two, or as many as all five. The number of schools in your first pack depends on how quickly NFER has been able to persuade them to take part (more information about this later). Your first work pack should contain the following:

3 Assignment sheets
3 School Record Forms
110 Questionnaires
150 Parent letters
3 School letters
3 School Policy questionnaires
8 sheets Register reminder slips
5 sheets Parent/Guardian labels
3 sets Questionnaire Serial Number stickers
3 NatCen leaflets
2 Summary of findings booklets
1 Enlarged Question
50 Pens
1 Admin Pack
15 Standard Return of Work envelopes
15 Polylopes
1 Example of completed CCF

2.2 Work Pack for an additional school
Any additional workpacks will contain:

1 Assignment sheet
1 School Record Form
35 Questionnaires
40 Parent letters
1 School letter
1 School Policy questionnaire
2 sheets Register reminder slips
2 sheets Parent/Guardian labels
1 set Questionnaire Serial Number stickers
1 NatCen leaflet
10 Pens
5 Standard Return of Work envelopes
5 Polylopes
3 Contact already made with schools

3.1 Selection of Schools
The sample design excluded schools that had taken part in the previous year’s survey, and every pupil attending the remaining schools had an equal chance of being included in this survey. As in previous years, a two stage sampling process was used, firstly selecting schools and then selecting pupils within schools that agree to take part.

The list of all schools in England was sorted by type of school (state v. private, and by whether there was a selection policy), by whether schools were single sex or mixed and finally by region. Then a sample of 447 schools was selected so that the probability of a school being in the sample was proportional to the number of eligible pupils in the school.

3.2 Initial contact with schools
In June, we wrote to the Chief Education Officer/Director of Education of the Local Education Authority responsible for each school (except private schools) and notified them of the survey. We also wrote to national teaching unions, and other organisations concerned with education, informing them of the survey.

In July, we wrote to the Head Teacher of every selected school explaining the survey to them and enclosed a booklet explaining the survey and giving some of the key findings and said that we would contact them at the beginning of the autumn term. All other schools in England were also contacted to explain that they had not been selected this year or that they had been excluded from selection.

A further letter and another copy of the leaflet was sent to the head teacher of each school so that it would arrive on the first day of term in September. A copy of the letter was also sent to the head of PSE in the school. Schools were given one week to reply, and any schools that hadn’t replied by then were telephoned by NFER. Copies of letters and the leaflet are included in your pack.

Schools that agree to take part are also asked to send a copy of their school registers to NatCen and nominate a school contact, then National Foundation for Educational Research (NFER) selects a sample of pupils from each school. Once the sample is drawn, NFER writes to the school ‘contact’, enclosing a list of the sampled pupils for their information, and telling them that an ‘administrator’ will be in touch shortly. The letter asks the contact person not to do anything else until you, the ‘administrator’, contact them.

Information about schools will be passed on to NatCen in two batches. All schools that have been contacted and are ready to be issued to you by Wednesday 17th September will make up the first batch of sample to be passed to NatCen. These will be sent to you, ready to start work on Monday 22nd September. Over the next week NFER will continue to try to contact and persuade the remaining schools. These will
make up the second batch of fieldwork, which will be passed on to NatCen on Wednesday 24th September. NatCen will then send these last schools to you, so that they can be worked on from Monday 29th September.

3.3 Information to be passed to interviewers

As described above, information will be passed to you in two batches, a week apart. This is being done so that you can start work at the first available school as early in the term as possible, and so that NFER have another week in which to continue trying to contact or persuade schools that have not yet agreed to take part. At the point when information is handed to NatCen, schools will fall into one of five categories:

<table>
<thead>
<tr>
<th>Type A</th>
<th>School participating, contact name provided and electronic register sampled by NFER.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type B</td>
<td>School participating, and contact name provided. Register supplied, but interviewer to sample</td>
</tr>
<tr>
<td>Type C</td>
<td>School participating, contact name provided. But no register sent to NFER so interviewer to manual sample at school</td>
</tr>
<tr>
<td>Type D</td>
<td>School not contacted/decision about participation not made. Interviewer to make face to face contact.</td>
</tr>
<tr>
<td>Type E</td>
<td>School refused, interviewer to make face to face contact to make appointment.</td>
</tr>
</tbody>
</table>

The first batch of sample will only contain schools that are types A, B, and/or E. The second batch of sample may contain schools of any type.

You will be given a School Record Form (SRF) for each school in your assignment. This will include the following information

- Serial number of school (501-947)
- Name and address of school
- A contact name and a telephone and fax number
- Background information about the school such as whether it is a comprehensive or private school and GCSE pass rates.
- In addition if a sample of pupils has been taken, this will be pre-printed on the SRF.

The SRF will be the key document for you to use to deal with schools, and contains most of the information that you will need. These instructions act as a backup, and cover issues in greater detail. You will also be given an assignment sheet with summary details of all your schools.

The contact person will be named on your SRF and it may be useful to mention them as a way of getting past the school secretary. Your contact person could be the Head but is more likely to be another senior teacher, such as a Deputy Head, or perhaps the School Secretary. In most cases the contact person is not the person who took the decision to take part. Also, please note that if the contact is the P(H)SE (Personal, Health & Social Education) teacher they are usually positive about taking part and
can be a useful contact, mainly because smoking, drinking and drugs falls under their curriculum area. However, please note that the contact will not necessarily be the PHSE teacher. Sometimes head teachers will be the contact person and past experience has shown that they can be difficult to persuade to take part and are more likely to refuse. Across your sample of schools, you may well find that you are working with people in a range of positions.

**System of numbering years in schools**

There is some variety in how schools number their years. Since the introduction of the National Curriculum in England and Wales, education authorities have been advised to number the years consecutively from the first year at primary school through to the last year at secondary school. This means that what used to be the first form in a secondary school will now be year 7, the second form year 8, and so on. Private schools may have another system of numbering. The years we are interested in are those which contain the majority of children aged 11 (year 7) in the school up to and including those which contain the majority of children aged 15 (year 11). Throughout these instructions we will use this system of numbering for state schools.
4 Overview of your task
As this survey will be conducted in schools, visits and contact with the school should take place during school hours. The number of visits to each school will vary depending on the outcome.

Type A/B (Electronic sample/Manual sample at interviewer’s home)
- Make contact with named person at the school, establish the appropriate person to carry out the school based interview, arrange a convenient date for the data collection exercise and send a copy of the selected pupil list and a supply of opt out letters to the named contact for distribution to the selected pupils.

Type C (Manual sampled needed at school)
- Make contact with named person at the school, establish the appropriate person to carry out the school based interview and arrange a convenient date to carry out the pupil sample selection procedure.
- Visit the school to select the sample and leave a copy of the selected pupil list and a supply of opt out letters for distribution to the selected pupils. Arrange a convenient date for the data collection exercise.

Type D/E (No decision yet/Refused)
- Make an initial face to face visit to the school and try to persuade them to take part, then follow the process for Type C.

ALL SCHOOL TYPES
- Visit school on agreed date to administer the self-completion questionnaires and conduct the school based interview with the Head Teacher or other suitable person.
- Where 4 or more selected pupils are absent on the appointed data collection day, arrange a further visit to cover the pupils involved.
5 Your contact with schools

We are very concerned to minimise the burden this project places on busy teachers and schools. Please try to build a good relationship with the school, especially with your contact, to enable the process to be as smooth as possible. Although we are trying to do as much of the work as possible, we are still relying on the school to help us make the survey happen.

Please phone the contact person as soon as possible after attending the briefing and receiving the SRF and record the details of any contact with the school on page 1 of the SRF. Past interviewers have said that going into the school without any contact is not a good idea, in fact most agreed that a phone call was the best form of initial contact in most cases. Please remember that it is much easier for schools to say no over the phone so try to arrange a face to face appointment to discuss the survey further. The contact should have a copy of the letter sent to the school, and should be expecting your call. The following are some tips to help you to contact the school.

- Your first contact should be early in the morning around 8-8.30 am when staff will be in the school, but pupils won’t yet.
- To reach the right person call repeatedly throughout the day and have a ‘non-demanding approach’.
- You are unlikely to be able to get hold of your contact at the first attempt, and will probably get the school secretary/receptionist. You should be prepared for contacting the right person to take some time. The school secretary is very important as they control access to the staff, so take the time to explain why you are calling, but also make sure that you can talk to the contact rather than the secretary passing your message on. Try to avoid making appointments via the secretary. Establish a good time for you to ring back to talk to the head/school contact.
- Speculative face to face visits can be good for building relationships with the school secretary
- Alternatively, offer to visit the contact if that is more convenient for the school. Past interviewers have recommended that waiting in reception until the contact is available, shows how important the survey is.
- You are likely to have more success if you ring back, rather than leaving a message or asking the contact to call.

If you have not managed to make telephone contact with the school or only the school secretary has been reached by phone, then face to face contact should be your next course of action.

Overall, setting up appointments takes time and perseverance.

We recommend that you let the contact person have your telephone number in case they need to get in touch, though giving out your number is, of course, optional.
5.1 Survey background
The following information is a summary of some of the key points about the survey, which you should make sure that your contact is aware of when you first talk to them.

- The Department of Health has commissioned the National Foundation for Educational Research (NFER) together with the National Centre for Social Research (NatCen) to carry out a survey of smoking, drinking and drug use among year 7 - 11 pupils i.e. those pupils aged 11-15.
- The survey has been running since 1982, and it measures the progress towards the government’s target of reducing the number of children who smoke, drink or take drugs.
- The school was randomly selected from NFER’s schools database.
- We would like around 35 students randomly selected from years 7 - 11, to complete a questionnaire.
- The questionnaire asks about the students’ use and knowledge of, and attitudes towards, smoking, drinking and drugs, with the main focus of the questionnaire on knowledge, attitudes to and use of drugs. Parents of children selected for the survey will be sent letters explaining the survey.
- Pupils will need to be released from lessons for no longer than one school period of 30-40 minutes. You will administer the survey in one session, with all the sampled children filling out a self-completion questionnaire under ‘exam conditions’.
- Explain that you will have to make a second visit if four or more pupils are absent at your main visit.
- We would like to ask an appropriate member of staff questions about school policies on smoking, drinking and drugs. Note that these questions are not ‘checking up’ on the school in any way; we are interested in whether school policies have any relationship with the prevalence of smoking, drinking or drug use in a school.
- All the responses given will be completely confidential and no individual or school will be identifiable in any report of the results.

5.2 Contact procedure for school types D (no decision yet) and E (refusal)
For school types D (no decision yet) and E (refusal) the procedure for contact is the same: You need to try to have a face-to-face visit with the Head or another suitable staff member at the school.

1. You should telephone the school to try to arrange a face-to-face appointment (of 10-15 min.s) with the Head/other person.
2. If you are unable to contact the school by telephone, you should visit the school to try to arrange the face-to-face appointment.
3. If you have managed to contact the school by telephone, but the school has refused an appointment during your telephone conversation, you are not expected to visit the school to arrange an appointment.
5.3 Initial face to face visit for Type D (No decision yet)
You will need to pay a face to face initial visit to schools who have not yet made a decision about taking part, to explain the survey to them and to try to persuade them to take part. Past interviewers have found that face to face contact was better for persuading schools than telephone contact. Mentioning the policy questionnaire may also help to get the interest of the contact person. You also have a letter that you can send to them stating that you will be calling by. These schools may well be harder to contact, but will be crucial to achieving a high response rate. You will need to be persistent, firm and patient, but not too pushy, to persuade them to take part.

If you have a Type D (or Type E) school, then when you talk about the survey you should introduce yourself as from the National Centre for Social Research, but also mention that the survey is being conducted by NFER as well. This is because NFER are very well known and respected in schools, whereas hardly any of them will have heard of us.

The following arguments can be used to try and persuade schools to take part and are also printed on the SRF.
• The survey has been running since 1982, and measures progress towards the government’s target of reducing the number of children who smoke, drink or take drugs.
• E.g. The target for smoking is to reduce smoking among children from 13% to 9% by 2010, and this survey is the means to check whether attempts to discourage smoking are successful.
• Historically schools have been very helpful and a high proportion have agreed to take part.
• If a substantial minority of schools refuse to take part then there is a danger of bias in the survey, as pupils in schools that do not take part may have different behaviour to those in schools who do take part.
• If the survey is biased we won’t be able to tell whether a change in the number of pupils who smoke is a real change, or whether it is due to the low response rate.
• If the survey is biased, then the help given by schools which have agreed to take part would effectively be wasted.
• Disruption to the school and children’s learning would be kept to a minimum.
• Children will only be taken out of learning for one period.
• No teachers will need to be present, all work to be done by you.
• Flexibility to come in at a time that is convenient to the school, preferably by the end of October, but could possibly stretch to first two weeks of November.
• You could offer to send a blank questionnaire to the school if you think this will encourage participation.
• The key findings from the survey will be sent to the school as soon as they are available.
• All the responses given will be completely confidential and no individual or school will be identifiable in any report of the results.
5.4 Initial face to face visit for Type E (Refusal)
You will also be given details of schools that initially refused to take part when contacted by NFER researchers. You will need to visit them face to face to try and persuade them to take part. Reasons for refusing will be printed on the SRFs. Please explain to these schools why we are re-contacting them given that they have already refused to take part once. Again, you will need to be persistent and firm, but not too pushy – one face to face visit and a maximum of five telephone conversations is recommended for any school. You should use the same arguments listed in the section above, in particular you could mention:

- We are aware that school has already refused, and we already have a substantial number of schools on board, but it’s not enough schools to have confidence in the results
- Historically schools have been very helpful and a high proportion have agreed to take part, but this year response has been poor.
- If a substantial minority of schools refuse to take part then there is a danger of bias in the survey, as pupils in schools which don’t take part may have different behaviour to those in schools who do take part.
- If the survey is biased we won’t be able to tell whether a change in the number of pupils who smoke is a real change, or whether it is due to the low response rate.
- If the survey is biased, then the help given by schools which have agreed to take part would effectively be wasted.
- Therefore could they please take the time to reconsider taking part.

5.5 Arranging a sampling visit
You will need to arrange a sampling visit if you have type C schools (and types D and E that you persuade to take part). Bear in mind that you will need to sort out a date for the main visit at the same time that you arrange the sampling. The sampling visit should be 4 to 7 school days before your main visit to allow time for letters to be returned by parents.

Explain to the contact person that you will need access to all year 7 to 11 registers and somewhere relatively free from distractions where you can carry out the sampling work. Most schools should have registers stored electronically and could print them off for you instead of using paper registers. If this can be done, you should ask your contact if the registers can be printed off with pupils listed alphabetically by surname, within each form, and forms ordered alphabetically within each year. Remember that if you have to use paper registers they are unlikely to be available at a central point until about half an hour after school begins.

If it is a split site school, explain that you will need all the relevant registers from both sites gathered together at one of the sites. If this is not possible, you will have to draw two samples, one from each site.

In middle and upper schools, the years may be numbered differently, and you will need the registers only for the forms containing pupils in our age range (11-15).
will generally be the last two years of a middle school or the first three years of an upper school.

Your contact will probably offer to gather together the registers for you, perhaps with the help of the school secretary. If you can establish a good relationship with the school staff – in particular your contact and the school secretary – this will be a great help later on. Our survey is adding to their work, so emphasise that we really do wish to minimise any inconvenience to them. Some contacts may have had this task forced upon them, so you may need to spend a little more time explaining the importance of the survey.

5.6 Parent letters
These letters should be with the school 4 to 7 school days before your main visit. In other words, there generally needs to be a week between you posting/giving the letters to the school and your main visit. If the school is a boarding school then ask for the letters to be posted to parents/guardians first class in the stamped envelopes provided by the Blue Team and try to wait a week for any replies before making your main visit. If you do not have any stamped envelopes, please contact the Blue Team at Brentwood (01277 200600).

Some schools may want to send their own letters, or may insist that pupils must have permission from their parents to take part. You should persuade schools that this is not acceptable for the following reasons:
- The survey has always been carried out with parents withdrawing their children rather than giving explicit permission for them to take part, and that a change in methodology would mean that this year’s survey was not comparable and we would lose a 20 year trend in data.
- If we insist that parents must give permission, there is a danger that parents who do give permission might be different from those who don’t. It is likely that middle-class parents would be more likely to return letters and that this would bias results, as we would not have a representative sample of pupils from all backgrounds.

5.7 Arranging a main visit (NB: please refer to section 7 as well)

There are a number of points which you need to sort out with your contact person before your main visit. These are included in summary form on the SRF and are explained in more detail in this section. If you have to make a visit to the school to take a manual sample of pupils then you may need to arrange to discuss these issues with your contact at the school, rather than over the phone.

Try to arrange an appointment with the person you need to interview about school policies at the same time as your main visit (or at the manual sampling visit if you have to make one), or arrange a time when you can telephone them to ask the questions over the ‘phone.
If you haven’t needed a visit to take a manual sample, explain that you will send the contact person a list of selected pupils. A copy of the appropriate page of the SRF has been provided for you to send. This list has already been sent to the contact person, but the one you are sending has boxes on which they can mark any parent or pupil refusals to take part. Note that historically the rate of refusals has been extremely low; you can reassure the contact person that this won’t involve much work!

Note that we have allowed for a ‘helper’ to accompany you during their main visit at a few schools. Helpers will be assigned where you feel it would be beneficial and where they request it. Decide whether you need to ask for an assistant to help you with classroom management. As the contact person has already been sent a list of the pupils, they should be able to give you some guidance. If you anticipate that you may need help at the main visit, please contact your NatCen Area Manager to see whether extra assistance can be provided.

Remember that the questionnaires must be completed within one school period, so your arrangements must fit in with the school’s time tabling.

You will only need half a day at most, so see whether morning or afternoon is most convenient for the school, and please make every effort to fit in with their wishes. Once you have agreed a date and time, make a note of this on page 1 of the SRF. You should also write the date and time on the copy of the page to send to the school.

Arrange a suitable classroom in which to administer the survey. The ideal arrangement is a desks-in-a-row classroom, because it allows ‘exam conditions’, reducing the extent to which the children can chatter and discuss answers. Explain that you will provide pens.

Arrange how the children will be sent to and collected from the room you will be using. If you are bringing a helper, explain that they will assist with this. It is important that you agree with your contact the best thing to do once the children have finished the questionnaire. You could suggest that pupils bring a book to read if they finish earlier than the rest of the group. Certainly you do not want pupils to be leaving at this stage or to have nothing to do. You should also agree what to do when all the pupils have finished, especially if this happens before the end of that school period.

At some stage you should explain that you will need no assistance from other staff (unless of course they are sending children to the survey classroom). Any offers of teachers’ help should be diplomatically refused. Remind them that pupils are being asked to be candid about their smoking, drinking and drug use, so the presence of teachers could be a disadvantage.

Make arrangements for checking whether any of the sampled pupils are absent when you make the main visit.
Outline how you will organise and run the session, and discuss what you will do once pupils have finished the survey. Confirm arrangements for arriving at the school.

**Important:** Remind the contact person that pupils should not be told when exactly the session is happening until the day of your visit!

5.8 What should I do if...

**The school insists that a teacher must be present?**
Firstly, use the reason the school gives for this requirement to negotiate carefully an appropriate way of running the session. This could involve the teacher simply sitting at the front to ensure an orderly session. They may not need to speak at all. *The key point is that the teacher must see no answers and the pupils must believe the teacher will see no answers.* This will need to be explained to pupils and procedures will need to underline your guarantee. For example, the teacher should not wander amongst desks. You should implement a way of collecting the questionnaires which gets them quickly out of sight, for example by going around and putting them straight into an envelope rather than having pupils leave them on their desks. The teacher could leave with the pupils to demonstrate that they were there only to watch over the session, not to look at what was written. Do feel free to call to discuss any session at which a teacher will be present.

**I know one of the pupils at the school?**
Conducting a session in a school attended by your child(ren) is not permitted. If you have other relatives or friends at one of your schools or are known in the school, it may well not be appropriate for you to proceed. Please discuss this with your Area Manager.
If you know some children in the school, but feel it could be appropriate for you to conduct the main visit, you may wait until you receive the selected sample of children. If any of the selected children know you, you will probably have to hand the assignment on. Again, please consult your Area Manager.

**A child needs help to complete the questionnaire?**
Very occasionally a child may need to bring a ‘helper’ because of concentration or language problems – the helper should be aware of the importance of confidentiality and the need to speak quietly so as not to distract other children in the group. In general, we want the survey to be inclusive and prefer not to leave anyone out of the session. You may, though, need to use your discretion, in consultation with the school, for example where we have selected a child with severe learning difficulties.

**A child approaches me with a personal problem?**
This is a potentially difficult situation which needs to be handled carefully. You have not been trained by NatCen to give this sort of advice and support to children, so do not get involved. The best thing to do is to explain to them that you don’t know what you can do to help, but that you know of other people who they could talk to in confidence and then give them the ChildLine advice number 0800 1111, or the
National Society for the Prevention of Cruelty to Children (NSPCC) number 0808 800 5000. Do not pass any information on to teachers. If you feel that the issue needs immediate attention then contact Sue Body or Mary Holmden in Brentwood. We would like all interviewers to do this (even if you have been trained as a teacher, police officer, counsellor, social worker etc).

5.9 Reporting progress
It is important that we know the progress that you have made with each school on a weekly basis as we will be giving the Department of Health a weekly progress report. You will need to fill in your assignment sheet for each week to show which stage you are at with each school using the codes detailed on the sheet, and to post a copy of your sheet back to Brentwood every Friday.
6  Taking a manual sample of pupils (School types B-E)

6.1  Preparation for selecting the sample
Check exactly how the years are numbered at the school, and make a note of this. You will have to code the years afterwards.

Make sure you have the registers for the current school year (beginning September 2003) for years 7 to 11 inclusive, or their equivalent. Make sure you have all the registers, for all forms (within the age range).

Pupils may have left the school but not yet been crossed off the register. Go through each register carefully, looking at the attendance record, and watch out for rows of zeros or dashes, etc. It is important that you know the exact situation of each pupil before starting the selection because any pupils who have left school should be excluded from the count. However, only those pupils who have actually left the school should be excluded from the count. Long term absentees, whether sick or truant, must be included. If the circumstances are not clear, ask your contact or the school secretary whether the pupil has left the school.

Pupils who have transferred from one class to another should only be included in the sampling count once - in their new class.

Check whether any pupils have joined the school since the beginning of term, and make sure they are included on the register.

You will probably find a few pupils outside the age range 11-15 years in the forms you are sampling. They should be included in the sampling count.

Remember if there is anything you are not sure about you should ask your contact or the school secretary. It is always better to get any problems sorted out before you start the sampling.

In summary, before you start the selection of pupils you should have done the following:
• Noted down how the years are numbered,
• Checked that you have all the up-to-date registers,
• Checked each register for pupils who may have left the school, transferred class, or are new to the school.
6.2 Selecting the sample
Count the number of registers and record the number on the sampling sheet (We advise working in pencil on this sheet).

Arrange the registers in form order, starting with year 7, then year 8, and so on. This ensures that the sample you select will be evenly spread through the age and ability range. (If the registers are not kept in the standard way, you may not be able to do this.)

Look at the sampling label on the sampling sheet and make a note of the RANDOM START and INTERVAL.

Starting with the first name on the first register, count through the names until you have counted the number equal to the RANDOM START. This is your first pupil selection. Record the form and the pupil’s name and sex on the sampling sheet. (We advise working in pencil on this sheet).

Then starting with the next name on the register, count through the names until you have counted the number equal to your INTERVAL. This is your second pupil selection and you should again record that pupil’s form, name and sex.

Continue counting through the names using the INTERVAL until you come to the end of the first register. When this happens you should continue the count in the second register, then the third, and so on, as though they were all one long register.

When you have recorded the details of the last selected pupil in the last register, count how many names are left after that one and enter the number as the REMAINDER on the sampling sheet. The REMAINDER must be less than the INTERVAL. If it is not, you must make another selection.
6.3 Example of selecting the sample

Suppose your RANDOM START is 3 and your INTERVAL is 8, and you only have two registers, forms 1A and 1B with 28 and 30 pupils respectively.

Because your RANDOM START is 3, you take the third name in the first register as your first selection (Amy Edwards). Then, as the INTERVAL is 8, count through the next 8 names for your selection. This is Richard Jenkins, the 11\textsuperscript{th} name on the list (3 + 8). Then you count through the next 8 names to Philip Rawlings, the 19\textsuperscript{th} name (3 + 8 + 8) and again, to Barbara Smith, and then through to John Ford and Ritesh Patel in the next register. The last selection is Jane Wernick, because there are less than 8 names after hers. The REMAINDER is therefore the number of pupils left after Jane Wernick which is 7.

The registers for this example are below; empty spaces represent names not selected.

<table>
<thead>
<tr>
<th>Form 1A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3 Amy Edwards</td>
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<td>6</td>
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<td>10</td>
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<tr>
<td>11 Richard Jenkins</td>
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<td>12</td>
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<td>14</td>
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<td>16</td>
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<td>17</td>
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<tr>
<td>18</td>
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<tr>
<td>19 Philip Rawlings</td>
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<td>20</td>
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<td>21</td>
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<td>22</td>
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<td>24</td>
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<td>25</td>
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<tr>
<td>26</td>
</tr>
<tr>
<td>27 Barbara Smith</td>
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</table>

<table>
<thead>
<tr>
<th>Form 1B</th>
</tr>
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<tbody>
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<tr>
<td>7 John Ford</td>
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<td>12</td>
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<td>13</td>
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<td>14</td>
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<tr>
<td>15 Ritesh Patel</td>
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<td>18</td>
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<td>21</td>
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<tr>
<td>22</td>
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<tr>
<td>23 Jane Wernick</td>
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<td>26</td>
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<td>29</td>
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<td>30</td>
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</tbody>
</table>
6.4 Keeping the sample balanced between the sexes (in a mixed school)

There is no set order for pupils to be listed in registers. One common way is to list all the pupils in a class alphabetically. Another way is for all the boys to be listed together, and all the girls listed together. In a school where all the registers are ordered like this it is possible that, under certain circumstances, you will select a sample containing far more pupils of one sex than the other. (It is most likely to occur if the sampling interval is roughly the same as the class size).

On the sampling sheet you will work out whether or not the sample is reasonably balanced between girls and boys. If it is not, please telephone the Blue Team in Brentwood or Richard Boreham/Nadine Simmonds at Northampton Square. We will calculate new sampling intervals for you to use to resample the pupils.

6.5 Checks on the selected sample

Once the sample has been selected you will have to do some checks to ensure accuracy.

Count the number of pupils you have selected and enter this on the Sampling Sheet. You can now also enter the REMAINDER.

Then perform the following calculation:

• Subtract 1 from the number of pupils you have selected
• multiply that by the INTERVAL
• then add the RANDOM START and the REMAINDER

This will give you the total number of eligible pupils which you should enter on the Sampling sheet.

The previous example can be used to illustrate this calculation.

We selected 7 pupils, so subtracting 1 gives 6. Multiplying 6 by the INTERVAL, 8, gives 48. Adding the RANDOM START, 3, and the REMAINDER, 7, gives a total eligible pupils of 58. From the registers you can check if this is correct. The total number of pupils in the three forms was 28+30, a total of 58.

If you have a lot of registers it is much easier to use this calculation than count all the names. Note, however, that if you have had to call us because your sample was unbalanced between the sexes, this calculation may not work.

The total number of eligible pupils should be similar to the estimated number of pupils shown on the sampling label. This is based on information we have about school size from the Department for Education and Skills.
If the estimated number of pupils is quite a bit different from the actual number of eligible pupils, check your sampling and then ask your contact or the school secretary if there have been any changes at the school recently which may have altered its size – a merger with another school, for instance. Make a note of any reason(s) for the difference.

If the two totals are different you will have selected either more or fewer pupils than you expected. Don’t worry about this unless the difference is large – less than 25 pupils or over 4 pupils, in which case you should ring the office for advice. (Note: you only have enough materials for 40 pupils.)

6.6 What to do with the completed sampling sheets
Once you are happy that you have sampled the correct number of pupils, and that the sample is roughly balanced between the sexes, you should copy across the names and forms of the pupils, onto page 4 of the SRF. The sampling sheet should be returned to the office, attached to the SRF. There is a spare column on the sampling sheet, for any notes.

You need to photocopy page 4 of the SRF, and give this copy to the school (probably to your contact). This tells the school which pupils have been sampled. The school should use this sheet to record any refusals. They should return the sheet to you during your main visit.

6.7 Arranging your main visit
If you are making a sampling visit then it is probably best to arrange your main during that visit, so (if appropriate) remember to check the availability of your helper beforehand. Please see the notes on pages 6-8. Obviously, you may be able to write the pupils’ names on the parent letters immediately and leave them at school, rather than posting them back. However, only do this if you are able to arrange the main visit for within 4 to 7 school days. We think it inappropriate for letters to be sent too far ahead of the main visit, as the delay may cause confusion or anxiety.
7 The Main Visit

7.1 Preparation before the main visit
Remember to confirm the day and time with your helper (where appropriate), and discuss who will do what when you visit the school.

We have created some slips to give to schools to put in their registers. You’ll need to write the name of each pupil, and the classroom and time that they need to come to the session on each slip. Send them to your contact for them to put in registers on the morning when you are interviewing.

Ring to make sure that the school remembers to put notes in registers for pupils who should be coming to complete the questionnaires, and to check that you still have a room to use.

You will have been sent one set of 40 **serial numbered labels**. These are for the questionnaires for each school. Each label shows a serial number and the project number. The first three digits of the serial number are the school number, and the last two are the pupil number. Put one label on the front of each questionnaire, in the blank boxes provided. You are unlikely to need to use all 40 labels – only stick on labels for the number of pupils sampled.

You will need to copy the school serial number from the SRF onto the space provided in the school policy questionnaire.

**Remember to take with you:**
- Questionnaires with the serial number labels stuck on
- The SRF
- Pens
- National Centre leaflets
- Enlarged Q8

7.2 Arranging the classroom
Once at the school it is important that you have everything arranged in the room before the children arrive, as the questionnaires must be completed within one school period to minimise disruption to the school. Arrive early, to give yourself plenty of time to get organised.

1. When pupils arrive make them sit down on the seats.
2. Then tick off who is present on the SRF.
3. Then distribute questionnaires to pupils along with pens. Do NOT attempt to match the pupil numbers on the questionnaires to the numbers on the SRF. These are entirely separate; it does not matter which pupil sits where.
7.3 Introducing and explaining the survey
When all the pupils who are in school that day are settled, introduce yourself and (if appropriate) your helper. Try to keep your introduction to no more than five minutes, in order to allow enough time for pupils to complete the questionnaire within one school period.

7.4 Explaining how to fill in the questionnaire
It is probably best not to say too much about the questions beforehand as the children may get restless. Briefly cover the following points:

- Questions should be answered by ticking a box or boxes, or sometimes by writing a number in a box.
- Each question should be read carefully before being answered.
- Tell them that they should complete the questionnaire using the pen provided.

Once you have also explained about sign-posting and glasses of spirits, but before starting, ask if anyone has any questions or is unsure about any of the procedures. Emphasise that if there is anything they are not sure about when answering the questions they should put up their hand and you will try to help them.

7.5 Explaining sign-posting (filtering)
The questionnaire contains a lot of sign-posting (filtering) and it is critical that pupils understand how to follow the sign-posting, otherwise there is a danger that they will not complete the questionnaire in time.

Sign-posting is only shown on questions where pupils don’t just automatically answer the next question. When pupils have ticked a box, the instruction to the right of the box tells them which question to answer next.

Question 8 is a crucial question about current smoking so you should use this question as an example to explain the sign-posting. You have been provided with an enlarged version of this question which you should use to illustrate the points you are making. Ask the children to turn to page 3 of the questionnaire and look at this question while you explain. Note that when explaining the sign-posting using this question, it is VERY important that you do not paraphrase any of the response categories. You should read out the exact wording, although it is not necessary to go through every response category.

7.6 Explaining what a glass of spirits is
Before starting, please explain briefly what counts as a “glass” for drinks of spirits at questions 26 and 27. When we say a “glass” of spirits we actually mean a “single pub measure”. If the children ask what a glass of spirits means then please try to explain we mean a “pub measure”, bearing in mind that they should not have been to a pub! It may be best to show with your hands, ‘about this much’. You will probably not have time to explain any other questions at the beginning. You may, however, have
to explain particular questions, either to individuals, or to the group as a whole, as pupils are answering the questionnaire.

7.7 During and after the survey
When the children are filling in the questionnaire you should look out for children who look stuck, and ask them if you can help them. You may be called on to explain particular questions to individuals. If you feel that there is a general lack of understanding about any particular question you can stop the class and explain to everyone. However, it is very much up to your own discretion how you deal with problems.

If the pupils have queries, you should not interpret the questions for them, but make sure they understand what is required – for example, do they realise they have to tick one of the six alternatives given?

When they are all finished, ask them to leave everything on the desk, but don’t worry too much if pens disappear.

Thank them for taking part and allow them to return to their classes, if this is what you have agreed with your contact. Alternatively they can pass the time by reading a book.

7.8 The questionnaire in detail
Q2 If the school you are in does not use the standard numbering of years, get the pupils to write in the name of the year they are in. You should check this with the contact person and then code the pupils’ answers back into the standard years (i.e. years 7-11) afterwards.

Q8 This is the crucial question about current smoking behaviour. One or two pupils may need help with the sign-posting (filtering).

Q9 This is intended to check on those coded 1 at Q8 that they have never smoked. This improves the accuracy of the replies by making some of them realise that they have tried smoking once.

Q10 Ask about their age the first time they tried smoking – and we really do mean the first time, even if they were only four years old.

In Qs 12-32 we are interested in all alcoholic drinks, including shandy, but not those labelled low or no alcohol, e.g. Kaliber. Children who have had a drink within the last 7 days are asked to tell us what and how much they drank. The drinks are broken down into 6 categories:
1 Beer, lager and cider (not low alcohol)
2 Shandy (this includes ready mixed cans, pub mixes and own mixes)
3 Wine (not low alcohol)
4 Martini and sherry (this includes Cinzano & Vermouth)
Spirits and liqueurs (this includes gin, whisky, vodka, brandy, Cointreau, tequila, Malibu, Crème de Menthe etc and cocktails involving spirits/liqueurs)

‘Alcopops’, such as Metz, Bacardi Breezer, Smirnoff Ice, V2, WKD, Hooch etc.

During analysis we will be converting the amounts drunk into “units” eg 1 glass wine, ½ pint beer, 1 measure of spirits, and so we would like to collect the information in similar measures. Although a “glass” of wine tends to be fairly standard, when we say a “glass” of spirits we actually mean a “single pub measure”. If the children ask what a glass of spirits means then please try to explain we mean a “pub measure”, bearing in mind that they should not have been to a pub! It may be best to show with your hands, ‘about this much’.

Note: We have been asked how to treat the drink ’Buckfast’, which is a tonic wine. If asked, you should say that this counts as Martini and Sherry, but that they should write ‘Buckfast’ on the questionnaire. However, please don't say anything about specific drinks unless you are asked.

Qs 34-141 consist of series of questions about drugs, with each drug having a page of questions. There is a lot of sign-posting on these questions and it is important to ensure that pupils are following the sign-posting correctly otherwise pupils will spend too much time answering irrelevant questions and may not complete the whole questionnaire.

Q204 Children who have smoked within the last 7 days are asked to tell us how much they smoked on each day.

7.9 The Follow-up Visit
You should arrange a follow-up at the same time that you arrange the main visit. You will need to follow up if 4 or more sampled pupils were absent (excluding refusals).

You may be able to arrange with the school secretary or your contact to telephone the school each (or every other) morning to check whether the particular pupils you want are in school. Otherwise you will have to arrange another date and time for the follow-up visit. This should be at least a week after your first visit, so that pupils who were off sick are more likely to be back at school.

If at all possible, before you set off for a follow-up visit, check with the school that the pupils concerned are present. If at least half of them are present, then proceed. If less than half are present, it may be best to set another date. But use your discretion: it may well be worth carrying on with just one or two pupils, for example if you have been told the others are very unlikely ever to be present during the fieldwork period. If you do re-arrange a follow-up visit, then proceed on the date however many pupils are in school (unless, of course, none at all are present!).

During the follow-up visit you should carry out exactly the same procedure as for the main visit, although you will probably only need a small room.
For any pupils you have not seen after your follow up visit try to find out from the school secretary why the pupils are absent, as you will have to record this on the SRF.

Don’t forget to get someone to complete the schools policy questionnaire, either on one of your visits to the school or over the telephone.
8 Administration

8.1 Field Dates
Because this survey is collecting high profile information on trends in smoking, drinking and drug use, it is particularly important that we collect the data during exactly the same time period as in previous years. This is because smoking, drinking and drug use increase dramatically with age among 11-15 year olds, so a delay in even a few weeks could result in a change in the prevalence of smoking, drinking or drug use picked up by the survey. For this reason it is vital that we complete this project promptly.

Once you receive a School Record Form (SRF), please contact the school as soon as possible. The main visit has to be organised at the school’s convenience on any date up to the end of October. However, please try to arrange the main visit for a date within three weeks of your receiving the SRF. We would like to complete main visits by Friday 17th October, ahead of the half-term week in most of England.

8.2 Registering with the police
Please note that as we have permission to contact the school, there is no need to register with the local police station.

8.3 Post-survey administration
SRF
Complete the details on the SRF.

Questionnaire
On each questionnaire:
• On the front page, fill in the date, day and time of the interview, and whether a main or follow-up visit. If you have time, then you may complete this information at the school.

8.4 Return of work
You will receive 5 standard return of work envelopes and 5 small polylopes per school, for posting back completed questionnaires. 8 main questionnaires fit comfortably into a polylope, which, when sealed will fit inside a normal pre-paid return of work envelope for posting. Please notate the outer envelopes as 1 of 5, 2 of 5 etc. and ensure that they are securely sealed. Using a plastic inner envelope should prevent questionnaires getting damaged in the post.

Additional return of work envelopes will be enclosed so that SRF's and pay claim forms can be sent separately from questionnaires.
8.5 Contacts
Please do ring in if you have any problems or queries:
The Area Manager or Supervisor in the field area you are working in.
Blue Team, Brentwood: Elaine James (01277 200600)
Northampton Square: Richard Boreham/Nadine Simmonds (020 7250 1866)
Smoking, Drinking & Drug Use Among Young People

2003

Derived Variable Specification
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- XDGOFAMP: (D) Offered amphetamines ................................................................................................... 13
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- XDGOFTRM: (D) Offered tranquillisers ...................................................................................................... 13
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- XDGOFMSH: (D) Offered magic mushrooms .............................................................................................. 13
- XDGOFMT: (D) Offered methadone ........................................................................................................... 13
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- XDGOFSTM: (D) Offered any stimulants ................................................................................................. 13
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<table>
<thead>
<tr>
<th>When last took drugs</th>
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<tbody>
<tr>
<td>DUSECANC: (D) Last used cannabis</td>
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<tr>
<td>DUSEAMPP: (D) Last used amphetamines</td>
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</tr>
<tr>
<td>DUSELSDL: (D) Last used LSD</td>
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<td>DUSEECS: (D) Last used ecstasy</td>
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<tr>
<td>DUSEPOP: (D) Last used poppers</td>
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<tr>
<td>DUSETRN: (D) Last used tranquillisers</td>
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<tr>
<td>DUSEHER: (D) Last used heroin</td>
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<tr>
<td>DUSEMSH: (D) Last used magic mushrooms</td>
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<td>DUSEMTH: (D) Last used methadone</td>
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<td>DUSECOK: (D) Last used cocaine</td>
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</tr>
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<td>DUSEANAT: (D) Last used anabolic steroids</td>
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</tr>
<tr>
<td>DUSEOTHE: (D) Last used other drugs</td>
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<tr>
<td>DUSEGAS: (D) Last used glue</td>
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<td>DYRSTM: (D) Used stimulants in the last year</td>
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<tr>
<td>DYRPSY: (D) Used psychodelics in the last year</td>
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<tr>
<td>DMONOPI: (D) Used opiates in the last month</td>
<td>19</td>
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<table>
<thead>
<tr>
<th>Drug taking experience</th>
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<tbody>
<tr>
<td>DDGFQ8: (D) Usual frequency take drugs</td>
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<tr>
<td>DDGFQ6: (D) Usual frequency take drugs (grouped 6)</td>
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</tr>
<tr>
<td>DDGFQ7: (D) Number of occasions taken drugs</td>
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<table>
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<th>First time took drugs</th>
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<tbody>
<tr>
<td>DDGFITYP: (D) Type of drugs used on first occasion (cannabis/volatile/class a split)</td>
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<tr>
<td>DDGAGE: (D) Age first tried drugs</td>
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<tr>
<td>DDGAGE11: (D) Age first tried drugs, group from 11</td>
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<tr>
<td>DDGAGE12: (D) Age first tried drugs, group from 12</td>
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</tr>
<tr>
<td>DDGAGECLA: (D) Age first took Class A drugs</td>
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<tr>
<td>XXAGEAMPP: (D) Tried amphetamines at age first tried drugs</td>
<td>24</td>
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<tr>
<td>XXAGELSDL: (D) Tried LSD at age first tried drugs</td>
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<td>XXAGEECS: (D) Tried ecstasy at age first tried drugs</td>
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<td>XXAGEPOP: (D) Tried poppers at age first tried drugs</td>
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<td>24</td>
</tr>
<tr>
<td>XXAGEGAS: (D) Tried glue, gas, aerosols or other solvents at age first tried drugs</td>
<td>24</td>
</tr>
<tr>
<td>XXAGEOTHE: (D) Tried other drugs at age first tried drugs</td>
<td>24</td>
</tr>
<tr>
<td>DDGFIRST: (D) Drugs tried at age first tried drugs</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last time took drugs</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDGLITYP: (D) Type of drugs used on last occasion (cannabis/volatile/class a split)</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR1: (D) Last time used drugs with: Girlfriend/boyfriend</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR2: (D) Last time used drugs with: Same sex friends</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR3: (D) Last time used drugs with: Opposite sex friends</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR4: (D) Last time used drugs with: Group friends of both sexes</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR5: (D) Last time used drugs with: Parents</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR6: (D) Last time used drugs with: Brother, sister or other relatives</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR7: (D) Last time used drugs with: Someone else</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR8: (D) Last time used drugs with: No-one</td>
<td>25</td>
</tr>
<tr>
<td>DGHAR9: (D) Last time used drugs with: Any friends</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family and peers</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDGFAM: (D) Family attitudes to pupil taking drugs</td>
<td>26</td>
</tr>
<tr>
<td>DDGSEB: (D) Whether siblings use drugs</td>
<td>26</td>
</tr>
</tbody>
</table>
Education

DLSSMK: (D) Whether had any lessons on smoking in last 12 months

DLSALC: (D) Whether had any lessons on alcohol in last 12 months

DLSHER: (D) Whether had any lessons on heroin in last 12 months

DLSCRRK: (D) Whether had any lessons on crack/cocaine in last 12 months

DLSSOL: (D) Whether had any lessons on solvent abuse/glue sniffing in last 12 months

DLSECS: (D) Whether had any lessons on ecstasy in last 12 months

DLSDRG: (D) Whether had any lessons on drugs in general in last 12 months

DLSANYDG: (D) Whether had any lessons on any drugs in last 12 months
Demographics

AGE1115: (D) Children aged less than 11 to over 15, 5 categories
AGE1215: (D) Children aged less than 12 to over 15, 4 categories
AGE1315: (D) Children aged less than 13 to over 15, 3 categories

**SPSS Syntax**

```spss
recode age(1,2=11)(3=12)(4=13)(5=14)(6,7,8=15) into age1115.
recode age(1,2,3=12)(4=13)(5=14)(6,7,8=15) into age1215.
recode age(1,2,3,4=13)(5=14)(6,7,8=15) into age1315.
variable labels age1115 "(D) Age 11-15".
variable labels age1215 "(D) Age 11/12-15".
variable labels age1315 "(D) Age 11/12/13-15".
compute age=age+9.
```
Smoking in the last week

CG7TOT: (D) Cigs smoked last week
CG7TOTG: (D) Cigs smoked last week (grouped)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>1</td>
<td>1-6</td>
</tr>
<tr>
<td>2</td>
<td>7-13</td>
</tr>
<tr>
<td>3</td>
<td>14-20</td>
</tr>
<tr>
<td>4</td>
<td>21-34</td>
</tr>
<tr>
<td>5</td>
<td>35-69</td>
</tr>
<tr>
<td>6</td>
<td>70 or more</td>
</tr>
</tbody>
</table>

**SPSS Syntax**

```spss
COUNT SDWK=CG7MON CG7TUE CG7WED CG7THU CG7FRI CG7SAT CG7SUN(-9).
COMPUTE CG7TOT=0.
IF CG7MON>0 CG7TOT=CG7TOT+CG7MON.
IF CG7TUE>0 CG7TOT=CG7TOT+CG7TUE.
IF CG7WED>0 CG7TOT=CG7TOT+CG7WED.
IF CG7THU>0 CG7TOT=CG7TOT+CG7THU.
IF CG7FRI>0 CG7TOT=CG7TOT+CG7FRI.
IF CG7SAT>0 CG7TOT=CG7TOT+CG7SAT.
IF CG7SUN>0 CG7TOT=CG7TOT+CG7SUN.
IF SDWK=7 | CG7=-9 CG7TOT=-9.
VAR LAB CG7TOT "(D) Cigs smoked last week".
RECODE CG7TOT(0=0)(1 THRU 6=1)(7 THRU 13=2)(14 THRU 20=3)(21 THRU 34=4)(35 THRU 69=5)(70 THRU HI=6)(ELSE=COPY) INTO CG7TOTG.
VAR LAB CG7TOTG "(D) Cigs smoked last week (grouped)".
VAL LAB CG7TOTG
  0 "None"
  1 "1-6"
  2 "7-13"
  3 "14-20"
  4 "21-34"
  5 "35-69"
  6 "70 or more".
```

Smoking status

**DCGSTG6: (D) Recoded cigarette smoking status, 6 categories**

1 Regular smoker (more than 6 a week)
2 Regular smoker (1-6 a week)
3 Occasional smoker (less than 1 a week)
4 Used to smoke
5 Tried smoking
6 Never smoked

**DCGSTG5: (D) Recoded cigarette smoking status, 5 categories**

1 Regular smoker (more than 6 a week)
2 Occasional smoker (less than 1 a week)
3 Used to smoke
4 Tried smoking
5 Never smoked

**DCGSTG3: (D) Recoded cigarette smoking status, 3 categories**

1 Regular smoker
2 Occasional smoker
3 Non smoker
SPSS Syntax

if cgireg=2 dcgstg6=5.
if cgireg=3 dcgstg6=3.
if sdwkcig>0 & any(dcgstg6,4,5,6) dcgstg6=3.
recode dcgstg6(1,2=1)(else=copy) into dcgstg5.
recode dcgstg6(1,2=1)(4,5,6=4)(else=copy) into dcgstg3.
variable label dcgstg6 'D) Recoded cigarette smoking status (6 cat)'.
variable label dcgstg5 'D) Recoded cigarette smoking status (5 cat)'.
variable label dcgstg3 'D) Recoded cigarette smoking status (3 cat)'.
value labels dcgstg6
1 'Regular smoker (more than 6 a week)'
2 'Regular smoker (1-6 a week)'
3 'Occasional smoker (less than 1 a week)'
4 'Used to smoke'
5 'Tried smoking'
6 'Never smoked'.
value labels dcgstg5
1 'Regular smoker'
3 'Occasional smoker'
4 'Used to smoke'
5 'Tried smoking'
6 'Never smoked'.
value labels dcgstg3
1 'Regular smoker'
3 'Occasional smoker'
4 'Non smoker'.
Drinking

Drinking Status

DALLAST5: (D) When last had a drink
1 During the last week
2 One to four weeks ago
3 One to six months ago
4 More than six months ago
5 Never had a drink

**SPSS Syntax**
```
recode allast(1,2,3=1)(4,5=2)(6=3)(7=4)(-9,-8=copy) into dallast5.
recode alevr(2=5)(-9,-8=copy) into dallast5.
variable label dallast5 "(D) When last had a drink".
value labels dallast5
1 "During the last week"
2 "One to four weeks ago"
3 "One to six months ago"
4 "More than six months ago"
5 "Never had a drink".
```

DALFRQ3: (D) Usual drinking frequency in 3 categories
1 At least once a week
2 About once a month
3 Less frequently/never drinks

**SPSS Syntax**
```
recode dalfrq5 (1=1)(2,3=2)(4,5=3) into dalfrq3.
variable label dalfrq3 "(D) Usual drinking frequency (3 cat)".
value labels dalfrq3
1 "At least once a week"
2 "At least once a month"
3 "Less frequently/never drinks".
```

DALFRQ5: (D) Usual drinking frequency in 5 categories
1 At least once a week
2 About once a fortnight
3 About once a month
4 A few times a year
5 Doesn't drink

**SPSS Syntax**
```
compute dalfrq5=-1.
recode alevr(1,2,3=1)(4=2)(5=3)(6=4)(7=5)(-8,-9=copy) into dalfrq5.
recode alfreq(2=5)(-8,-9=copy) into dalfrq5.
variable label dalfrq5 "(D) Usual drinking frequency (5 cat)".
value labels dalfrq5
1 "At least once a week"
2 "About once a fortnight"
3 "About once a month"
4 "A few times a year"
5 "Doesn’t drink".
```
DALFRQ6: (D) Usual drinking frequency in 6 categories
1. At least twice a week
2. Once a week
3. About once a fortnight
4. About once a month
5. A few times a year
6. Doesn’t drink

**SPSS Syntax**

```spss
compute dalfrq6=-1.
recode alfreq(1,2=1)(3=2)(4=3)(5=4)(6=5)(7=6)(-8,-9=copy) into dalfrq6.
recode alevr(2=6)(-8,-9=copy) into dalfrq6.
variable label dalfrq6 "(D) Usual drinking frequency (6 cat)".
value labels dalfrq6
1 "At least twice a week"
2 "Once a week"
3 "About once a fortnight"
4 "About once a month"
5 "A few times a year"
6 "Doesn’t drink".
```

DALFRQ6X: (D) Usual drinking frequency in 6 categories
1. At least once a week
2. About once a fortnight
3. About once a month
4. A few times a year
5. Doesn’t drink now
6. Never drunk

**SPSS Syntax**

```spss
compute dalfrq6x=-1.
recode alfreq(1,2,3=1)(4=2)(5=3)(6=4)(7=5)(-8,-9=copy) into dalfrq6x.
recode alevr(2=6)(-8,-9=copy) into dalfrq6x.
variable label dalfrq6x "(D) Usual drinking frequency (6 cat)".
value labels dalfrq6x
1 "At least once a week"
2 "About once a fortnight"
3 "About once a month"
4 "A few times a year"
5 "Doesn’t drink now"
6 "Never drunk".
```

DALFRQ8: (D) Usual drinking frequency in 8 categories
1. Almost everyday
2. About twice a week
3. About once a week
4. About once a fortnight
5. About once a month
6. A few times a year
7. Never drinks now
8. Never had a drink

**SPSS Syntax**

```spss
compute dalfrq8=-1.
recode alfreq(1 thru 7=copy)(-8,-9=copy) into dalfrq8.
recode alevr(2=8)(-8,-9=copy) into dalfrq8.
variable label dalfrq8 "(D) Usual drinking frequency (8 cat)".
value labels dalfrq8
1 "Almost everyday"
2 "About twice a week"
3 "About once a week"
4 "About once a fortnight"
5 "About once a month"
6 "A few times a year"
7 "Never drinks now"
8 "Never had a drink".
```
Units of drink in last week

DAL7BR: (D) Units of beer drank in last 7 days
DAL7SD: (D) Units of shandy drank in last 7 days
DAL7WN: (D) Units of wine drank in last 7 days
DAL7SR: (D) Units of sherry drank in last 7 days
DAL7SP: (D) Units of spirits drank in last 7 days
DAL7PP: (D) Units of alcopops drank in last 7 days
DAL7UT: (D) Units of alcohol drank in last 7 days

DAL7UTG: (D) Units of alcohol drank in last 7 days, (grouped)
1 less than 1 unit over the week
2 1 unit per week, less than 1 unit per day
3 1 nit per day, less than 2 units per day
4 2 units per day or more

SPSS Syntax

```
compute dal7br=0.
if al7brpt>0 dal7br=dal7br+al7brpt*2.
if al7brhp>0 dal7br=dal7br+al7brhp.
if al7brlg>0 dal7br=dal7br+al7brlg*1.5.
if al7brsm>0 dal7br=dal7br+al7brsm.
if al7beer=2 dal7br=0.5.
if albrstr=2 dal7br=dal7br+1.5.
count xbr=al7brpt al7brhp al7brlg al7brsm dal7br.
if xbr=5 | any(al7beer,-8,-9) | any(alevr,-8,-9) | any(allast,-8,-9) dal7br=-9.
variable label dal7br "(D) Units of beer drank in last 7 days".

compute dal7sd=0.
if al7sdpt>0 dal7sd=dal7sd+al7sdpt.
if al7sdhp>0 dal7sd=dal7sd+al7sdhp*0.5.
if al7sdlg>0 dal7sd=dal7sd+al7sdlg*0.75.
if al7sdsm>0 dal7sd=dal7sd+al7sdsm*0.5.
if al7shan=2 dal7sd=0.25.
count xsd=al7sdpt al7sdhp al7sdlg al7sdsm dal7sd.
if xsd=4 | any(al7shan,-8,-9) | any(alevr,-8,-9) | any(allast,-8,-9) dal7sd=-9.
variable label dal7sd "(D) Units of shandy drank in last 7 days".

recode al7wngs(0 thru hi=copy)(-9,-8,4=-9)(else=0) into dal7wn.
recode al7wine(2=0.5)(-9,-8,4=-9) into dal7wn.
variable label dal7wn "(D) Units of wine drank in last 7 days".

recode al7srgs(0 thru hi=copy)(-9,-8,4=-9)(else=0) into dal7sr.
recode al7sher(2=0.5)(-9,-8,4=-9) into dal7sr.
variable label dal7sr "(D) Units of sherry drank in last 7 days".

recode al7spgs(0 thru hi=copy)(-9,-8,4=-9)(else=0) into dal7sp.
recode al7spir(2=0.5)(-9,-8,4=-9) into dal7sp.
variable label dal7sp "(D) Units of spirits drank in last 7 days".

```

SPSS Derived Variables

```
DAL7UT=dal7br+dal7sd+dal7wn+dal7sr+dal7sp+dal7pp.
if any(-9,alevr,allast,dal7br,dal7sd,dal7wn,dal7sr,dal7sp,dal7pp) dal7ut=-9.
if any(-8,alevr,allast) dal7ut=-9.
variable label dal7ut "(D) Units of alcohol drank in last 7 days".
```

value labels dal7ut
1 "Less than 1 unit over the week"  
2 "1 Unit per week, less than 1 unit per day"  
3 "1 unit per day, less than 2 units per day"
"2 units per day or more".

## Drugs

### Awareness and knowledge of drugs

DGHDSTM: (D) Heard of any stimulants  
DGHDPSY: (D) Heard of any psychedelics  
DGHDOP: (D) Heard of any opiates  
DGHDANY: (D) Heard of any drugs (excluding volatile substances)

<table>
<thead>
<tr>
<th>1</th>
<th>Heard of</th>
<th>2</th>
<th>Not heard of</th>
</tr>
</thead>
</table>

### SPSS Syntax

```spss
compute dghdstm=-1.
if any(2,dghdamp,dghdecs,dghdpop,dghdcrk,dghdcok) dghdstm=2.
if any(-9,dghdamp,dghdecs,dghdpop,dghdcrk,dghdcok) dghdstm=-9.
if any(1,dghdamp,dghdecs,dghdpop,dghdcrk,dghdcok) dghdstm=1.

compute dghdpsy=-1.
if any(2,dghdmsh,dghdlsd) dghdpsy=2.
if any(-9,dghdmsh,dghdlsd) dghdpsy=-9.
if any(1,dghdmsh,dghdlsd) dghdpsy=1.

compute dghdopi=-1.
if any(2,dghdher,dghdmth) dghdopi=2.
if any(-9,dghdher,dghdmth) dghdopi=-9.
if any(1,dghdher,dghdmth) dghdopi=1.

compute dghdany=-1.
if any(2,dghdcan,dghdamp,dghdecs,dghdpop,dghdtrn,dghdher,dghdmsh,dghdmtth,dghdcrk,dghdcok,dghdana,dghdoto) dghdany=2.
if any(-9,dghdcan,dghdamp,dghdecs,dghdpop,dghdtrn,dghdher,dghdmsh,dghdmtth,dghdcrk,dghdcok,dghdana,dghdoto) dghdany=-9.
if any(1,dghdcan,dghdamp,dghdecs,dghdpop,dghdtrn,dghdher,dghdmsh,dghdmtth,dghdcrk,dghdcok,dghdana,dghdoto) dghdany=1.

var lab dghdstm "(D) Heard of any stimulants".
var lab dghdpsy "(D) Heard of any psychedelics".
var lab dghdopi "(D) Heard of any opiates".
var lab dghdany "(D) Heard of any drugs (excluding volatile substances)".
val lab dghdstm to dghdany
  1 "Heard of" 2 "Not heard of".
```

### TFSCORE: (D) True/False scale score

TFSCOREG: (D) True/False scale score (grouped)

<table>
<thead>
<tr>
<th>1</th>
<th>&lt;2 correct</th>
<th>2</th>
<th>3-4 correct</th>
<th>3</th>
<th>5 or more correct</th>
</tr>
</thead>
</table>

### SPSS Syntax

```spss
recode tfherad(1=1)(else=0) into tfx1.
recode tfinjhv(1=1)(else=0) into tfx2.
recode tfcokdr(1=1)(else=0) into tfx3.
recode tfsfbn(1=1)(else=0) into tfx4.
recode tfcanher(2=1)(else=0) into tfx5.
recode tfcsfl(2=1)(else=0) into tfx6.

count xxx=tfherad tfinjhv tfcokdr tfsfbn tfcanher tfcsfl (-9). 
compute tfscore=tfx1+txf2+txf3+txf4+txf5+txf6.
If xxx=6 tfscore=-9.
recode tfscore ( -7 thru 2=1) (3 thru 4=2) (5 thru 6=3) (-9=copy) into tfscoreg.
var lab tfscore "(D) True/False scale score".
var lab tfscoreg "(D) True/False scale score (grouped)".
val lab tfscoreg
  1 "<2 correct" 2 "3-4 correct"}

SDD03 Derived Variables
3 "5 or more correct".
Access to drugs

XDGOFSCAN: (D) Offered cannabis
XDGOFAMP: (D) Offered amphetamines
XDGOFPLSD: (D) Offered LSD
XDGOFECES: (D) Offered ecstasy
XDGOFPOPOP: (D) Offered poppers
XDGOFTRN: (D) Offered tranquillisers
XDGOFHER: (D) Offered heroine
XDGOFMESH: (D) Offered magic mushrooms
XDGOFMTH: (D) Offered methadone
XDGOFCKRK: (D) Offered crack
XDGOFCODK: (D) Offered cocaine
XDGOFANA: (D) Offered anabolic steroids
XDGOFGAS: (D) Offered glue, gas or other solvents
XDGOFOTH: (D) Offered other drugs
XDGOFSTM: (D) Offered any stimulants
XDGOFPSY: (D) Offered any psychedelics
XDGOFOP1: (D) Offered any opiates
XDGOFANY: (D) Offered any drugs

1  Offered
2 Not offered

SPSS Syntax

do repeat
  xxx=dgofcan dgofamp dgoflsd dgofecs dgofpop dgoftrn dgofher
dgofmsh dgofmth dgofcrk dgofcok dgofana dgofgas dgofoth
  /yyy=xdgofcan xdgofamp xdgoflsd xdgofecs xdgofpop xdgoftrn xdgofher
  /xdgofmsh xdgofmth xdgofcrk xdgofcok xdgofana xdgofgas xdgofoth
  /zzz=dghdcan dghdamp dghdlsd dghdecs dghdpop dghdtrn dghdher
dghdmsh dghdmth dghdcrk dghdcok dghdana dghdgas dghdoth.
  compute yyy=xxx.
  recode zzz(2,-9=copy) into yyy.
end repeat.

compute xdgofstn=1.
if any(2,xdgofamp,xdgofecs,xdgofpop,xdgofcrk,xdgofcok) xdgofstn=2.
if any(-9,xdgofamp,xdgofecs,xdgofpop,xdgofcrk,xdgofcok) xdgofstn=-9.
if any(1,xdgofamp,xdgofecs,xdgofpop,xdgofcrk,xdgofcok) xdgofstn=1.

compute xdgofpsy=1.
if any(2,xdgofmsh,xdgoflsd) xdgofpsy=2.
if any(-9,xdgofmsh,xdgoflsd) xdgofpsy=-9.
if any(1,xdgofmsh,xdgoflsd) xdgofpsy=1.

compute xdgofopi=1.
if any(2,xdgofher,xdgofmth) xdgofopi=2.
if any(-9,xdgofher,xdgofmth) xdgofopi=-9.
if any(1,xdgofher,xdgofmth) xdgofopi=1.

compute xdgofany=1.
if any(2,xdgofcan,xdgofamp,xdgoflsd,xdgofecs,xdgofpop,xdgoftrn,xdgofher,
  xdgofmsh,xdgofmth,xdgofcrk,xdgofcok,xdgofana,xdgofgas,xdgofoth) xdgofany=2.
if any(-9,xdgofcan,xdgofamp,xdgoflsd,xdgofecs,xdgofpop,xdgoftrn,xdgofher,
  xdgofmsh,xdgofmth,xdgofcrk,xdgofcok,xdgofana,xdgofgas,xdgofoth) xdgofany=-9.
if any(1,xdgofcan,xdgofamp,xdgoflsd,xdgofecs,xdgofpop,xdgoftrn,xdgofher,
  xdgofmsh,xdgofmth,xdgofcrk,xdgofcok,xdgofana,xdgofgas,xdgofoth) xdgofany=1.

variable label xdgofcan "Offered cannabis".
variable label xdgofamp "Offered amphetamines".
variable label xdgoflsd "Offered LSD".
variable label xdgofecs "Offered ecstasy".
variable label xdgofpop "Offered poppers".
variable label xdgoftrn "Offered tranquillisers".
variable label xdgofher "Offered heroin".
variable label xdgofmsh "Offered magic mushrooms".
variable label xdgofmth "Offered methadone".
variable label xdgofcrk "Offered crack".
variable label xdgofcok "Offered cocaine".
variable label xdgofana "Offered anabolic steroids".
variable label xdgofgas "Offered glue, gas or other solvents".
variable label xdgofoth "Offered other drugs".
variable label xdgofstm "(D) Offered any stimulants".
variable label xdgofpsy "(D) Offered any psychedelics".
variable label xdgofopi "(D) Offered any opiates".
variable label xdgofany "(D) Offered any drugs".
value labels xdgofstm to xdgofany
1 "Offered" 2 "Not offered".

Ever taken drugs

DEVRSTM: (D) Ever Used stimulants
DEVRPSY: (D) Ever Used psychodelics
DEVROPI: (D) Ever Used opiates
DEVRCCLA: (D) Ever Used class A drugs
  1 Used drugs
  2 Not used

**SPSS Syntax**

```spss
compute devrstm=-1.
if any(4,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=2.
if any(-9,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=-9.
if any(3,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=1.
if any(2,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=1.
if any(1,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=1.
compute devrpsy=-1.
if any(4,dusemsh,duselsd) devrpsy=2.
if any(-9,dusemsh,duselsd) devrpsy=-9.
if any(3,dusemsh,duselsd) devrpsy=1.
if any(2,dusemsh,duselsd) devrpsy=1.
if any(1,dusemsh,duselsd) devrpsy=1.
compute devropi=-1.
if any(4,duseher,dusemth) devropi=2.
if any(-9,duseher,dusemth) devropi=-9.
if any(3,duseher,dusemth) devropi=1.
if any(2,duseher,dusemth) devropi=1.
if any(1,duseher,dusemth) devropi=1.
compute devrcla=-1.
if any(4,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp) devrcla=2.
if any(duseamp,1,2,3) & dgampij=0 devrcla=2.
if any(-9,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp,dgampij) devrcla=-9.
if any(3,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) devrcla=1.
if any(2,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) devrcla=1.
if any(1,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) devrcla=1.
if any(duseamp,1,2,3) & dgampij=1 devrcla=1.
```

variable label devrstm "(D) Ever Used stimulants".
variable label devrpsy "(D) Ever Used psychodelics".
variable label devropi "(D) Ever Used opiates".
variable label devrcla "(D) Ever Used Class A drugs".
value labels devrstm devrpsy devropi devrcla ddgany ddganyvs
1 "Used drugs" 2 "Not used".
DDGANY: (D) Ever Used any drugs
DDGANYVS: (D) Ever Used any drugs (excluding volatile substance)

1 Used drugs
2 Not used

**SPSS Syntax**

```
compute ddgany=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=-9.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
compute ddganyvs=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddganyvs=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddganyvs=-9.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddganyvs=1.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddganyvs=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddganyvs=1.
variable label ddgany "(D) Ever used any drugs"
variable label ddganyvs "(D) Ever used any drugs (excluding volatile substances)"
value labels ddgany ddganyvs
 1 "Used drugs"
 2 "Not used".
```

When last took drugs

DUSECAN: (D) Last used cannabis
DUSEAMP: (D) Last used amphetamines
DUSELSD: (D) Last used LSD
DUSEECS: (D) Last used ecstasy
DUSEPOP: (D) Last used poppers
DUSETRN: (D) Last used tranquillisers
DUSEHER: (D) Last used heroin
DUSEMSH: (D) Last used magic mushrooms
DUSEMTH: (D) Last used methadone
DUSECRK: (D) Last used crack
DUSECOK: (D) Last used cocaine
DUSEANA: (D) Last used anabolic steroids
DUSEOTH: (D) Last used other drugs
DUSEGAS: (D) Last used glue

1 Used in the last month
2 Used in the last year
3 Used longer ago
4 Never used
SPSS Syntax

do repeat
www=dgtdcan dgtdamp dgtdlsd dgtdecs dgtdpop dgtdtrn dgtdher
dgtdmsh dgtdmth dgtdcrk dgtdcok dgtdana dgtdgas dgtdoth
/xxx=dgfqcan dgfqamp dgfqlds dgfqecs dgfqpop dgfqtrn dgfqher
dgfqmsm dgfqmth dgfqcrk dgfqcok dgfqana dgfqgas dgfqoth
/yyyy=dusecan duseamp duselsd duseecs dusepop dusetrn duseher
dusemsh dusemth dusecrk dusecok duseana dusegas duseoth
/zzz=dghdcan dghdamp dghdlds dghdecs dghdpop dghdtrn dghdher
dghdmsm dghdmsm dghdcrk dghdcok dghdana dghdgas dghdoth.
compute yyy=xxx.
recode www(2=4)(-9=copy) into yyy.
recode zzz(2=4)(-9=copy) into yyy.
end repeat.

variable label dusecan "(D) Last used cannabis".
variable label duseamp "(D) Last used amphetamines".
variable label duselsd "(D) Last used lsd".
variable label duseecs "(D) Last used ecstasy".
variable label dusepop "(D) Last used poppers".
variable label dusetrn "(D) Last used tranquillisers".
variable label duseher "(D) Last used heroin".
variable label dusemsh "(D) Last used magic mushrooms".
variable label dusemth "(D) Last used methadone".
variable label dusecok "(D) Last used cocaine".
variable label duseana "(D) Last used anabolic steroids".
variable label duseose "(D) Last used other drugs".
variable label dusegas "(D) Last used glue".
value labels dusecan to duseoth
  1 "Used in last month"
  2 "Used in last year"
  3 "Used longer ago"
  4 "Never used".

DYRSTM: (D) Used stimulants in the last year
DYRPSY: (D) Used psychodelics in the last year
DYROPI: (D) Used opiates in the last year
DYRCLA: (D) Used class A drugs in the last year

1 Used drugs
2 Not used

SPSS Syntax

compute dyrstm=-1.
if any(4,duseamp,duseecs,dusepop,dusecrk,dusecok) dyrstm=2.
if any(3,duseamp,duseecs,dusepop,dusecrk,dusecok) dyrstm=2.
if any(-9,duseamp,duseecs,dusepop,dusecrk,dusecok) dyrstm=-9.
if any(2,duseamp,duseecs,dusepop,dusecrk,dusecok) dyrstm=1.
if any(1,duseamp,duseecs,dusepop,dusecrk,dusecok) dyrstm=1.
compute dyrpsy=-1.
if any(4,dusemsh,duselsd) dyrpsy=2.
if any(3,dusemsh,duselsd) dyrpsy=2.
if any(-9,dusemsh,duselsd) dyrpsy=-9.
if any(2,dusemsh,duselsd) dyrpsy=1.
if any(1,dusemsh,duselsd) dyrpsy=1.
compute dyropi=-1.
if any(4,duseher,dusemth) dyropi=2.
if any(3,duseher,dusemth) dyropi=2.
if any(-9,duseher,dusemth) dyropi=-9.
if any(2,duseher,dusemth) dyropi=1.
if any(1,duseher,dusemth) dyropi=1.
compute dyrcla=-1.
if any(4,duseecs,dusecok,dusecrk,duseher,duselds,dusemsh,dusemth,duseamp) dyrcla=2.
if any(3,duseecs,dusecok,dusecrk,duseher,duselds,dusemsh,dusemth,duseamp) dyrcla=2.
if any(2,duseamp,1,2) & dgampij=0 dyrcla=2.
if any(-9,duseecs,dusecok,dusecrk,duseher,duselds,dusemsh,dusemth,duseamp,dgampij) dyrcla=-9.
if any(2,duseecs,dusecok,dusecrk,duseher,duselds,dusemsh,dusemth) dyrcla=1.
if any(1,duseecs,dusecok,dusecrk,duseher,duselds,dusemsh,dusemth) dyrcla=1.
if any(duseamp,1,2) & dgampij=1 dyrcla=1.
variable label dyrstm "(D) Used stimulants in last year".
DDGYR: (D) Used any drugs in the last year
DDGYRVS: (D) Used any drugs in the last year (excluding volatile substance)
   1  Used drugs
   2  Not used

**SPSS Syntax**

```spss
compute ddgyr=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=2.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=-9.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=1.

compute ddgyrvs=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=2.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=-9.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=1.

variable label ddgyr  "(D) Used any drugs in last year".
variable label ddgyrvs "(D) Used any drugs in last year (excluding volatile substances)".
value labels ddgyr ddgyrvs
   1 "Used drugs" 2 "Not used".
```
DMONSTM: (D) Used stimulants in the last month
DMONPSY: (D) Used psychedelics in the last month
DMONOPI: (D) Used opiates in the last month
DMONCLA: (D) Used class A drugs in the last month

1 Used drugs
2 Not used

**SPSS Syntax**

```spss
compute dmonstm=-1.
if any(4,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=2.
if any(3,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=2.
if any(2,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=2.
if any(-9,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=-9.
if any(1,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=1.

compute dmonpsy=-1.
if any(4,dusemsh,duselsd) dmonpsy=2.
if any(3,dusemsh,duselsd) dmonpsy=2.
if any(2,dusemsh,duselsd) dmonpsy=2.
if any(-9,dusemsh,duselsd) dmonpsy=-9.
if any(1,dusemsh,duselsd) dmonpsy=1.

compute dmonopi=-1.
if any(4,duseher,dusemth) dmonopi=2.
if any(3,duseher,dusemth) dmonopi=2.
if any(2,duseher,dusemth) dmonopi=2.
if any(-9,duseher,dusemth) dmonopi=-9.
if any(1,duseher,dusemth) dmonopi=1.

compute dmoncla=-1.
if any(4,duseamp,duseecs,dusecok,dusecrk,dusecok,duseher,duselsd,dusemsh,dusemth,duseamp) dmoncla=2.
if any(3,duseamp,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp) dmoncla=2.
if any(2,duseamp,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp) dmoncla=2.
if duseamp=1 & dgampij=0 dyrcla=2.
if any(-9,duseamp,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp,dgampij) dmoncla=-9.
if any(1,duseamp,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp,dgampij) dmoncla=1.
if duseamp=1 & dgampij=1 dyrcla=1.

variable label dmonstm "(D) Used stimulants in last month".
variable label dmonpsy "(D) Used psychedelics in last month".
variable label dmonopi "(D) Used opiates in last month".
variable label dmoncla "(D) Used class A drugs in last month".
value labels dmoncla dmonsta dmonpsy dmonopi dmoncla
   1 "Used drugs" 2 "Not used".
```

**SDD03 Derived Variables**
DDGMON: (D) Used any drugs in the last month
DDGMONVS: (D) Used any drugs in the last month (excluding volatile substance)

1  Used drugs
2  Not used

SPSS Syntax

compute ddgmon=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgmon=2.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgmon=2.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgmon=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgmon=-9.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgmon=1.

compute ddgmonvs=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgmonvs=2.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgmonvs=2.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgmonvs=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgmonvs=-9.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
   dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgmonvs=1.
variable label ddgmon "(D) Used any drugs in last month".
variable label ddgmonvs "(D) Used any drugs in last month (excluding volatile substances)".
value labels ddgmon ddgmonvs
1 "Used drugs" 2 "Not used".
**DDGYRTY: (D) Types of drugs taken in last year**

1. Only taken cannabis
2. Only sniffed VS
3. Only taken one Class A drug
4. Only taken one other drug
5. Taken two or more drugs including at least one Class A drug
6. Taken two or more drugs, but no Class A drugs
7. Not taken drugs in last year

**DDGYRTY5: (D) Types of drugs taken in last year (grouped 5)**

1. Only taken cannabis
2. Only sniffed VS
3. Taken any Class A drugs
4. Taken other drugs
5. Not taken drugs in last year

---

**SPSS Syntax**

```spss
count xxx=dusecan to duseoth(1,2).
count yyy=dusecan to duseoth(-9).
recode xxx(0=7)(1-4)(2 thru hi=6) into ddgyrty.
if any(dusecan,1,2) & xxx=1 ddgyrty=1.
if any(dusegas,1,2) & xxx=1 ddgyrty=2.
if any(1,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) & xxx=1 ddgyrty=3.
if any(2,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) & xxx=1 ddgyrty=3.
if any(duseamp,1,2) & dgampij=1 & xxx=1 ddgyrty=3.
if any(1,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) & xxx=1 ddgyrty=5.
if any(2,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) & xxx=1 ddgyrty=5.
if any(duseamp,1,2) & dgampij=1 & xxx=1 ddgyrty=5.
if yyy=14 ddgyrty=-9.
if yyy>0 & ddgyrty=7 ddgyrty=-9.
var lab ddgyrty "(D) Types of drugs taken in last year".
recode ddgyrty (1,2,3,4=copy)(5=3)(6-4)(7=5) into ddgyrty5.
var lab ddgyrty5 "(D) Types of drugs taken in last year (grouped 5)".
```

---

**SDD03 Derived Variables**

21
Drug taking experience

**DDGFQ8**: (D) Usual frequency take drugs

1. Most days
2. At least once a week
3. Once or twice a month
4. A few times a year
5. Once a year or less often
6. Taken drugs in last year, but only ever taken drugs once
7. Not taken drugs in last year
8. Never taken drugs.

**DDGFQ6**: (D) Usual frequency take drugs (grouped 6)

1. At least once or twice a month
2. A few times a year
3. Once a year or less often
4. Taken drugs in last year, but only ever taken drugs once
5. Not taken drugs in last year

**SPSS Syntax**

```
recode dgusefq(1 thru 5,-9,-8=copy) into ddgfq8.
recode dgoc(1=6)(-9,-8=copy) into ddgfq8.
recode dglast(3=7)(-8,-9=copy) into ddgfq8.
recode dtndany(2=8)(-8,-9=copy) into ddgfq8.
var lab ddgfq8 "(D) Usual frequency take drugs".
val lab ddgfq8
1 "Most days"
2 "At least once a week"
3 "Once or twice a month"
4 "A few times a year"
5 "Once a year or less often"
6 "Taken drugs in last year, but only ever taken drugs once"
7 "Not taken drugs in last year"
8 "Never taken drugs".

recode ddgfq8(1,2,3=1)(4=2)(5=3)(6=4)(7=5)(8=6) into ddgfq6.
var lab ddgfq6 "(D) Usual frequency take drugs (grouped 6)".
val lab ddgfq6
1 "At least once or twice a month"
2 "A few times a year"
3 "Once a year or less often"
4 "Taken drugs in last year, but only ever taken drugs once"
5 "Not taken drugs in last year"
6 "Never taken drugs".
```

**DDGOC**: (D) Number of occasions taken drugs

1. Never taken drugs
2. Not taken drugs in last year
3. Once
4. 2-5 occasions
5. 6-10 occasions

**SPSS Syntax**

```
recode dgoc(1=3)(2=4)(3=5)(4=6)(-9,-8=copy) into ddgoc.
recode dglast(3=2)(-8,-9=copy) into ddgoc.
recode dtndany(2=1)(-8,-9=copy) into ddgoc.
var lab ddgoc "(D) Number of occasions taken drugs".
val lab ddgoc
1 "Never taken drugs"
2 "Not taken drugs in last year"
3 "Once"
4 "2-5 occasions"
5 "6-10 occasions"
6 "More than 10 occasions".
```
First time took drugs

**DDGFTTYP**: (D) Type of drugs used on first occasion (cannabis/volatile/class a split)

1. Cannabis only
2. Volatile substances only
3. Any Class A
4. Other drugs

```spss
recode dgfttd01(-1,-9=copy) into ddgfttyp.
count temptyp=dgfttd01 to dgfttd15(1).
if temptyp>0 ddgfttyp=4.
if temptyp=1 & dgfttd01=1 ddgfttyp=1.
if temptyp=1 & dgfttd14=1 ddgfttyp=2.
if any(1,dgfttd02,dgfttd03,dgfttd04,dgfttd08,dgfttd09,dgfttd10,dgfttd11,dgfttd12)
  ddgfttyp=3.
var lab ddgfttyp "(D) Type of drugs used on first occasion (cannabis/volatile/class a split)"
val lab ddgfttyp
1 "Cannabis only"
2 "Volatile substances only"
3 "Any Class A"
4 "Other drugs".
```

**DDGAGE**: (D) Age first tried drugs

**DDGAGE11**: (D) Age first tried drugs, group from 11

**DDGAGE12**: (D) Age first tried drugs, group from 12

```spss
compute ddgage=999.
do repeat xxx=dgagecan dgageamp dgagelsd dgageecs dgagepop dgagetrn dgagemsh
dgageadm, dgagecok dgageanm, dgageans, dgageoth.
if xxx>0 & xxx<ddgage ddgage=xxx.
end repeat.
if any(-9,dgagecan,dgageamp,dgagelsd,dgageecs,dgagepop,dgagetrn,dgagemsh,
dgageadm, dgagecok,dgageanm, dgageans, dgageoth) ddgage=-9.
recode ddgage(99=-1)(1 thru 4=9).
recode ddgage(5 thru 10=11)(else=copy) into ddgage11.
recode ddgage(5 thru 11=12)(else=copy) into ddgage12.
var lab ddgage "(D) Age first tried drugs".
var lab ddgage11 "(D) Age first tried drugs, group from 11".
var lab ddgage12 "(D) Age first tried drugs, group from 12".
```

**DGAGECLA**: (D) Age first took Class A drugs

```spss
recode devrcla(2=-1)(9=-9) into dgagecla.
do if dgagecla>0.
do repeat xxx=dgageamp dgagelsd dgageecs dgageher dgagemth dgagecok dgagecrk.
if xxx>4 & xxx<ddgagecla xxx.
end repeat.
if any(-9,dgageamp,dgagelsd,dgageecs,dgageher,dgagemth,dagecok,dagecrk) dgagecla=-9.
recode dgagecla(99=99).
end if.
var lab dgagecla "(D) Age first took Class A drugs".
```
XXAGECAN: (D) Tried cannabis at age first tried drugs
XXAGEAMP: (D) Tried amphetamines at age first tried drugs
XXAGELSD: (D) Tried LSD at age first tried drugs
XXAGEECS: (D) Tried ecstasy at age first tried drugs
XXAGEPOP: (D) Tried poppers at age first tried drugs
XXAGETRN: (D) Tried tranquillisers at age first tried drugs
XXAGEHER: (D) Tried heroin at age first tried drugs
XXAGEMSH: (D) Tried magic mushrooms at age first tried drugs
XXAGEMTH: (D) Tried methadone at age first tried drugs
XXAGECRK: (D) Tried crack at age first tried drugs
XXAGECOK: (D) Tried cocaine at age first tried drugs
XXAGEANA: (D) Tried anabolic steroids at age first tried drugs
XXAGEGAS: (D) Tried glue, gas, aerosols or other solvents at age first tried drugs
XXAGEOTH: (D) Tried other drugs at age first tried drugs

1  Yes
2  No

DDGFIRST : (D) Drugs tried at age first tried drugs
1  Cannabis only
2  Glue, gas, aerosols and other solvents only
3  Any Class A drugs
4  Other drugs

SPSS Syntax

do repeat xxx=dgagecan dgageamp dgagelsd dgageecs dgagepop dgagetrn dgageher dgagemsh
dagenth dgagecrk dgamecok dgageana dgamegas dgameoth
/yyyy=xxagecan xxageamp xxagelsd xxageecs xxagepop xxagetrn xxageher xxagemsh
xxagenth xxagecrk xxagecok xxageana xxagegas xxageoth.
recode xxx(0 thru hi=0)(-9,-8=copy)(-1=0) into yyy.
recode ddgage(-1=copy) into yyy.
if xxx=ddgage yyy=1.
end repeat.
count numdrug=xxagecan xxageamp xxagelsd xxageecs xxagepop xxagetrn xxageher xxagemsh
xxagenth xxagecrk xxagecok xxageana xxagegas xxageoth(1).
var lab xxagecan "(D) Tried cannabis at age first tried drugs".
var lab xxageamp "(D) Tried amphetamines at age first tried drugs".
var lab xxagelsd "(D) Tried LSD at age first tried drugs".
var lab xxageecs "(D) Tried ecstasy at age first tried drugs".
var lab xxagepop "(D) Tried poppers at age first tried drugs".
var lab xxagetrn "(D) Tried tranquillisers at age first tried drugs".
var lab xxageher "(D) Tried heroin at age first tried drugs".
var lab xxagemsh "(D) Tried magic mushrooms at age first tried drugs".
var lab xxagecrk "(D) Tried crack at age first tried drugs".
var lab xxagecok "(D) Tried cocaine at age first tried drugs".
var lab xxageana "(D) Tried anabolic steroids at age first tried drugs".
var lab xxagegas "(D) Tried glue, gas, aerosols or other solvents at age first tried drugs".
var lab xxageoth "(D) Tried other drugs at age first tried drugs".
val lab xxagecan xxageamp xxagelsd xxageecs xxagepop xxagetrn xxageher xxagemsh
xxagenth xxagecrk xxagecok xxageana xxagegas xxageoth 1 "Yes" 2 "No".

calculate ddgfirst=99.
recode ddgage(lo thru -1=copy) into ddgfirst.
if numdrug>1 ddgfirst=4.
if numdrug=1 & xxagecan=1 ddgfirst=1.
if numdrug=1 & xxagegas=1 ddgfirst=2.
if any(1,xxagepop,xxagetrn,xxageana,xxageoth) ddgfirst=4.
if any(1,xxageamp,xxagelsd,xxageecs,xxageher,xxagemsh,xxagenth,xxagecrk,xxagecok)
  ddgfirst=3.
var lab ddgfirst "(D) Drugs tried at age first tried drugs".
val lab ddgfirst
1 "Cannabis only"
2 "Glue, gas, aerosols and other solvents only"
3 "Any Class A drugs"
4 "Other drugs".

SDD03 Derived Variables
Last time took drugs

DDGLTTYP: (D) Type of drugs used on last occasion (cannabis/volatile/class a split)
1  Cannabis only
2  Volatile substances only
3  Any Class A
4  Other drugs

SPSS syntax
recode dglttd01(-1,-9=copy) into ddglttyp.
count temptyp=dglttd01 to dglttd15(1).
if temptyp>0 ddglttyp=4.
if temptyp=1 dglttd01=1 ddglttyp=1.
if temptyp=14 dglttd14=1 ddglttyp=2.
if any(1,dglttd02,dglttd03,dglttd04,dglttd08,dglttd09,dglttd10,dglttd11,dglttd12)
  ddglttyp=3.
var lab ddglttyp "(D) Type of drugs used on last occasion (cannabis/volatile/class a split)".
val lab ddglttyp
  1 "Cannabis only"
  2 "Volatile substances only"
  3 "Any Class A"
  4 "Other drugs".

DGSHAR1: (D) Last time used drugs with: Girlfriend/boyfriend
DGSHAR2: (D) Last time used drugs with: Same sex friends
DGSHAR3: (D) Last time used drugs with: Opposite sex friends
DGSHAR4: (D) Last time used drugs with: Group friends of both sexes
DGSHAR5: (D) Last time used drugs with: Parents
DGSHAR6: (D) Last time used drugs with: Brother, sister or other relatives
DGSHAR7: (D) Last time used drugs with: Someone else
DGSHAR8: (D) Last time used drugs with: No-one
DGSHARF: (D) Last time used drugs with: Any friends
  0  No
  1  Yes

SPSS Syntax
do repeat xxx=dgltwo01 to dgltwo07
  /yyy=dgshar1 dgshar2 dgshar3 dgshar4 dgshar5 dgshar6 dgshar7.
  recode xxx(lo thru hi=copy) into yyy.
  if dgltown=2 yyy=0.
end repeat.
recode dgshar1(0,1=0)(-9 thru -1=copy)into dgshar8.
if dgltown=2 dgshar8=1.
compute dgsharf=dgshar1.
if any(1,dgshar2,dgshar3,dgshar4) dgsharf=1.
var lab dgshar1 "(D) Last time used drugs with: Girlfriend/boyfriend".
var lab dgshar2 "(D) Last time used drugs with: Same sex friends".
var lab dgshar3 "(D) Last time used drugs with: Opposite sex friends".
var lab dgshar4 "(D) Last time used drugs with: Group friends of both sexes".
var lab dgshar5 "(D) Last time used drugs with: Parents".
var lab dgshar6 "(D) Last time used drugs with: Brother, sister or other relatives".
var lab dgshar7 "(D) Last time used drugs with: Someone else".
var lab dgshar8 "(D) Last time used drugs with: No-one".
var lab dgsharf "(D) Last time used drugs with: Any friends".
val lab dgshar1 to dgsharf
  0 "No"
  1 "Yes".
Family and peers

DDGFAM: (D) Family attitudes to pupil taking drugs
1  Try to stop me
2  Try to persuade me not to
3  Do nothing
4  Encourage me
5  Don't know

SPSS Syntax
compute ddgfam=-1.
recode dgfamst(1 thru 5,-9=copy) into ddgfam.
recode dgfamfl(1 thru 4,-9=copy)(6=5) into ddgfam.
recode dgfamkn(1 thru 5,-9=copy) into ddgfam.
var lab ddgfam "(D) Family attitudes to pupil taking drugs".
val lab ddgfam
  1 "Try to stop me"
  2 "Try to persuade me not to"
  3 "Do nothing"
  4 "Encourage me"
  5 "Don't know".

DDGSIB: (D) Whether siblings use drugs
1  At least one sibling takes drugs
2  No siblings take drugs
3  Only child.

SPSS Syntax
compute ddgsib=-1.
recode anysib(2=3)(-9=copy) into ddgsib.
recode nosbhm(0=3)(1 thru hi=2)(-9=copy) into ddgsib.
recode nosbdg(1 thru hi=1)(-9=copy) into ddgsib.
var lab ddgsib "(D) Whether siblings use drugs".
val lab ddgsib
  1 "At least one sibling takes drugs"
  2 "No siblings take drugs"
  3 "Only child".
Education

DLSSMK: (D) Whether had any lessons on smoking in last 12 months
DLSALC: (D) Whether had any lessons on alcohol in last 12 months
DLSHER: (D) Whether had any lessons on heroin in last 12 months
DLSCRK: (D) Whether had any lessons on crack/cocaine in last 12 months
DLSSOL: (D) Whether had any lessons on solvent abuse/glue sniffing in last 12 months
DLECS: (D) Whether had any lessons on ecstasy in last 12 months
DLSDRG: (D) Whether had any lessons on drugs in general in last 12 months
DLSANYDG: (D) Whether had any lessons on any drugs in last 12 months

1 Yes
2 No

SPSS Syntax

do repeat xxx=lssmk lsalc lsher lscrk lssol lsecs lsdrg
/yyy=dlssmk dlsalc dlsher dlscrk dlssol dlsecs dlsdrg.
recode xxx(-9,-3,2=2)(1=1) into yyy.
end repeat.
recode lsher(1=1)(2,-9,-3=2) into dlsanydg.
if any(1,lsher,lscrk,lsol,lsecs,lsdrg) dlsanydg=1.
count yyy=lsher lscrk lsol lsecs lsdrg (-9).
if yyy=5 dlsanydg=-9.

variable label dlssmk "(D) Whether had any lessons on smoking in last 12 months".
variable label dlssalc "(D) Whether had any lessons on alcohol in last 12 months".
variable label dlsher "(D) Whether had any lessons on heroin in last 12 months".
variable label dlscrk "(D) Whether had any lessons on crack/cocaine in last 12 months".
variable label dlssol "(D) Whether had any lessons on solvent abuse/glue sniffing in last 12 months".
variable label dlsecs "(D) Whether had any lessons on ecstasy in last 12 months".
variable label dlsdrg "(D) Whether had any lessons on drugs in general in last 12 months".
variable label dlsanydg "(D) Whether had any lessons on any drugs in last 12 months".
value labels dlssmk to dlanydg 1 "Yes" 2 "No".