

THE 1970 BRITISH COHORT STUDY

BCS
16 YEAR DATA
QUESTIONNAIRES

YOUTHSCAN UK

An initiative of the International Centre for Child Studies

A national study of all children born 5th-11th April 1970
in England, Wales and Scotland, originating from the
1970 Birth Cohort of the National Birthday Trust Fund.

INFORMATION MANUAL FOR TEACHERS

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CONTENTS OF INFORMATION MANUAL

This manual contains information about the procedures necessary for the completion of Youthscan

PROCEDURES FOR PUPILS	Where to find the Questions	Where to put the Answers	Where to be carried out	Approximate Time needed (mins)
1 READING TEST	Student Test Booklet (Document B)	Student Score Form (Document C)	Supervised at school	44 (timed)
2 MATRICES TEST	" "	" "	" "	/ (timed)
3 ARITHMETIC TEST	" "	" "	" "	30 (timed)
4 VOCABULARY TEST	" "	" "	" "	15 (timed)
5 ATTITUDINAL SCALES	" "	" "	" "	60
6 BACKGROUND INFORMATION	" "	" "	" "	15
7 SPELLING TESTS	" "	" "	" "	20 (timed)
8 OCCUPATIONAL INTERESTS GUIDE	" "	JIG-CAL Answer Sheet Form P1 (Document D)		25
9 "MOVING-ON" LIFE SKILLS TEST	Document E	Document E	" "	45
10 "HEALTH-RELATED BEHAVIOUR" SELF-COMPLETION QUESTIONNAIRE	Document F	Document F	" "	45
11 "HOME AND ALL THAT" SELF-COMPLETION QUESTIONNAIRE	Document G	Document G	" "	30
12 "FRIENDS AND THE OUTSIDE WORLD" SELF-COMPLETION QUESTIONNAIRE	Document H	Document H	" "	30
13 "LIFE AND LEISURE" SELF-COMPLETION QUESTIONNAIRE	Document J	Document J	" " (Unsupervised at home if preferred)	30
14 DIETARY DIARY	Document K	Document K	Unsupervised	
TOTAL*				396 minutes

* This is the time allowed for the completion of the actual tests and questionnaires. Approximately 10% additional time should be allowed for instructions, administration etc.

DOCUMENTS

INFORMATION MANUAL FOR TEACHERS	A
STUDENT TEST BOOKLET	B
STUDENT SCORE FORM	C
JIG-CAL ANSWER SHEET FORM P1	D
"MOVING-ON" LIFE SKILLS TEST	E
"HEALTH-RELATED BEHAVIOUR" – STUDENT SELF-COMPLETION QUESTIONNAIRE	F
"HOME AND ALL THAT" – STUDENT SELF-COMPLETION QUESTIONNAIRE	G
"FRIENDS AND THE OUTSIDE WORLD" – STUDENT SELF-COMPLETION QUESTIONNAIRE	H
"LIFE AND LEISURE" – STUDENT SELF-COMPLETION QUESTIONNAIRE	J
DIETARY DIARY	K
EDUCATIONAL (TEACHER'S) QUESTIONNAIRE	L
HEAD TEACHER QUESTIONNAIRE	M

DESIGNATION

A
B
C
D
E
F
G
H
J
K
L
M

YOUTHSCAN U.K.

BACKGROUND TO YOUTHSCAN

Youthscan is the name given to the 16 year follow-up of some 15,000 teenagers in England, Scotland and Wales, all of whom were born during the week 5th-11th April, 1970. These children have already been studied at the time of the British Births Survey and at the ages of 5 and 10 in the Child Health and Education Study (CHES). The name was changed to Youthscan because the children have now reached their mid-teens and a more adult nomenclature was considered necessary. Extensive information was obtained about their health and development during the pre-school and primary school period. This has included details of their family life, their experience of pre-school and primary education and their use of community and specialist health services. The Study about to take place in 1986, at a time when the children reach minimum school-leaving age, will document their progress through secondary school and provide measures of school attainment, health and behaviour. These can be related to their experiences at birth, five and ten. Youthscan is not the first British National Longitudinal Study on child development. The first began in 1946 and the 'children' are now 40 years of age; the second was started in 1958, that cohort now being 28 years old. The third cohort, which is the origin of the Youthscan sample, began in 1970. Thus, the three together will provide unique comparative information about the lives of British children over a span of three decades.

YOUTHSCAN 1985/1986

A very important part of the present study is the educational assessment of all the cohort children. This comprehensive assessment includes reading, non-verbal matrices, arithmetic, vocabulary and spelling tests. Other tests, "JIIG-CAL" and "MOVING-ON" concentrate on the children's future jobs and their careers. Past surveys have shown the need to have wide-ranging measures. These tests have been designed so that virtually all the children can attain some sort of score. There are also two short questionnaires for the school staff to complete. One is designed to assess the pupils' progress and is to be completed by their Form Teacher or Tutor. The other is a questionnaire about the school for completion by the School Head.

We are most grateful for the co-operation of your school and yourself and also any other teacher(s) involved in getting the enclosed tests completed. We realise that in the present difficult climate, this is an extra imposition on the time and effort required to complete it. Some indication of past results of the study on education, health and family background are shown on the inside cover. On the back cover is a summary of aspects of the present 16 year study which we hope to investigate with your help, and that of doctors, health visitors and nurses in your District Health Authority who will be asked to interview the parents and to carry out a medical examination on the same children. An explanatory letter has been sent to the parents of every child in the study, giving them further information and enlisting their co-operation. We should like to thank Head Teachers, Form Teachers/Tutors and others who are assisting directly and indirectly in the necessary procedures.

All information received by Youthscan will be treated in the utmost confidence. There will be no identification of individual children or schools in any of the reports issued on the Study. We are also most grateful to the pupils for the co-operation they are offering in the assessment of the well-being and the problems facing youth in Britain today.

PROCEDURES IN STUDENT TEST BOOKLET

1 — 8

These consist of eight tests and scales for the pupil to complete. All of these, together with details about their completion, are in the STUDENT TEST BOOKLET (DOCUMENT B). Most of the answers to the tests and scales should be filled in by the pupil on the STUDENT SCORE FORM (DOCUMENT C). Detailed instructions about how the pupil should complete the Student Score Form are on pages 4 and 5 of this manual.

GENERAL GUIDELINES FOR TEST ADMINISTRATION

The importance of establishing rapport and putting the youngsters at ease must be emphasised. Please explain the broad ideas behind the research, which charts the development of individuals from birth to adult life. (See front inside cover of this booklet for some of the discoveries and achievements that have already emerged from this study). More generally, by monitoring progress it is possible to pinpoint those influences such as diet, sport, reading habits, sparetime activities, hobbies, etc. that affect people's development, including the way they think in various important respects. It is also an opportunity to let us know more about teenager's opinions and attitudes and something of their lifestyles. Every teenager in the study was born between 5th and 11th April 1970 and the research team is following their progress with keen interest.

Try to arrange the testing sessions to minimise inconvenience, not only to yourself but also to promote a co-operative frame of mind on the part of the pupil(s). Encourage them to do their best and allay any anxiety, antagonism or suspicion that may be apparent. Please thank the pupil(s) for their co-operation and express willingness to discuss, if time permits, the study and the tests after these have been completed.

Please explain to the pupil(s) that these tests are not meant to be easy, although some of them may get through quite quickly. For the timed tests the limits are deliberately short. There is no need for any pupil to feel unhappy if he/she is

unable to finish in the time allowed, e.g. say "You will probably find some of the questions quite difficult and it is unlikely that you will have enough time to finish all of them. Don't worry. Simply do the best you can in the time available."

All the tests are suitable for group administration. Five of the tests are timed. For the remainder, although there is no time limit, the pupil(s) should be encouraged to work as quickly as possible.

Please ensure that individuals are well spaced out to avoid collusion or interference if more than one pupil is being tested. It would be a help if noise and other distractions can be minimised and interruptions of the test session kept to a minimum.

Before each test, please go over the detailed instructions in the Student Test Booklet to make sure that everyone understands what has to be done. It would be appreciated if any queries can be dealt with sympathetically and patiently. Would you mind in particular checking that the preliminary examples are correctly answered? Once the session proper has started, however, no further individual help should be necessary other than of a logistic nature, e.g. if a youngster has difficulty relating a question in the Student Test Booklet to the appropriate section in the Student Score Form, clearly guidance is permissible.

STUDENT SCORE FORM — DOCUMENT

The answers on the Student Score Form are machine readable. This means that when the forms are marked with a suitable pencil, they can be automatically scanned by the Optical Mark Reader (OMR) and the answers fed directly into a computer.

It is therefore imperative that the lozenge spaces on the score form are filled in correctly. Each youngster needs a pencil that is not too sharp and a rubber/eraser. A spare pencil should be available. There should also be a supply of scrap paper for rough working as required. You will need a Stopwatch or at least a reliable timepiece with a second hand. For the longer timed tests (half an hour or so) please alert the youngsters when the last five minutes arrive.

The pupils must be shown how to fill in the lozenges which appear throughout the Student Score Form, prior to the commencement of the tests. You will be familiar with this type of answer, as it is the same as that used on Examination Board answer sheets. Will you please ask the pupil to fill in a practice response before the tests commence, using the three items reproduced below. This will ensure that the pupil knows how to use lozenges. The pupils should use a pencil line or mark that completely fills the lozenge. Please emphasise this when you are checking the initial examples. Please also ensure that the pupil understands that marking a particular box indicates the choice of that response.

Emphasise that the lozenges should be marked like this . They should **NOT** be marked like this or this .

Show the pupil the above examples of correct or incorrect markings before he/she makes a response to the examples below:

Example 1 "People with qualifications stand more chance of getting a job"

- A Strongly agree
- B Agree
- C Neutral
- D Disagree
- E Strongly disagree

Please explain to the pupil that if he/she "agrees" with the statement that people with qualifications stand more chance of getting a job then he/she should fill in the lozenge under "B". Then pass this manual to the pupil to fill in lozenge B on this page.

A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOW ASK THE PUPIL(S) TO TELL YOU THEIR RESPONSE TO THE NEXT TWO EXAMPLES AND LET THEM FILL IN THE APPROPRIATE LOZENGES ON THIS PAGE.

Example 2 "Education is important whether or not it helps you to get a job"

A	B	C	D	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Example 3 "Job experience is more important than getting qualifications"

A	B	C	D	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONS TO THE PUPIL(S) IN THE STUDENT TEST BOOKLET ARE AS FOLLOWS:

"When you fill in the lozenge spaces on the answer sheet use a fairly blunt pencil that is neither too hard nor too soft! Choose only one lozenge for each question. If you change your mind, rub out the mark you have made as completely as possible, then choose the answer you want."

The marks you make in the lozenges on the Student Score Form are read by a machine and then fed directly into a computer. It is important that the lozenges are filled in correctly, otherwise the machine can't read them.

The lozenges should be filled in like this  they should not be marked like this  or this . Do not use a pen."

After the tests are completed and the score forms collected, it would be appreciated if you would verify that the pencil marks are not too faint and that no marks have been made outside the areas designated. Please also check that the pupil(s) have written their name on alternate pages throughout the Student Score Form. Then please pass the Student Score Form to the School Co-ordinator, who will return it with the other test material to the L.E.A. Co-ordinator.

STUDENT TEST BOOKLET — DOCUMENT **B**

This booklet contains the Test Material for Procedures No. 1 to No. 8.

Suggested order of completion: Five of the first 8 Procedures are timed. These are Procedures (1), (2), (3) (4) and (7). They have an estimated duration of 116 minutes, exclusive of time for explanation. For details of individual test times, see pages 5, 6 and 14 of this Instruction Booklet.

Approximately 100 minutes should be allowed for completion of Procedures (5), (6) and (8), namely the Attitudinal Scales, the Background Information and Occupational Interest Guide. However, these latter three Procedures do not have to be timed and this can be made more flexible.

The method of administration is the same whether the tests are given to one individual or to a group. First hand out the Student Score Form then ask each pupil to write their name and other identifiers on the front cover. The Test Booklet should then be handed out. No details or identification need be written on the front cover of the Student Test Booklet. Direct the pupil to read the instructions written on the front and on the inside cover of the Student Test Booklet.

When these Procedures are completed, the pupil can be told to look at page one of the Student Test Booklet and start reading the instructions for Procedure **1** READING TEST.

PROCEDURE **1** READING TEST (Shortened Edinburgh Reading Test)

Test time: 44 minutes

This test with which many teachers will be familiar, can be administered to one individual or given to a group of any number. The instructions are self-explanatory. Tests of this nature will already be familiar to the vast majority of pupils and there should be very little difficulty in this regard.

Please try to ensure that the pupils do not start reading prematurely the instructions for the Reading Test on page 1 of the Student Test Booklet. This clearly might influence the results. It probably will not be necessary to go over the instructions for the Edinburgh Reading Test with the pupils, other than enquiring whether they are understood.

The Edinburgh Reading Test, however, does differ from the other tests in that there are no examples to be worked, and the time limits are tight.

Please stress beforehand the need to work quickly. Reassure any pupil(s) who could be disheartened by what they might regard as a "failure" to finish on time. It will be an advantage if a spare pencil is at hand, should the first one break, or a sharpener kept to hand.

Before each of the five sections of this test (A to E) is started, please announce the time limit and indicate the number of pages involved. At this stage, it may be necessary to check that each pupil is aware which page on the Score Form they should be using.

In the event that anyone finishes inside the prescribed time limit, they can be instructed to go to the next section. Ask them to use any spare time to check what they have already done.

Once each pupil is settled and clear about how to use the Test Booklet in conjunction with the Score Form, the test proper should be started. If no stopwatch is available please make a careful note of the precise time of starting. With the shortened sections there is no point in giving a "Last five minutes" warning, but please make an announcement when there is one minute left so that the pupils can pace themselves. It is essential that time limits be observed for the results to be comparable nationally.

Care must be taken when answering pupils' enquiries to ensure that the response you make does not provide any clue to a solution of any particular test item. On the whole, these tests are so straightforward that the vast majority of youngsters can cope without difficulty and you should have little to do other than to keep a close eye on the time.

PROCEDURE **2** MATRICES TEST (from British Abilities Scales)

Test time: 7 minutes

As with the previous test, the Matrices can be administered to one individual or to a group. Again the instructions are largely self-explanatory. All you need to do is to confirm that they have been understood and that the answers are correctly matched to the score form.

There are three examples initially, followed on the next three pages by a total of six easy items. For each of these there is a two-minute time limit. Then follows three more examples. Lastly, on the subsequent three pages there are five

more difficult items and this time there is a five-minute time limit. There is no point in giving a "Last minute" alert for the initial six items, but please do so for the final five items.

PROCEDURE 3 ARITHMETIC TEST (from Assessment Performance Unit) Test time: 30 minutes

Here the procedure is broadly the same as for the Edinburgh Reading Test and the Matrices. Please note the time allowed. Give an alert after 25 minutes that "You have five minutes to go" and finally announce the "Last minute". Again it is essential to observe strictly the time limit. In this case it is 30 minutes for the test proper, beginning after the examples have been checked.

PROCEDURE 4 VOCABULARY TEST (from Assessment Performance Unit) Test time: 15 minutes

Here again the procedure is similar, except for a different time limit. Give the first alert after ten minutes to the effect "You have five minutes to go" and finally announce the "Last minute". Please keep strictly to the 15 minute duration.

PROCEDURE 5 ATTITUDINAL SCALES Approximate time: 1 hour

These consist of 21 scales, each one representing a different facet of teenage life. These scales have been made up in order for the teenager to express his/her own views on a number of subjects of importance in teenage life. Pilot tests have shown that the manner of the responses may be very different from what we felt as teenagers.

The procedure is for the pupil to read each scale serially from (5A) to (5U). The scales are in the Student Test Booklet and answers are recorded on the Student Score Form. The actual time taken to answer these scales will vary according to the alertness and motivation of individual pupils. Pupils may need meanings of occasional words explained to them, but pilots have shown this to be unusual.

The titles of the scales are as follow:

A	What about work?	L	Fate and Fortune
B	Right and Might	M	What I Read
C	Have a Drink	N	Me and the Box
D	What's in a Job?	O	Feeling Healthy
E	Looking Ahead	P	My Point of View
F	Up in Smoke	Q	Wot-a-lot-I-got
G	Compared with Others	R	Me and My Family
H	Knowing Myself	S	Soft Drink Special
I	How I Feel	T	Home Rule
J	At Leisure	U	What I Eat
K	My Interests		

Please explain to the pupil that each scale consists of a number of statements or items and that the pupil should enter his/her answer on the Student Score Form indicating their response to each statement. They can take their time doing this, as the scales are untimed. They should look carefully at each statement and then select their choice of answer. Please point out to them that there are no right or wrong answers and that this is being done to find out what young people today think and feel.

PLEASE REMEMBER TO ENSURE THAT PUPILS ENTER THEIR CHOICE OF ANSWER IN THE SPACE PROVIDED IN THE STUDENT SCORE FORM.

For the convenience of teachers, there now follows a summary of the Procedures for Additudinal Scales (5A) to (5U), taken from the Student Test Booklet. Examples are given of how to complete each scale. For the interest of teachers we have added a paragraph at the end of each scale giving the rationale of why this scale has been included and/or what use might be made of it in the future.

WHAT ABOUT WORK? 5A

A series of nine statements, the first of which asks whether the student agrees fully, agrees partly or disagrees that young people with qualifications stand more chance of getting a job.

<i>Example given in Test Booklet</i>			
Question	Answer		
Do you agree that: Education is important, whether or not it gets you a job?	Agree fully (a)	Agree partly (b)	Disagree (c)
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (a) means that you agree fully that education is important. whether or not it helps you to get a job.			

COMMENT

This scale seeks to probe fully the current ambivalence of rising 16 year olds about whether (ability permitting) to continue in full-time education, to enter a difficult employment market, or to elect for training with YTS or other schemes. In this section we are trying to discover more about the teenagers' attitudes and motivation to work.

ATTITUDINAL SCALES (cont)

RIGHT AND MIGHT

5B

This scale of ten statements has two purposes. Statements 1, 4, 7 and 9 invite the teenager to tell us whether his/her self-concept is of someone who likes everyone else, is always willing to admit mistakes, is always willing to go out of his/her way to help other people, and is always nice to people. This is a useful means of detecting subjects who are over-confident, the sort of response which raises the validity of the replies to other scales.

Example given in Test Booklet

Statement	Answer	
	True (a)	False (b)
"I always do what I'm told"	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer (b) means that the statement is false and you do not always do what you are told.

Comment

The other six questions are about attitudes to breaking the law under various extenuating circumstances, the first of which is that it is OK to break the law if most other people do.

HAVE A DRINK

5C

Seventeen statements eliciting opinions about alcohol and its consequences. The first asks whether the teenager agrees fully, agrees partly or disagrees that if you don't go to pubs you miss a lot of fun.

Example given in Test Booklet

Statement	Answer		
	Agree fully (a)	Agree partly (b)	Disagree (c)
"Drinking alcohol causes people to lose jobs"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (a) means that you agree fully that drinking alcohol can cause people to lose jobs.

Comment

There is an increasing tendency in teenagers to drink alcohol. Here we are trying to get at attitudes, opinions and expectations among teenagers concerning alcohol and their awareness of the dangers of excess alcohol. This will be analysed in conjunction with a large section in the Student Self-Completion Questionnaire, Document G.

WHAT'S IN A JOB?

5D

Sixteen questions are asked about teenagers' job expectations and preferences. The format is typified by the first one "How much will it matter in a future job to be able to help other people?".

Example given in Test Booklet

Question	Answer		
	Matters very much (a)	Matters somewhat (b)	Doesn't matter (c)
How much will it matter to me to work with my hands?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Answer (b) means that you think it will matter somewhat for your job or career that you work with your hands.

Comment

This is an effort to assess the attitudes, expectations, hopes, fears and ambitions of mid-teenagers concerning the vexed question of what sort of work they want now or see themselves undertaking in their late teens during the latter years of the 1980's. Is the expectation-norm, for instance, to go for a job where one has not to work too hard, has a quiet life, has regular hours, has an understanding boss and high earnings; or is it to be able to work hard, to get promotion, to help others, to get the sort of job with a real challenge with a chance to travel?

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LOOKING AHEAD

5E

Fifteen questions about teenagers 'vision' of an adult life. The first question asks "How much do you think it will matter as an adult to you to have more fun than as a teenager?"

Example given in Test Booklet

Question	Matters very much (a)	Answer Matters somewhat (b)	Doesn't matter (c)
"How much will it matter to be able to come home as late as I like?"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (a) means that it will matter very much to you as an adult to be able to come home as late as you like.

Comment

The mid-teenagers of today will be parents within 5-10 years and it is important to see how they see themselves and what they think are the most important values. Is it to be able to be involved in local communities, to take an active part in politics, to be treated as they want, able to vote, able to take more responsibility — or is it that they feel they want to no longer be bossed about, want to be able to go to nightclubs, X-rated films, legally able to drink alcohol and to have fun? The truth probably lies mid-way!

UP IN SMOKE

5F

Seventeen statements about smoking. The first question asks "Please say whether you agree fully, agree partly or disagree that smoking is only bad for you if you do it for years."

Example given in Test Booklet

Statement	Agree fully (a)	Answer Agree partly (b)	Disagree (c)
"Smoking is expensive"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (a) means that you agree fully that smoking is expensive.

Comment

This section attempts to gain further insight into teenage attitudes on short term and long term effects of smoking. The habit is now known to be increasing particularly in mid-teenage females. How much for instance will parental example, advertising, peer group practice, knowledge of risk of long-term cancer, affect whether, when and how much teenagers smoke? Do they realise that smoking can have adverse effects on pregnant women? This will be analysed in conjunction with a large smoking section in the Student Self-Completion Questionnaire, Document H.

COMPARED WITH OTHERS

5G

A scale of 28 statements concerning many aspects of health, behaviour and lifestyle in which the pupil compares his/her prowess with what he/she considers would be normal for a person of the same sex and age. The first statement asks "Compared with others of your own age and sex, do you get the right amount of sleep?"

Example given in Test Booklet

Statement	(a)	(b)	Answer (c)	(d)	(e)
"Compared with others of my own age and sex:" My height is much less	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The above answer (c) means that your height is about the same compared with others of your own age and sex.

Comment

The scale has been developed for Youthscan after numerous discussions and field trials amongst teenagers by Dr. Lindsay St. Claire, Department of Psychology, at Bristol University and is known as the Fitness for Life Scale. It is designed to identify positive indices of good health, including the attitude encapsulated by such factors as:

- interest in self-health
- pursuing an active life
- showing concern for others
- having pride in living

In contrast to the medical model of ill-health, the FFL scale is based on those events that stimulate and motivate the individual to success and good health. A high score of the accumulated factors can be an indication of fitness of mind, body and spirit. The FFL index touches on teenagers' own hopes and aspirations for life. A number of factors which

influence interpretation will be controlled for in the analysis, including:

- Sex
- Social, family and environmental background
- Presence of physical handicap, disabilities and chronic illness, i.e. the opposite of what we are measuring.
- Behavioural factors

This approach is very much a trial and will certainly need modification. However, the main thing in which teachers will be interested is the attitude that it encapsulates; namely the search for **positive** indices of good health and assessment of a 'wholesome' existence. A positive attitude to health and health care is the main point — what is going right and how an active life can be fulfilled.

KNOWING MYSELF

5H

A series of 27 statements are made epitomising self-assessment of a number of characteristics ranging from the "punctual" and "good at exams" to being "bored" or "violent". The first statement asks whether the statement "I am quiet" applies very much, somewhat, or not at all to the teenager concerned.

Example given in Test Booklet

Statement	Answer		
	Applies very much (a)	Applies somewhat (b)	Doesn't apply (c)
"I am optimistic"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (a) means that the statement "I am optimistic" applies very much to the person completing the questions.

Comment

This scale of self-assessment follows logically upon the previous positive health scale. It will be compared with a number of behavioural characteristics in the teenager and measured against job success/failure or progress in further education.

HOW I FEEL

5I

This scale consists of 12 statements originating from the General Health Questionnaire (GHQ) of Goldberg (1972, 1978, 1981). This is a widely used population instrument to assist in the detection of psychological and psychiatric problems. The first question asks the subject whether just lately he/she has been able to concentrate on whatever he/she is doing more than usual, the same as usual, less or much less than usual.

Example given in Test Booklet for questions 1-6

Statement	Answer			
	More than usual (a)	Same as usual (b)	Less than usual (c)	Much less than usual (d)
"I have just lately been able to remember things	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Answer (c) means that compared with how you usually remember things, just lately you have been remembering them less well than usual.

Example given in Test Booklet for questions 7-12

Statement	Answer			
	Not at all (a)	No more than usual (b)	Rather more than usual (c)	Much more than usual (d)
"I have lately been feeling miserable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (a) means that you haven't been feeling miserable just lately.

Comment

The instrument used here is the abbreviated 12 item scale which correctly identified 82.5% of 17 year olds with anxiety, severe depression or social disfunction, with a sensitivity of 71% and a specificity of 80% (Banks MH (1973) *Psychological Medicine* 13, 349-357).

AT LEISURE

5J

A series of 47 questions about spare-time activities, the first of which is "How often do you stay at home and watch TV?"

Example given in Test Booklet

Statement	Answer				Would you like to do it more?	
	Rarely or never (a)	Less than once a week (b)	Once a week (c)	More than once a week (d)	Yes (1)	No (2)
Go to bingo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Answer (c) means that you go to bingo once a week. The fact that 'Yes' is filled in on the separate scale means that you would like to go to bingo more often.

Comment

With the increasing amount of recreational time available for young school-leavers, consequent upon increasing automation and economic problems, it is essential to plan use of leisure time. Increasingly in the future, disposable time must make up more of the day than established employment. This section enquires into what activities the 16 year old joins in, how often and whether he/she would like more participation. The spare-time activities range from reading newspapers, magazines and books, to working home computers, going to (political) meetings, to concerts or doing voluntary community work.

MY INTERESTS

5K

A series of 49 questions about how interested or otherwise the teenager is in factors such as family life, reproduction, contraception, parenthood, child education and health education. The first question is "How interested are you in knowing more about immunisation?"

Example given in Test Booklet

Health Topic	Answer			
	Very interested (a)	Quite interested (b)	Not sure (c)	Not interested at all (d)
How interested are you in:— Health Education?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (b) means that you are quite interested (but not very interested) to know more about health education.

Comment

In both comprehensive and independent schools, the value of practical tuition in life skills in complementing the value of academic tuition is well recognised. The range of subjects in which the teenagers' interests are probed is very wide, ranging from safety in the home, in traffic, and in the water to moral issues such as building self-confidence, decision-making, control of boredom, stress, vandalism and television violence.

This scale was devised by Dr. John Balding who is Director of the Health Education Council School's Health Education Unit at the University of Exeter. Known as 'Just a Tick', it has been used widely in over 400 secondary schools. Parents and teachers are invited to use the same scale to express whether they think the teenager should be taught these subjects in school or not. Together with Dr. Balding's 'Health Related Behaviour Schedule' which many teachers will recognise as our Student Self-Completion Questionnaire F. This scale fulfills a useful function in highlighting the knowledge and gaps requiring filling in secondary schools concerning education for health, life and social skills.

FATE AND FORTUNE

5L

These 26 questions consist of the 'CARALOC' Scale of 'locus of control' devised by Phillip Gammage, Professor of Education at the University of Nottingham (Gammage P, **Socialisation, Schooling and Locus of Control**, PhD Thesis, University of Bristol 1975). The first question asks the teenager "Do you feel that most of the time it's not worth trying hard because things never turn out right anyway?"

Example given in Test Booklet

Question	Answer		
	Yes (a)	No (b)	Don't know (c)
Do you find it easy to get to school in the morning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Answer (b) means that you don't find it easy to get to school in the mornings.

Comment

The valuable scale is one of a set of 'predictors' which are used on the same cohort at 10 years old.

WHAT I READ

5M

This section is about 25 items which teenagers might read or enjoy reading in the newspapers. The first item concerns strip cartoons/jokes and the pupils are asked if they read them as little as they can, sometimes read them or read them as much as they can.

<i>Example given in Test Booklet</i>			
Item	Read as little as I can (a)	Answer Read some of the time (b)	Read as much as I can (c)
Weather reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Answer (b) means that you read the weather reports some of the time.			

Comment

This and the next scale, which is about TV viewing, will give information on where and to what extent teenagers use the media as a source of entertainment and information, and where their interests lie. This will be analysed in the context of their social background and education and also information already gathered, eg. on TV viewing at 5 and 10 years. There are also large sections on usage of the media in the Student Self-Completion Questionnaire, Document J.

ME AND THE BOX

5N

This section contains a list of 22 types of programme available currently on television. In the first example, the teenager is asked to say whether they view combat sports (eg, boxing) as little as possible, some of the time, or as much as he/she can.

<i>Example given in Test Booklet</i>			
Question	View as little as I can (a)	Answer View some of the time (b)	View as much as I can (c)
'Big Band' programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer (a) means that you view big band programmes as little as you can.			

Comment

Please see 5M above.

FEELING HEALTHY

5O

This is part of a 22 item Malaise Inventory to identify depression (Rutter M, Tizard J, Whitmore K, **Education, Health and Behaviour**, 1978 Longmans, London). The first question asks the teenager whether they have backache most of the time, some of the time or rarely or never.

<i>Example given in Test Booklet</i>			
Question	Most of the time (a)	Answer Some of the time (b)	Rarely or never (c)
Do you get nightmares?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Answer (b) means that you get nightmares some of the time.			

Comment

This scale has been found to discriminate reasonably well between those with or without a psychiatric disorder determined by independent interview (Rutter M. et al (1976), Isle of Wight Studies 1964-74, **Psychological Medicine** 6, 311).

MY POINT OF VIEW

5P

This is an effort to gauge teenagers' views on 21 issues, such as attitude to marriage, nuclear war, racism, equal rights, handicapped people etc. The first question asks the teenager whether they agree fully, agree partly or disagree that flogging should be brought back for violent crime.

Example given in Test Booklet

Statement	Agree fully (a)	Answer Agree partly (b)	Disagree (c)
Women dress better than men	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer (c) means that you disagree that women dress better than men.

Comment

There are a great many controversial questions about life in the present and the future in which teenagers have expressed an interest. These 21 out of nearly 100 piloted turned out to have a satisfactory distribution. Others are included in the Student Self-completion Questionnaires.

WOT-A-LOT-I-GOT

5Q

This section contains a list of 30 items which teenagers often possess. In the first question they are asked to tell us whether they own a camera, and if not, whether or not they would like one.

Example given in Test Booklet

Item	Own one (a)	Answer Would like one (b)	Wouldn't want one (c)
Leather Jacket	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer (c) means that you don't own a leather jacket and wouldn't want one.

Comment

To a great extent teenager's possessions reflect their interests, so this section is a logical extension of that on the use of the media and TV. The range of teenagers' possessions is ever increasing. This list is by no means exhaustive but includes 'communications' material, sports and travel equipment.

ME AND MY FAMILY

5R

In this section is a list of 15 activities which young people and parent(s) do together. The first question asks how often, if ever, they visit friends or relatives, with their parent(s).

Example given in Test Booklet

Statement	Rarely or never (a)	Answer Less than once a week (b)	Once a week (c)	More than once a week (d)
We go to a cafe together	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (b) means that you sometimes go to a cafe with your parent(s) but less than once a week.

Comment

Does the 'generation gap' and the increasing opportunities for pursuing special interests affect how much time the family unit does spend together? The lessened availability of grandparents and relatives, with the decline of the extended family, makes it even more important that the 'whole family' interact and do things of interest together. Here we are looking at what teenagers actually do meaningfully with their mother and/or father, both in the same house and outside the home in respect of eating out, visiting friends/relatives, religious activities etc.

SOFT DRINK SPECIAL

5S

Example given in Test Booklet

Question	Answer							
	Cups/glasses a day							
	0	1	2	3	4	5	6	7 or more
How much do you drink each day of:— Ginger Beer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer (5) means that you usually drink about 5 glasses of ginger beer a day.

Comment

Here we are looking at which type, how often and how much teenagers consume of the common beverages such as tea, coffee, cocoa, milk, fruit juice etc. Their consumption of certain cola type drinks, other soft drinks and also of low calorie drinks is enquired. When last seen at the age of 10, a national picture emerged of an average consumption of more than 8 fl oz of cola drinks daily. 20% were drinking coffee. We shall also look at artificial sweeteners, additives and a number of important things in the food and drink section of this enquiry.

HOME RULE

5T

This is an effort to contrast permissive and more rigid parental attitudes, and their effects on teenagers. It consists of a list of 23 items which parents may or may not expect their teenage children to do. It starts off in an obvious way by asking whether the teenager is expected to go to school whenever it is a school day, and proceeds to various levels of parental control.

Example given in Test Booklet

Question	Answer	
	True (a)	False (b)
My parents definitely expect me to:— Take the dog for a walk every day	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Answer (b) means that your parents don't expect you to take the dog for a walk every day.

Comment

This scale will be an important variable for looking at behavioural changes in adolescents.

WHAT I EAT

5U

The teenager is asked to say how often they eat 18 major items of diet ranging from protein-rich material to convenience foods. The first question concerns the consumption of white bread.

Example given in Test Booklet

Question	Answer							
	Days a week							
	0	1	2	3	4	5	6	7
How often do you eat:— Buns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

By filling in the lozenge under 3 you are saying that you usually eat buns on 3 days a week.

Comment

Youthscan will be conducting a detailed study of teenagers' dietary habits, which will include a four-day record of dietary information in the form of a Dietary Diary.

PROCEDURE 6 BACKGROUND INFORMATION

In this section the study pupils are asked to record some facts about themselves, their families, where they live and what their plans are. There are 21 questions in all. The questions can be found on page 9 in the Student Score Form in Section 6. They are beside where the pupils fill up the lozenges to give their answers.

Ask the pupils to turn to page 9 of the Student Score Form and they will see that the first question is "Are you male or female?"

Will you please make sure that they record their answers by filling up the lozenges correctly.

Only one lozenge should be filled in, in response to each question. None of the questions are open-ended. No other text or remarks should be written on the score sheet in response to these questions.

PROCEDURE 7 SPELLING TEST (Two Sections A and B)

Test time: 10 minutes for A
10 minutes for B

This is a straightforward test procedure. By now the youngsters will be familiar with the general format and procedure. The only difference is that the questions for this test are not in the Student Test Booklet but on the Student Score Form. Both the questions and the space for the answers are on pages 10-11 of the Student Score Form. The correct lozenge for each one should be filled in with a blunt pencil in the usual way.

If today is an even date, could you please present the two Spelling tests in the order A and B. If today is an odd date, please use a B and A sequence. This will counterbalance practice effects over the whole sample. Please give the standard "Last five minutes" alert when the tests are nearly completed.

PROCEDURE 8 OCCUPATIONAL INTERESTS GUIDE (JIIG-CAL)

Approximate time: 20-30 minutes

About JIIG-CAL

JIIG-CAL is really a system for computer-assisted careers education and guidance. It is in use in 63 L.E.A.'s throughout all parts of the UK. It is therefore possible that your authority, and even your school, already uses the system.

JIIG-CAL normally provides teachers and careers officers with a systematic basis for giving guidance on careers, based primarily but not solely on occupational interests.

For the purposes of Youthscan, JIIG-CAL is used as a test. The analysis will provide an opportunity for studying how occupational interests are related to a wide range of factors which influence pupils' career intentions and their subsequent satisfaction — or lack of it! The results of this should enable us to provide teachers with better resources for career guidance, and with improved training on the use of those resources. Our most important objective, of course, is that through this research we will be able to provide more effective career guidance for pupils in the future.

NOTE: FOR SCHOOLS ALREADY USING JIIG-CAL:

It is possible that some pupils will have already completed the Guide and may therefore ask why they have to do it again. If you can explain that this is necessary for the Youthscan Project while the first time was for other reasons, we should be most grateful.

TABLE OF SECTIONS			
Section	Qualifications	Training	Study needed?
A	None needed	Up to about 3 months	NO
B	Not usually needed but some passes might help	2-3 months to about 1 year	NO not usually
C	O's or CSE's often asked for but you could still get some jobs without them	1 to 3 years (possibly more)	YES part of the training usually means going to college say 1 day a week
D	A number of O's would be essential	About 2-3 yrs (possibly more)	YES study (full time or part time) usually quite important
E	A's or H's would be needed in relevant subjects	About 2-4 yrs (possibly more)	YES study (full or part time) forms part of training
F	2-3 A's or 3-4 H's plus O's required. Good grades in main subjects often necessary	3 to 5 years (sometimes more)	YES you would need a degree (or equivalent qualification)

What we should like you to do.

There is very little for you to do with regard to the Occupational Interests Guide. The pupil instructions are straightforward. They have already been used effectively by more than half a million pupils. These instructions are contained in the Student Test Booklet. We suggest that you might like to read them through before advising pupils.

There are four specific ways in which we shall value your help. These are explained below:

1. Help any pupil(s) who have difficulty with Section Choice.
2. Check that the Sections chosen have been marked on the separate JIIG-CAL Answer Sheet.
3. See that less able pupils have extra time, if needed.
4. Keep the JIIG-CAL Answer Sheet CLEAN and FLAT. Do not staple!

Choosing sections

The area in which you are perhaps most likely to be asked for help is in "Choosing Sections". Each pupil is asked to choose TWO ADJACENT Sections from the table on page 14. Most will have no difficulty. A few may ask for your advice, and in these instances you will be able to use your common sense, together with your knowledge of the pupil.

As far as possible, it is most important that pupils should DECIDE FOR THEMSELVES. Please do not make a choice for them, but confine your help to clarifying any difficulties they may have in understanding the Table of Sections.

New exams and qualifications

We are aware that a number of initiatives have been, or are being introduced, which will necessitate changes in the Qualifications column in the Table of Sections. Some of the major changes (e.g. Standard Grades in Scotland) have been deferred. For this reason, we have not yet been able to produce a version of the table which will reflect adequately the varied situations in all schools.

It is in those instances where pupils are following courses leading to qualifications other than CSE's/O's/A's (or O grades and H grades in Scotland) that your advice regarding appropriate equivalents for Section Choice purposes would be most valuable.

Marking up the Choice of Sections on the Answer Sheet

DOCUMENT **D**

For the Guide, a separate answer sheet called **Form P1** is supplied.

It is essential that pupils record their choice of First and Second Sections at the top of the two columns on the Form P1. Without this information, the pupil responses to the Interests Guide CANNOT BE INTERPRETED by the computer scoring programs. We should therefore appreciate your help in checking that these Sections have been marked on the Answer Sheet Form P1 before it is returned.

Doing the Guide --

The Guide is not a test. There are no right or wrong answers to the questions. The Guide is an untimed questionnaire. Most pupils will complete it in 20-30 minutes, though a few may take longer.

Less able pupils

Pupils of lower ability and some of those with specific reading difficulties usually need more time than average pupils to work through exercises which involve significant amounts of reading. JIIG-CAL is no exception to this. Our experience has shown that such pupils can cope quite adequately with the Interests Guide, provided they are given additional time to complete it. Some get quite absorbed in it, and motivation is less of a problem here than in tests with right, wrong answers.

Return of Answer Sheets -- DOCUMENT **D** (FORM P1)

The answer sheets will be computer scored. For this purpose it is essential to keep them CLEAN and FLAT at all times. The answer sheet **P1** should be returned to the School Coordinator, who will place it in the same pack as the other Test material.

PROCEDURE **9** "MOVING-ON" LIFE SKILLS TEST DOCUMENT **E**

This test has been prepared specially for Youthscan by the Associated Examining Board and is a test of Life Skills. It is designed to test the understanding of the young people about further training/education and about the early years of employment. The test concentrates on core skills and knowledge.

The test should be completed at school under supervision. It is untimed. It takes approximately 45 minutes. The time taken for completion, however, may be considerably less, but the authors of the Test ask that the pupil should not leave before 30 minutes have elapsed. The answers are to be recorded on Document E itself in the spaces below each question. Pupils are advised to use a blue or black biro or pen. If a pencil is used, writing should be made very legible. All answers are written and no boxes need to be filled in.

During the test pupils should be supervised to avoid collusion.

Normally you are asked not to explain or rephrase any of the questions. However, if a pupil has great difficulty with reading the questions or writing the answers help is permissible, and if there is time, you may wish to write down their answers for them. In such a case, please could you make a note on the front of Document E about any question(s) where you gave help. Please use ink of a different colour from that used by the pupil.

SUMMARY OF PROCEDURES 10 - 13 DOCUMENTS F G H J

There are 4 student self-completion questionnaires to be completed:

PROCEDURE	10	"HEALTH RELATED BEHAVIOUR"	DOCUMENT	F
PROCEDURE	11	"HOME AND ALL THAT"	DOCUMENT	G
PROCEDURE	12	"FRIENDS AND THE OUTSIDE WORLD"	DOCUMENT	H
PROCEDURE	13	"LIFE AND LEISURE"	DOCUMENT	J

Procedures 10 to 12 should be done under supervision at school.

Procedure 13 can be given to the pupil to complete unsupervised at home if preferred.

PROCEDURE 10 HEALTH RELATED BEHAVIOUR DOCUMENT F

Introductory remarks to the pupil(s)

The questionnaire is to help the development of a curriculum which will be more useful and interesting to them. Therefore, honest answers are required — not the ones given by their neighbour or the ones that they think might be expected. The method of completion of the questionnaire differs from the others in that the pupils are asked to circle numbers rather than tick boxes or fill up lozenges.

A practice page is provided.

Please go through this practice page slowly with the pupil(s) to sort out any problems.

Type 1 question: Write in the answer

Type 2 question: Circle one number only

Type 3 question: Circle 1 or 0 on each line

Beginning the Questionnaire

Discourage consultation — individual views are required. Pupil(s) should work at their own pace, as the test is untimed.

After all have finished

Ask the pupil(s) to check the entries for the following questions one by one:

Page 8 34d (Rubella): All boys should have circled the 9

Page 9 36b (Dentist): Circle one answer on each line

Page 14 58 (Alcohol): Circle one answer on each line

Page 16 66 (Problems): Write one answer from the list on each line

Please return this questionnaire to your School Coordinator who will return it to the L.E.A. Coordinator when all the other documents have been completed. (Independent Schools please return direct to Youthscan).

PROCEDURES 11 — 13 STUDENT SELF-COMPLETION QUESTIONNAIRES.

DOCUMENTS G H and J

Procedure 11 "HOME AND ALL THAT" (Self-completion questionnaire, Document G) contains the following sections: DIET, PARENTS AND FAMILY, HANDEDNESS, RELIGION, LEAVING HOME, VIDEOS, SPENDING POWER, SMOKING

Procedure 12 "FRIENDS AND THE OUTSIDE WORLD" (Self-completion questionnaire, Document H) contains the following sections: HEALTH, FRIENDS, LAW AND ORDER, ALCOHOL.

Procedure 13 "LIFE AND LEISURE" (Self-completion questionnaire, Document J) contains the following sections: T.V. AND RADIO, LIFE AT SCHOOL AND AFTER, LEISURE ACTIVITIES.

Please reassure the pupil(s) that their answers will be treated in strict confidence. Documents G and H must be completed at school under supervision. The Document J has been composed in such a way that it is suitable either for completion in school under supervision, or in the case of a responsible pupil, for completion out of school and returning to the school later. Certainly, more literate pupils will have no difficulty in the completion of this questionnaire outside school. Ideally, a decision should be made in conjunction with each pupil whether this questionnaire is to be completed at school or at home. Before the pupil starts each questionnaire, please take them through the Examples reproduced on the cover and inside cover of each questionnaire to ensure the pupils know how to answer the various types of questions.

After each questionnaire has been completed, please check that all questions have been answered. Then sign the sheet provided to acknowledge the pupil has done the test. Again may we stress that the confidential nature of these documents should be respected. Two self-sealing A4 size plastic containers are provided, in which the completed forms can be placed if the pupil so wishes.

When the questionnaires G H J are complete, please pass them to your School Coordinator who will return them together with the rest of the completed material to Youthscan, via your L.E.A. coordinator. (Independent Schools please return direct to Youthscan).

PROCEDURE **14** DIETARY DIARY DOCUMENT **K**

RATIONALE

There is a growing awareness about possible relationships between consumption of certain foods and health/disease. Particularly in this age group, there is mounting concern about possible links between diet and behaviour, hyperactivity, school progress and the development in later life of heart disease, etc. In the diary we will collect data which could be used to investigate these relationships.

In order to make a much needed study of teenagers' diet and nutrition, a dietary diary will be kept by each study teenager as a record of everything eaten or drunk over a four-day period.

PROCEDURE

The first day should be a Friday. The pupils should record everything they eat and drink from waking up on **Friday**, through **Saturday** and **Sunday** until they go to bed on **Monday** night.

WE SUGGEST THAT YOU HAND THE PUPIL(S) THE DIETARY DIARY AS SOON AS THEY HAVE FINISHED PROCEDURES 1 - 8. ASK THEM TO FILL IN THEIR NAME AND PERSONAL DETAILS ON THE FRONT COVER OF THE DIARY AT THIS STAGE.

Please give them also a single sheet, labelled Dietary Diary Instruction Sheet which you will find in the Student Educational Pack. A copy will have already been sent to them by us to their homes in most instances, but they probably will not bring it with them.

If they cannot commence the diary on the first Friday after they receive it from you, it can be started on a subsequent Friday. The four days **must be consecutive** and must include a weekend.

The pupil(s) should read the instructions on the **inside front cover** of the dietary diary itself and these are summarised next:—

PUPIL INSTRUCTIONS

How to keep the Diary

The diary should be kept for 4 consecutive days — Friday, Saturday, Sunday and Monday. The first day is always a Friday. Start the diary when you wake up on Friday morning.

Write down **EVERYTHING** that you eat and **EVERYTHING** that you drink from then, until you go to sleep on Monday night. There are some instructions at the beginning of the diary. Read them through before you start. There is an example as well, so read that carefully too.

The most important things to remember are:

- * Write the day and date at the top of each page.
- * Start each new day on a new page.
- * Use a new line for each item of food or drink.

Write down the time each time you have something to eat or drink. Give a good description of the food and drink taken. Look at the examples to see how to put it down. For example:

Say how many slices of bread you have and whether it is white, wholemeal or granary bread: are the slices thick or thin or medium? Say if bread has butter or margarine on it: whether food is tinned or frozen.

People often forget to put drinks down. Remember, everything, even water, and record whether or not you put sugar in hot drinks.

The easiest way to complete the diary is to carry it with you and fill it in each time you have something. That way nothing is forgotten.

When the diary is completed

The pupils are asked to return the completed diary to the School Coordinator as soon as it has been filled in. The School Coordinator should check that the pupil's name and details are filled in on the cover of the diary, and that the diary has been filled in as fully as possible.

When the dietary diary is completed the School Coordinator should return it with the other documents to the L.E.A. coordinator who will return it to Youthscan. If the Dietary Diary has not been returned within two weeks of its issue, the School Coordinator or teacher concerned should remind the pupil(s).

TEACHER QUESTIONNAIRES

EDUCATIONAL (TEACHER'S) QUESTIONNAIRE DOCUMENT **L**

This is a short questionnaire enquiring about the progress of each study pupil in the school. It is hoped that they will be completed by the pupil's form Teacher/Tutor in consultation with the Year Head or House Head.

Questions include some on the pupil's academic attainment and examinations taken or about to be taken. There is also a section on any special educational needs and other special measures.

Teachers will want to know that from their participation in previous sweeps, parents and pupils will be aware of Youthsca and that wherever possible each parent and pupil has had an individual letter to ensure their cooperation on this occasion.

Please return this Educational (Teacher's) Questionnaire together with the others to the School Coordinator.

HEAD TEACHER QUESTIONNAIRE DOCUMENT **M**

Head Teachers will receive the Head Teacher Questionnaire in the School Kit containing the Student Educational Packs. This short questionnaire has sections to be completed about school curriculum, type and structure of classes, teaching methods, careers education, any disciplinary methods, pastoral care, special educational needs, vocational examination courses and school intake. The Head Teacher Questionnaire should be filled in for every institution taking pupils of secondary school age, in order to gain a national picture (Over 90% will have one or more pupils in Youthsca). After completion, the Head Teacher Questionnaire should be sent back to the L.E.A. coordinator with the other material in the school pack for onward despatch to Youthsca. Independent Schools should send it direct to Youthsca.

INSTRUCTIONS TO THE TEACHER FOR THE RETURN OF THE PUPIL QUESTIONNAIRES

Every Head Teacher has been asked to nominate a Youthsca Coordinator in each school, to be responsible for the receipt, administration and return of the Test Material and Dietary Diary. The coordinator will either be a member of the teaching or the administrative staff and will be asked to ensure that as far as possible that individual tests and questionnaires are timetabled and supervised.

Supervisors of each procedure or set of procedures should liaise with the school coordinator, to whom completed material should be sent.

Arrangements will need to be made for the return to the L.E.A. coordinator of the following completed documents. For this purpose a large polythene container is provided and an adhesive label on which to enter the details of the completeness of each questionnaire.

Pupil-based

DOCUMENT	C	Student Score From (completed by the pupil from the Student Test Booklet)
DOCUMENT	D	Jiig-Cal answer sheet P1 (completed by the pupil from the Student Test Booklet)
DOCUMENT	E	"Moving on", Life Skills Test (student self-completion)
DOCUMENT	F	"Health Related Behaviour" — Student self-completion questionnaire
DOCUMENT	G	"Home and all that", Student self-completion questionnaire
DOCUMENT	H	"Friends and the World Outside", Student self-completion questionnaire
DOCUMENT	J	"Life and Leisure," Student self-completion questionnaire *
DOCUMENT	K	Dietary Diary

Teacher-based

DOCUMENT	L	Educational (Teacher's) questionnaire
DOCUMENT	M	Head Teacher questionnaire

* This questionnaire has been designed so that, if desired, the pupil can fill it in out of school hours and return it completed to the school coordinator or his/her nominee.

FURTHER DETAILS FOR THE SCHOOL CO-ORDINATOR REGARDING THE RECEIPT AND RETURN OF THE QUESTIONNAIRE AND TEST MATERIAL ARE ON A SEPARATE SHEET IN THE SCHOOL KIT.

SOME OF THE IMPORTANT ISSUES TO BE INVESTIGATED ON BRITAIN'S 16 YEAR OLDS IN YOUTHSCAN UK

EDUCATION: School attainment, based on educational tests and teacher's assessments. Attitudes and plans regarding higher education, vocational training and employment. Children with special needs, the prevalence of specific and general learning difficulties. Pre-vocational training, TVEI, etc. Community and work experience.

TRANSITION FROM SCHOOL TO EMPLOYMENT: How does their education prepare them for life and job seeking?; Guidance on career prospects? What input from industry? What is the relative influence of school, parents, peers? How do they react to the possibility of unemployment, shared jobs, increased leisure? What is their stated occupational aim and what are the motives (job satisfaction/money/status/security?)

"LIFESKILLS" AND PREPARATION FOR LIFE: What practical skills do they learn e.g. to run a home, etc. Dealing with form-filling, money-handling, tax, insurance, etc? How are they being fitted to deal with relationships — marriage, children and so on? Health education programmes.

- **HEALTH:** We want to know how fit teenagers feel, what constitutes 'good health' and how to measure this. Their use of preventive health services; of jogging, exercise, health and fitness clubs.

ILL HEALTH: Pattern and frequency of appetite disturbances including anorexia, depression, mental illness, skin conditions, accidents, hospital attendance/admission and illnesses. Have any visual, hearing or speech problems developed or remained undetected?

FOOD AND DIET: Do they take a well-balanced diet or 'chips with everything'? The 'head cook' of the household will record how, where and when food is bought, prepared, cooked and served.

SPARE-TIME ACTIVITIES: What, where, when and with whom is leisure time spent? Group versus individual activities. Sports, discos, hobbies or 'hanging about'? What leisure activities with friend/family? What money available to spend on leisure?

COMMUNITY ACTIVITIES: Loners or community minded? Utilisation of youth clubs/associations, Scouts/Guides, etc. Voluntary community activities.

PEER GROUP INFLUENCE: Whether they go about with a 'best friend' or in groups (and what draws people together into a group). Influence of peers? How much do parents influence choice of friends or boy/girl friend?

ALCOHOL/SOFT DRINKS: What do teenagers drink, where and when? How much health education is given?

SEXUALITY: Education about sex matters and by whom? Attitudes and practice regarding pre-marital sex. Preparation for parenthood, knowledge of teenage pregnancy. To whom do they turn with problems in this field?

WHAT DO THEY READ, HEAR AND VIEW: How much do they watch TV and when? What sort of things; pop, films, comics, documentaries? How much is TV viewing associated with violence? Pattern of radio listening/cinema going. What, when and where do they read — books, newspapers, magazines, strip cartoons, comics?

MONEY: How much, where, when and on what is money spent? How important do they feel money is? Have they learnt how to save or manage it?

MINORITY GROUPS (RELIGION/RACE/SOCIAL DEPRIVATION): Educational and health experience of Asians, West Indians and cultural influences. Specific difficulties of children of single parent families, those living in Inner City, rural areas, etc. Their educational progress, home background, job prospects.

SMOKING: When and how started smoking? How many smoke? Choice of brand — medium/low tar? How much money spent on it? Knowledge about health hazards? Influence(s) of parents, media, peer group?

SUBSTANCE ABUSE: Confidential section enquiring about attitudes to law and order, solvent abuse, etc.