

A thick dark blue vertical bar runs down the left side of the page. A blue arrow points right from this bar, containing the date '10/30/2020'. In the bottom left corner, there are several thin, curved lines in dark blue and light grey, resembling stylized grass or reeds.

10/30/2020

# Foundation Report for Scottish Sports Futures: CashBack: Transforming Lives Project

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## Contents

Executive Summary .....	2
Project Details .....	3
Methodology.....	4
Education Through CashBack.....	4
Overview .....	4
Research Question/ Evaluation aims .....	4
Methods.....	4
Chance:2:Be - Referral .....	5
Overview .....	5
Areas Delivered .....	5
Research Question/ Evaluation aims- .....	5
Methods.....	5
Young Leaders - Development.....	7
Overview .....	7
Research Question/ Evaluation aims- .....	7
Method.....	7
Shell Twilight - Diversionary.....	9
Overview .....	9
Research Question/ Evaluation aims- .....	9
Method.....	9
Timetable .....	11
Reference List.....	13
Appendices.....	14
Appendix One.....	14
Appendix Two .....	18
Appendix Three.....	20
Appendix Four.....	21
Appendix Five.....	24
Appendix Six.....	28
Appendix Seven.....	31
Appendix Eight .....	33
Appendix Nine.....	36
Appendix Ten .....	39
Appendix Eleven.....	41

## Executive Summary

In July 2020, UWS were appointed by Scottish Sport Futures (SSF) to evaluate the Transforming Lives Project which was funded by CashBack for Communities. The evaluation was of a three year programme comprising four projects:

- Education Through CashBack
- Chance:2:Be
- Young Leaders
- Shell Twilight

These four projects will be measured against six outcomes put forward by Scottish Sports Futures and agreed by Cashback for Communities. The foundation report will detail the planned approach that will be taken in evaluating these projects and discuss the implications of Covid-19 on the running of the projects.

In total across the three years there will be a minimum of 153 participants and a maximum of 201 participants taking part in the evaluation, involving both practitioners and young people attending the project.

The proposed methods for practitioners include semi structured interviews, focus groups and longitudinal interviews including the keeping of diaries. Methods involving young people are more varied and include workshops, photo elicitation interviews, interviews in which they map their areas and longitudinal interviews to assess change over time. Young people from the Young Leaders project will also be trained as peer researchers to enable them to develop skills and carry out interviews.

In addition to these qualitative approaches young people who attend the Chance:2:Be and Twilight projects will be asked to take part in a survey assessing multiple factors related to the outcomes including: leisure time, mental health and well-being, self-reported and peer delinquency, contact with justice system and employment and education.

SSF will continue to work towards their six outcomes and indicators notwithstanding the implications of the Covid-19 pandemic on delivery.

## Project Details

Each of these projects run concurrently across different local authorities within Scotland. SSF put forward six outcomes to achieve across the four projects:

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour.

Outcome 2: Young people develop their physical and personal skills.

Outcome 3: Young people's health and well-being improves.

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations).

Outcome 5: Young people contribute positively to their communities.

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system.

On the 20<sup>th</sup> of March the UK government ordered the closing of all social venues with the nation entering a full lockdown on the 24<sup>th</sup> of March. This meant that until the 13<sup>th</sup> of July no physical contact for sports or youth work was allowed which effectively stopped all physical meetings between Scottish Sports Futures and young people.

SSF were able to virtually support communities and young people that they had existing relationships with via telephone calls and online participation but this proved more difficult in new or progressing areas where relationships were not established. Issues resulting from implication of Covid-19 are:

- Delivery in all local authorities has been delayed. Delivery in Stirling, in particular, has been postponed due to key partners being furloughed.
- Education Through Cashback key areas have changed and Dundee and Renfrewshire may be swapped for other areas.
- Across most SSF projects there have been delays in service delivery.
- Where SSF projects have been able to resume, significant adaptations have been required, including a move to more outdoor delivery to comply with guidelines and due to a lack of suitable Covid-safe indoor venues.
- Significantly, SSF have had to reduce maximum numbers of young people at sessions, and increase staff to young people ratios, in order to comply with government restrictions.

SSF are committed to achieving the same targets and outcomes regardless of being adversely affected by the impact of Covid-19. But it would be recommended that SSF and their funders allow flexibility in approach for SSF in regards to meeting targets, particularly regarding quantitative outcomes such as numbers of participants attending or qualifications achieved due to the practical implications that the Covid pandemic has had on delivery of services.

Future flexibility in approaches will be required in areas such as; numbers of young people attending, services delivered and changing areas of delivery with the new approach to the pandemic which involves localised lockdowns. SSF works significantly with partners in areas of delivery and this may also impact on their ability to deliver services within designated areas.

All individual interviews and most focus groups can be carried out virtually therefore the UWS evaluation can proceed and be amended to a digital approach if required. Some focus groups may need to change to individual interviews in line with government guidelines regarding social distancing but will still allow for data collection. The following methods that will be discussed can be delivered virtually or in person.

## Methodology

### Education Through CashBack

#### Overview

Education Through CashBack (ETC): provides “sport4change” training to practitioners working with young people at risk of entering the justice system. Training will be available throughout Scotland, upskilling practitioners and professionals to work with young people most at risk, while increasing awareness of trauma and ACEs. ETC also provides direct delivery to at-risk young people, offering formal qualifications (SCQF accreditation) through practical and accessible training.

#### Areas Delivered

Glasgow, Midlothian, North Ayrshire, Stirling, and a further two areas to be confirmed.

#### Research Question/ Evaluation aims

Many of the outcomes related to this project are quantitative and based on young people reporting an increase in skills, achievements, attainment and well-being and rely on documentary analysis (please see outcome sheet). Therefore the focus within this project of UWS in the evaluation will be to support and supplement the quantitative data gathered with qualitative data sets on how ETC is being applied across the areas delivered and exploring the ways in which practitioners engage and deliver the project.

There will be two main areas being evaluated within this project:

1. How is the learning from delivery of ETC being implemented and used?
2. How is ETC developing practitioners in the field?

#### Methods

##### **Six longitudinal case studies of Practitioners**

Using qualitative interviews, follow a staff member who has taken part in ETC training documenting their journey and implementation of training over the three years. One practitioner from each of the intensive areas (Glasgow, Midlothian, North Ayrshire, Stirling) and two from two other areas where ETC is delivered (to be confirmed). This will also provide feedback on how ETC is being implemented differently across each of the areas and how practitioners in each area are using it. This will help see the different ways ETC is helping practitioners develop in the field and assess how different practitioners engage with the learning and how they implement it in their own areas.

Please see Appendix One for ETC Practitioner Longitudinal Interview Schedule.

##### **Young People Mapping**

Using workshop based focus groups we will begin to ‘map’ how and in what ways ETC is implemented in communities and in practice. This will allow us to see how and in what ways the learning from ETC is being implemented and used by young people in their communities. By utilising a focus group design we will be able to bring young people from the different places together to ‘map’ their learning and where it is being implemented in their areas. One focus group will be held in year one and in year two in each of the communities the project is held.

Please see Appendix Two for ETC Young Person Focus Group Schedule.

## Chance:2:Be - Referral

### Overview

Chance:2:Be (C2B) is a referral-based, intensive personal development programme, for young people at risk of entering the justice system and/or disengaging from education and employment; offering safe environments to explore personal development, set goals, and complete accessible training and accreditation. The programme helps young people towards positive destinations by building CVs, confidence, increasing employment and training experiences. This programme is typically ran in place of or to support attendance at schools – some don't go back others will leave or will go back to education.

### Areas Delivered

Stirling, Glasgow, North Ayrshire, Midlothian

#### Research Question/ Evaluation aims-

Young people that attend Chance:2:Be present with previous difficulties engaging in education which have resulted in their referral to the service. Research has shown that continued truancy and expulsion from school is linked to lower attainment, increased alcohol and drug use and higher levels of self-reported offending (McAra, 2004). Whilst engagement with the criminal justice system results in worsened outcomes for those who engage (Mcara and McVie, 2010). So the role of SSF is important in improving outcomes for the young people within its service. As this is a new service for SSF, the UWS evaluation will supplement the quantitative outcomes measured by SSF in regards to attainment and confidence and assist by capturing the different backgrounds and journeys into C2B. This will assist workers in better attending to their needs within the programme. There will be particular attention paid to the barriers and catalysts to change that the young people on the programme experience. UWS will seek to gain an understanding of their backgrounds, motivations for change and work and leisure opportunities. Alongside this we will capture what is at the heart of the intervention and how the intervention and the workers engage with young people to improve their outcomes. There will be two main aims to the evaluation within this project:

1. Assess the barriers and catalysts to change that young people who attend this project experience.
2. Analyse this alongside the supports given to young people to highlight what works and identify gaps in provision.

### Methods

To do this there will be four methods applied within this project:

#### **Documentary analysis**

To assist finding out what works and the processes that workers go through to help young people move forward in their goals and work towards employment a documentary analysis of the worker observation sheets, PDPs and register of attainments.

#### **Staff Focus Groups**

A focus group will be held in year two of delivery to allow more staff to come together and share thoughts and opinions.

Please see Appendix Three for the Chance:2:Be practitioner focus group.

#### **Young People Interviews**

4 longitudinal interviews with young people, one from each locality. Each young person will be interviewed twice, once at the beginning of their involvement and two months after they have completed the project (16week project). Young people will also be asked to keep a Whatsapp diary of the events which they feel have helped or hindered them and these will be the focus of discussions at the final interview. This will allow for young people's

journeys into and out of the project to emerge whilst exploring the difficulties that they face and how critical moments in their lives assist or hinder their engagement with the project. To ensure a wider group of young people are consulted we will also have a focus group comprising of 4-6 young people carried out in each area.

Please see Appendix Four for Chance:2:Be Young People Interview Schedule.

### **Young People E-Survey**

It has been recognised that young people engaging in online assessment tools allows young people to open up via typing rather than talking which has been found to be a more comfortable way for young people to open up rather than having to disclose embarrassing problems (Bradford & Rickwood, 2015).

To capture the particular areas that the young people are at risk of, a psychosocial assessment tool will be used. The survey used within the evaluation is an amended version of the Edinburgh Study of Youth Transition and Crime (ESYTC) (McAra and McVie, 2010) which is a psycho-social risk tool designed to assess young people's backgrounds and risk factors for areas such as: offending, health, leisure, drug and alcohol use and community participation. Specific sections of the original survey were removed as they were not pertinent to this study such as – social control, familial relationships and influence, romantic relationships, severity of self-reported offending, and school attendance and exclusion rates.

The amended ESYTC survey is a combination of sweep six school stayers and sweep six school leavers to encompass young people who are still in attendance at school and those who have left. Please note that the amended ESYTC survey covers both Chance:2:Be and Twilight projects. This results in the survey being large in length albeit participants will not need to complete all elements of it. As it is an online survey if a participant answers no to a particular section they will skip specific questions and move onto the next section. The survey takes 30 minutes to complete.

Please Appendix Eleven for the full survey.

## Young Leaders - Development

### Overview

Young people will initially complete a year-long, person-centred volunteering programme – assisting, leading, and delivering sport in communities. For those then ready for the next challenge, pathways can be selected, allowing them to take on more responsibility for event delivery, mentoring other young people, or becoming ambassadors for mental health and wellbeing. The Young Leader programme is young person-centred: providing individualised support and development opportunities based on each young person's needs.

### Areas Delivered

Stirling, Glasgow, North Ayrshire, Midlothian

### Research Question/ Evaluation aims-

As a well-established service within SSF this project has had previous evaluations within it and as a result the processes and working systems in place require less evaluation than other areas. Therefore the UWS evaluation will concentrate very specifically within this project on supporting the ongoing attainment that is captured by SSF internal evaluation by exploring the different pathways into volunteering based upon the differing routes in. Previous evaluations have highlighted that there is a turning point for young people that helps develop them into leaders and this evaluation will attempt to capture these turning moments for young people to enable workers to better prepare themselves and young people for them. Therefore the UWS evaluation will have two aims within this project:

1. Explore the different journeys into Young Leaders from each of the projects (ETC, C2B, Twilight, community) capturing the different areas of delivery.
2. Identify the "critical moments" and the event/behaviour which acted as a catalysts for the young person in becoming a young leader.

In addition to this established Young Leaders will be trained in research and interviewing techniques and asked to engage other young people the Twilight project in peer photo elicitation interviews.

### Method

#### **Staff Focus Groups**

Due to the well-established place of Young Leaders within SSF, to sensitise the researcher to the different journeys and critical moments that occur which help a young person become a leader in their community. A focus group with 4-6 stakeholders will be carried out to identify what they believe are critical moments for the young people involved from each of the projects. The stakeholders that attend this will be asked to keep WhatsApp diaries sending critical moments that they believe have identified a turning point for young people, these will be used to inform the basis of the interview schedule for a final focus group in year three.

Please see **Appendix Five** to see Young Leaders Practitioner Focus Group Schedule.

#### **Young Person Interviews**

One young leader from each area just starting their young leader journey, from differing projects will be approached and asked to take part in documenting their journeys via WhatsApp (10 in total). They will be interviewed at two points, when they first begin, and one year later. WhatsApp is being increasingly recognised as a valuable tool in ethnographic research particularly for young people as it allows them to document, edit and share what they would like to with the researcher in their own terms and at their own times (Kurniasih and Riyadhshyah, 2017). Once data is analysed follow up interviews would occur, allowing a deeper insight into what was captured via WhatsApp. Participants are prompted throughout their journey by the researcher to capture specific moments, in this evaluation, this would be based around critical moments in their Young Leaders journey which they identified as turning points for themselves.



Please see Appendix Six to see Young Leaders Practitioner Focus Group Schedule.

Number of staff involved: 1 young leader coordinator and different stakeholders. There will be a national team responsible for the Young Leader programme overall, supported by teams in each local authority area who will provide additional day-to-day support to Young Leaders in that area.

### **Peer Training**

To help build capacity and develop rich data sets, 2-4 young leaders from each area who are established within Young Leaders will take part in a two day peer researcher training course. This will enable them to engage those involved in the Twilight programme in peer led photo elicitation interviews regarding what is important to them in their community and with SSF delivery. Peer research has many benefits for the researcher and the participants. Having a common language and common experiences can help research participants to say what they really think (Burns and Schubotz, 2009). Burns and Schubotz (2009) state that those who train to be peer researchers also report benefits such as development of new skills, empowerment and validation.

Please see Appendix Seven for an overview of the young leaders training schedule.

## Shell Twilight - Diversionary

### Overview

Twilight provides diversionary, multisport activity, in communities most affected by crime, inclusive and targeted at those most at risk or involved in anti-social behaviour. Young people will increase self-confidence and develop awareness around mental health and wellbeing through peer-led educational inputs. A street-work element being applied here to work in targeted areas. The main aim is to divert young people from antisocial behaviours and to help them develop.

### Areas Delivered

Stirling, Glasgow, North Ayrshire, Midlothian

### Research Question/ Evaluation aims-

Due to the community integrated and diversionary approaches applied within this project evaluating the extent to which it is truly diversionary and helps support young people and their communities is essential in meeting the outcomes proposed in the project. Therefore the focus within this project will be on young people and their communities. We will gain to find an understanding of the background of the young people and their communities by exploring the spaces and available activities within the areas. How and in what ways are young people being diverted and what impact is this having on the young people and their communities? Therefore there will be one main aim within the UWS evaluation that will address these areas:

1. How and in what ways are the diversionary activities benefiting the young people and their communities?

### Method

#### **Young People Focus Groups and Interviews**

##### **Focus Groups**

There will be two arts based focus groups in each of the areas with four to six young people in each group. Focus groups in which they map their areas, their leisure time and safe/unsafe spaces. What leisure activities are within the area, what they like to do with their spare time and where in the community they are able to do these things? The purpose of this will also be to measure how safe they feel in their communities and how connected they are to their communities. In year one of delivery and then again within year three of delivery these will be carried out to assess if through the intervention young people begin to feel more a part of the community and safer within them. This data will be linked with the psychosocial tool and the statistics gathered by SSF and stakeholders on levels of crime and ASB within the areas to assess if there has been a change within levels of ASB, feelings of connectedness and feelings of safety within the area.

Please **Appendix Nine** for the Twilight Young People Focus Group Interview Schedule.

##### **Interviews**

Each year in all four delivery areas, four young people (16 YP in total) will be asked to engage in peer-led photo elicitation interviews. These will be led by the young leaders group who will be trained in research methods by the RA and PI. The Young Leaders will also be supported throughout by the RA to ensure the consistency and depth of the data being generated. Young people participating in Twilight will be asked to take pictures of their areas and activities provided by SSF to share what is meaningful for them both within their communities and with the services that are delivered to them. They will be asked to show within their communities the places and spaces which are important to them and why. They will also be asked to show what impact they feel SSF has had with them via photos and then at a follow up interview these will be explored in depth with the young person who took them to gain further understanding of the young person, their backgrounds and the issues they experience in their areas and how and in what ways SSF contributes to their lives.

Please see Appendix Nine for the Twilight Young People Peer Led Interviews.

### **Staff Focus Groups**

In year two of delivery once the first report has been written, focus groups with the four delivery teams will be held in each area. This will be to assess what they feel has worked well in the areas, what areas they feel require development and how they feel they could improve connections within each of the communities that they are operating in. This will be used to inform the second year report and alongside other data to generate recommendations to help improve the service.

Please see Appendix Ten for the Twilight Staff Focus Group Schedule.

### **Young People E-Survey**

It has been recognised that young people engaging in online assessment tools allows young people to open up via typing rather than talking which has been found to be a more comfortable way for young people to open up rather than having to disclose embarrassing problems (Bradford & Rickwood, 2015).

To capture the particular areas that the young people are at risk of, a psychosocial assessment tool will be used. The survey used within the evaluation is an amended version of the Edinburgh Study of Youth Transition and Crime (ESYTC) (McAra and McVie, 2010) which is a psycho-social risk tool designed to assess young people's backgrounds and risk factors for areas such as: offending, health, leisure, drug and alcohol use and community participation. Specific sections of the original survey were removed as they were not pertinent to this study such as – social control, familial relationships and influence, romantic relationships, severity of self-reported offending, and school attendance and exclusion rates.

The amended ESYTC survey is a combination of sweep six school stayers and sweep six school leavers to encompass young people who are still in attendance at school and those who have left. Please note that the amended ESYTC survey covers both Chance:2:Be and Twilight projects. This results in the survey being large in length albeit participants will not need to complete all elements of it. As it is an online survey if a participant answers no to a particular section they will skip specific questions and move onto the next section. The survey takes 30 minutes to complete.

Please Appendix Eleven for the full survey.

## Timetable

The following tables will present the timetabled approach over the full three years, followed by a breakdown of approaches area by area and proposed dates for delivery of interviews and focus groups. Ethical approval for the methods detailed in this report has been submitted to UWS ethics board and is awaiting confirmation, once confirmation has been given final interview dates can be finalised with SSF.

Table One: Three Year Overview

THREE YEAR OVERVIEW		
YEAR ONE	YEAR TWO	YEAR THREE
<ul style="list-style-type: none"> <li>Instrument design: August – September 2020</li> <li>Ethical approval: October 2020</li> <li>Report one Due: October 2020</li> </ul>	<ul style="list-style-type: none"> <li>Field Work: October 2020 – March 2021</li> <li>Data analysis: April 2021 (Including documentary analysis for YL)</li> <li>Report Writing: May – June 2021</li> <li>Report Due: June 2021</li> </ul>	<ul style="list-style-type: none"> <li>Field work: April 2021 – October 2022</li> <li>Data Analysis – October 2022</li> <li>Report Writing – November 2022 – March 2023</li> <li>Final Report Due- June 2023</li> </ul>

The following table sets out a detailed approach highlighting the fieldwork required in year two (Oct 20 – March 21) in each of the areas that the projects are delivered.

Table Two: Year Two Detailed Overview

Area:	Education Through Cashback		Chance:2:Be		Shell Twilight		Young Leaders	
	Interview/FG	Dates	Interview/FG	Dates	Interview/FG	Dates	Interviews/FG	Dates
Fife	1 interview with practitioner 1 arts-based focus group with young people		NA		1 arts-based FG 1 young people photo elicitation interviews		1 young leader interview	
Glasgow	1 interview with practitioner 1 arts-based focus group with young people		1 longitudinal interview with young person – start & end of project 1 FG with young people		1 arts-based FG 1 young people photo elicitation interviews		1 young leader interview  Stakeholder Focus Group (inc practitioners from all areas)	
Stirling	1 interview with practitioner 1 arts-based focus group with young people		NA		1 arts-based FG 1 young people photo elicitation interviews		1 young leader interview	
North Lanarkshire	NA		NA		NA		1 young leader interview	
North Ayrshire	1 interview with practitioner 1 arts-based focus group with young people		NA		1 arts-based FG 1 young people photo elicitation interviews		1 young leader interview	
Area TBC	1 interview with practitioner		NA		NA		NA	

	1 arts-based focus group with young people				
Area TBC	1 interview with practitioner 1 arts-based focus group with young people		NA	NA	NA
Training Young Leaders	ETC training young people		NA	Young leader led interviews & further date tbc	

Once ethical approval has been achieved for the methods applied the following table shows suitable dates for the carrying out of fieldwork in year two. Once fieldwork for year two has been completed dates will be provided to SSF for year three.

Table Three: Year Fieldwork Available Dates

<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>
<u>20/11/20</u>	<u>3/12/20</u> <u>4/12/20</u> <u>8/12/20</u>	<u>14/1/21</u> <u>15/1/21</u> <u>21/1/21</u> <u>22/1/21</u> <u>28/1/21</u>	<u>2/2/21</u> <u>4/2/21</u> <u>5/2/21</u> <u>9/2/21</u>

## Reference List

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McAra, L., (2004) Report 4: Truancy, School Exclusion and Substance Misuse. Edinburgh Study of Youth Transitions and Crime. Edinburgh University. Edinburgh.

McAra, L & McVie, S 2010, 'Youth crime and justice: Key messages from the Edinburgh Study of Youth Transitions and Crime', *Criminology and Criminal Justice*, vol. 10, no. 2, pp. 179-209.

## ETC Practitioner First Interview Schedule Year One

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent. Prior to interview and bring to interview a copy of the ETC Outcomes and performance criteria as a support for practitioner.

### Background to study

University of the West of Scotland are funded to evaluate the ETC project. We are hoping to capture how practitioners are using ETC within their own practice and how it is being used to develop practitioners in the field. We are hoping to do this longitudinally over a period of three years so are asking permission to get in contact with you again in two years to see how it is impacting the areas you work in. Will you be available in two years and working in the same field for us to follow up with you? Or will there be someone else doing the job that we can follow up with? We are going to ask questions around two main areas –

- You as a practitioner; your knowledge of area, target group and topic, confidence levels, skill set, and leadership, and,
- Implementation of ETC; how you plan to use it, target groups, what impact you think it will have, how the learning is delivered and received.

You may just be beginning your journey as a practitioner so some of these questions may not be relevant to you, there is no right or wrong answers just your own opinions.

### You as a Practitioner

- Can you tell us about your background please? (how you came to this line of work, experience, time in job and job role)
- What do you do in your role in this area?
- What experience, education or training have you had to help deliver this role and what do you think helped you the most in the role?
- How prepared do you feel working with different groups of young people and what experience, education or training have you had to help you?
- What skills do you think are required in working with young people?
- What areas do you feel confident about and what areas do you feel less confident with?
- What supports have been put in place to help you deliver it or what supports do you feel are required to deliver it in your area? (training and updates, networking, ongoing SSF contact, online supports, dealing with issues that arise etc)
- What modules do you feel will help you in working with young people? Were there any that weren't suitable for you and why?
- How would you define leaders in sports? And how do you see ETC helping develop leaders?
- How would you describe ETC as developing your own leadership skills?

## **Implementation of ETC**

- Can you describe what ETC is and how you think it will help you to work with young people?
- Can you describe your ETC training experience?
- What helped you the most in delivery and what areas do you think need improvement to support you in it?
- Since doing the training have you been delivering sport and physical activity to young people in your area? If so for how long and can you tell me about the impact it has been having?
  - If no, will it change how you plan to engage with young people?
  - Will you be able to use what you learned in other ways? Can you describe this?
  - If yes how and in what ways have you changed your delivery and why?
- What challenges have you had or do you anticipate in working with young people?
- Looking over the modules [provide ETC outcome sheet], what ones do you feel work best, which need improvement and why?
- If you could do anything to improve ETC training what would it be?

## **Closing Interview**

Thank participant for their time, wish them and the young people they work with all the best in delivering ETC – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of?

Thank again for time and confirm contact details to follow up in year three of delivery.

## **ETC Practitioner Follow Up Interview Schedule Year Three**

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent. Prior to interview and bring to interview a copy of the ETC Outcomes and performance criteria as a support for practitioner. Confirm they are the main person responsible for delivering ETC in their area.

## **Background to Study**

University of the West of Scotland were funded to evaluate the ETC project. We are aware that ETC has been being delivered in your area for a minimum of 2-3 years now and we are hoping to capture how your engagement in ETC has helped you work with young people. We are going to ask questions around two main areas –

- You as a practitioner; your knowledge of area, target group and topic, confidence levels, skill set, and leadership, and,
- Implementation of ETC; how it has been used, what impact you think it has had, how the learning was delivered and received.



## **You as a Practitioner**

If a different person from original interviewee –

- Can you tell us about your background please? (how you came to this line of work, experience, time in job and job role)
- What do you do in your role in this area?
- What experience, education or training were you given help deliver this role and what do you think helped you the most in the role?

For all interviewees -

- Can you tell us about how your delivery has changed or stayed the same in the last two years
- What skills do you think are required in working with young people? How did you develop or were given these skills? Do you think these change based on situation?
- How do you feel you have developed or changed as a practitioner in the last two years?
- What issues or problems have you encountered in the last two years working?
- Did your ETC training help you with solving these issues? How so?
- If you were to change ETC to help improve it what would you include?
- What do you think is the most important skill in working with young people?
- Do you feel confident in what you do?
  - If yes, how did your confidence develop
  - If no, why not and what could have been done to help?
  - If sometimes, can you describe these moments and what helped or caused barriers?
- Were there moments you questioned your delivery, the programme, what were these? How did you work through them?
- Can you describe the most rewarding moment for you with your involvement in ETC and what the least rewarding was?
- How would you define leaders in sports? And how do you see ETC helping develop leaders?
- How would you describe ETC as developing your own leadership skills?

## **Implementation of ETC**

- Can you describe how you used the knowledge or skills of ETC in your own area?
- What helped you the most in delivery and what areas do you think need improvement to support you in it?
- Did it work best in specific areas or with specific groups?
- Do you feel it helped develop your leadership skills? If so how and if not why?
- Looking over the modules [use ETC outcome sheet], what ones do you feel work best, which need improvement and why?
- If you could do anything to improve ETC what would it be?

## **Closing Interview**

Thank participant for their time, wish them and the young people they work with all the best in delivering ETC – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of?

### **ETC Young Persons Mapping Focus Group**

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent. Prior to interview and bring to interview a copy of the ETC Outcomes and performance criteria as a support for practitioner. Remember and read out the modules that people stand next to so that we are aware which are the most important.

#### **Background of Project**

University of the West of Scotland have been funded to evaluate how the Education Through Cashback programme has been working with people, the impact it has had on your confidence and if it has helped change anything in your community. We are going to take part in a work shop to see how you engaged with the training and what impacts you feel it has. There are no right or wrong answers we just want to find out what works well and if there is anything can be done to improve it or make it better for you and your community. As you can see an overview of each of the modules is placed around the room we are going to ask you questions about each of the modules and get you to think about how each module made you think about or change yourself, your peers/family and your community.

If you would like to go around the room and have a look at each of the modules as a reminder of what you took part in. Once you have done that could we just go round the room and introduce ourselves so that the lady recording knows who is speaking.

#### **Yourself**

- Can you tell us a bit about yourself, your background your age, how you got involved in this? What sports you are into etc?
- Where and when did you take part in the ETC course?
- Reflecting on the module that you took part in, can you stand next to the one that was most useful for you, and then tell us why.
- Then I would like you to stand next to the one which was least useful and just let us know why you think that?
- Before you took part in ETC how confident did you feel about sports and sports delivery? What would you say changed after taking part in ETC? (This can be anything, confidence, skills, leadership, communication, building relationships or conflict skills)
- Each of the modules is to help develop a specific thing with you and help you grow confidence in these areas – the role of a good coach, building relationships, self-evaluation and goal setting, the benefits of sports, improving your communication skills, and conflict resolution. What would you say was the most useful and why?

- What is the least useful and why?
- If you were to add an area to help you improve with what you include?

### **Communication & Conflict**

- Has engagement in any of the modules changed how you communicate with your friends or family. Please stand next to the module that you think has helped the most. For family first and then peers. How and in what ways?
- Do you think that ETC has been effective in helping you resolve conflict?
  - If yes can you provide us with examples?
  - If no, what ways could ETC continue to improve your ability to manage conflict?
- How did you deal with conflict before ETC? Has how you think about conflict or how you communicate changed?
- Has your involvement in ETC boosted confidence and involvement in community?
- Have your relationships changed since you took part in ETC?
  - If NO, please explain ways in which you believe ETC could do better to improve these relationships?

### **Sport/Work**

- Do you believe that skills learned through ETC can be applied within a work setting? How and in what ways?
  - If NO, what other skills would you like to see ETC develop in order to help you move into work?
- Have you found any aspects of goal setting to be difficult? How could ETC help with this?
- What impact has learning to set goals had on your life and in relation to work?
- Do you think about sport or work differently since you have been involved, can you explain?
- Have you noticed an increase in interest/want in your education/sports involvement since involvement in ETC?
- Have you had the chance to use the skills that you learned? If so where and how?
- If you could change one thing about ETC what would it be?
- If you were to include one module to help you further what would it be?
- What was the best thing about ETC?

### **Closing Interview**

Thank participant for their time, wish them all the best – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of?

### **Chance:2:Be Practitioner Focus Group**

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent. Prior to interview and bring to interview a copy of the ETC Outcomes and performance criteria as a support for practitioner.

#### **Background to study**

University of the West of Scotland are funded to evaluate the Chance:2:Be project. We are hoping to capture how practitioners think the project is doing and what can be done to help improve the service. We want to get a rounded picture of what works well in helping young people and what needs tweaked to improve outcomes for the young people so please be as honest as possible.

#### **Focus Group Questions**

- Can you provide an overview of the project? Did anyone deliver it differently?
- What works in working with young people?
- What works in bringing organisations together to work with young people?
- What areas are you addressing with young people?
- What do you think the most difficult barrier to change is for a young person?
- How do you envision this being addressed within the project?
- Across the board what were the main problems encountered in helping young people?
- What worked best in helping young people?
- How did organisations work together?
- What were the main barriers the young people faced?
- How were their barriers addressed throughout the project?
- What would you say were catalysts for change?
- What could be done to improve outcomes for the young people?
- What could be done to improve working relations between organisations?
- What further support do the organisations require to support the young people through change?
- If you had unlimited funds and unlimited resources what would you do with this project?
- Is there anything I should be asking that I am not asking?

#### **Closing Interview**

Thank participant for their time, wish them and the young people they work with all the best in delivering Chance:2:Be – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of?

## Chance:2:Be Young Person Initial and Follow up Interviews

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent.

### Background to study

UWS are funded to evaluate the Chance:2:Be project. We are hoping to capture how the project works and how and in what ways it helps young people. Please be honest in your answers and don't worry it is all confidential unless you discuss something involving child protection issues or a pre-planned criminal act then we would need to pass it on to your worker, so please do not say anything like that. There are no right or wrong answers just your opinion on what works and what didn't. We will also contact you via Whatsapp during the project for updates on how it has been going, and once it has finished we will interview you again to see how it all went. Is that okay? (if answer is no thank participant for time and let them know we are hoping to follow someone through their journey and that we do not let the worker know that they did not do interview.)

### Initial Interview

- Can you tell me a bit about yourself (family, employment, area growing up, education etc)
- How did you come to be on this programme? (how were you referred, the process, emotions, what it felt like etc)
- Could we have done anything to help improve that referral process?
- What do you expect to achieve from being on this?
  - What do you think will get in the way of you achieving this?
  - What do you think will help you achieve this?
- What do you think the project involves? Can you explain to us what it is about?
- Does anything worry you about taking part?
- What are you looking forward to in taking part?
- If you have been taking part what's a normal day on the programme for you?
- If you are not on the programme what is a normal day for you? (does that change at the weekend)
- What are you wanting to change in your life the now?
- What good elements are in your life?

### Closing Interview

Thank participant for their time, wish them and the young people they work with all the best in delivering ETC – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of? Thank again for time and confirm contact details to follow up in year three of delivery.

### **WhatsApp text reminder sent given during project (Weeks: 2, 4, 8, 12, and 16)**

Hello! Hope you are well. It's just a reminder to keep note of how the project has been going? You can text us things via Whatsapp when they happen, or just provide us with an overview now.

- How are things going?
- Is there anything you want us to pass on to your worker? Otherwise everything you say is confidential unless it involves child protection issues then we need to pass it on.
- How are the agencies working to help you?
- Has anything got in your way lately?
- What good elements are in your life?
- What could be done to improve things for you?

## **Follow Up Interview**

- How has life been? How has it changed since you were taking part in the Chance:2:Be?
- Do you notice a difference in yourself? Do others?
- What employment or education experiences have you had during the programme or after it?
- How did the last four month go? Can you explain to us what you did during the project?
- What worked? What didn't work?
- What could be done to improve it?
- What has had a lasting difference to you?
- How would you describe a normal day for you? (does that change at the weekend)
- What ways has your life changed in the last four months?
- What got in the way of making things better or from helping you throughout the project?
- What helped you make things better and helped you through the project?
- What did you get out of the project?
- If you could design the project to help others what would you add to it?
- Critical Incident and diary discussion?
- What good elements are in your life?

## **Closing Interview**

Thank participant for their time, wish them all the best in their future – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of?



## Young Leaders Practitioner focus Group Schedule Year One

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent.

### Background to study

University of the West of Scotland have been funded to evaluate the Young Leaders project. We are hoping to capture the critical moment when young people become Young Leaders and how you help facilitate this. We are also hoping to understand the different journeys young people come from going into Young Leaders and how this affects their development. Is there different critical moments based on referral route and how can we identify and encourage these moments as practitioners. In taking part in this initial focus group we will give you a diary and ask you to capture when these critical moments are happening throughout the next year and then follow up with another interview after a year to discuss these.

- Can you just go round and introduce yourself what area you are from your role in Young Leaders.
- How long have you been delivering Young Leaders in your areas?
- Can you describe what Young Leaders is and how you think it helps young people?
- What are the different routes into Young Leaders for each of the different strands (ETC, Chance:2:Be, Twilight) Are there any differences between their journeys or their routes based on where they came from do you think?
- Does that affect the young person's journey as a leader do you think? The route they came from?
- What elements affects their journey? (opportunities, family life, peers, confidence levels etc)
- What would you describe a young leader to be? Does anyone have any different ideas?
- What would you say is the defining moment in becoming a young leader?
- What would you say are the central moments that young people experience in becoming a young leader?
- How do you as a practitioner help these occur?
- What would a young person need to do or show to become a Young Leader in your eyes?
- What would you say the behaviours that need to develop for a young person to become a young leader?
- How are you able to support that?
- What challenges do you think young people experience in becoming a young leader?
- If you could do anything to improve the process for young people what would it be? Does that change based on their referral route?

### Closing Interview

Thank participants for their time, wish them and the young people they work with all the best in delivering Young Leaders – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of?

Thank again for time and confirm contact details to follow up in year three of delivery.

## Young Leaders Practitioner focus Group Schedule Year Two

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent. Prior to interview ask them to bring their diaries with you and to have shared them with you.

### Background to study

University of the West of Scotland have been funded to evaluate the Young Leaders project. This is the second round of focus groups taking place, thank you for dedicating the time to attend and completing your diaries as you did. We were hoping to capture the critical moment when young people become Young Leaders and how you helped facilitate this and whether you need further support to help facilitate it. We are also hoping to understand the different journeys young people come from going into Young Leaders and how this affects their development. Was there different critical moments based on referral route and how can we identify and encourage these moments as practitioners.

- Can you just go round and introduce yourself what area you are from and your role in Young Leaders.
- Can each of you describe how you have delivered Young Leaders in each of your areas?
- What has been the most challenging thing in developing Young Leaders for you as a practitioner?
- Based on your experience what has been the most challenging thing for young people in becoming a young leader?
- Based on your diaries – can you tell me what you think the journey is for a YP from each of the referral routes – C2B, ETC, Twilight.
- What are the main similarities and differences between them?
- What would you say are the main critical moments in becoming a Young Leader for the Young People?
- Did you record different critical moments for each of the referral groups? Were the differences?
- What helped or hindered the process of young people becoming leaders?
- How supported are you in helping young people achieve these moments?
- Is there training or development you feel you need in helping young people achieve these?
- What are the main challenges you experienced? How can we support this?
- Can you provide us an example of best practice in your area regarding Young Leaders please?
- What's been the most rewarding thing for you and the young people you work with?

### Closing Interview

Thank participants for their time, wish them and the young people they work with all the best in delivering Young Leaders – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of?

## Young Leader, Young Person Initial and Follow up Interviews

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent.

### Background to study

UWS are funded to evaluate the Young Leaders project. We are hoping to capture how the project works and how and in what ways it helps you develop into leading sports in your community. We are hoping to capture what is important for you in becoming a young leader and what moments are important for you so we have decided to ask you to capture these moments via Whatsapp by sending us pictures and stories and moments that you feel were important in developing you as a leader We will a contact you via Whatsapp during the project for updates and as a reminder to find out how it has been going, and once it has finished we will interview you again to see how it all went. Is that okay? (if answer is no thank participant for time and let them know we are hoping to follow someone through their journey and that we do not let the worker know that they did not do interview.)

### Initial Interview

- Can you tell me a bit about yourself (family, employment, area growing up, education etc)
- How did you come to be on this programme? (how were you referred, what project you were referred from, the process, emotions, what it felt like etc)
- Could we have done anything to help improve that referral process?
- What do you expect to achieve from being on the Young Leaders course?
  - What do you think will get in the way of you achieving this?
  - What do you think will help you achieve this?
- What do you think the project involves? Can you explain to us what it is about?
- Does anything worry you about taking part?
- What are you looking forward to in taking part?
- What do you think a Young Leader is?
- What skills, behaviours activities do you think are involved?
- What do you think will help you become a young leader?
- What do you think will stop or get in the way of you becoming a young leader?
- What sports or activities are you involved in at this moment in time?
- What good elements are in your life?

### Closing Interview

Thank participant for their time,— And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of? Thank again for time and confirm contact details to follow up via Whatsapp.

**WhatsApp text reminder sent given during project (Weeks: 4, 8, 16, 20, 24, 28, 32, 36, 40, 44, 48 )**

Hello! Hope you are well. It's just a reminder to send us some stories, pictures or updates on how it has been going? You can text us things via Whatsapp when they happen, or just provide us with an overview now.

- How are things going?
- Have you took part in any events or helped anyone as a leader?
- Has there been any moments or times you have thought I have got this?
- Have you learned anything new about yourself, others on the course that is helping you?
- Any good pics of moments, objects or events that are linked with you becoming a young leader?
- What could be done to improve things for you?

## **Follow Up Interview**

- How has life been? How has it changed since you were taking part in the Young Leaders?
- What referral route did you come from?
- Do you notice a difference in yourself? Do others?
- What experiences have you had during the programme or after it? (employment, volunteering, sports events, school club etc)
- What has been the most challenging thing in developing as Young Leader?
- What would you say are the main critical moments in becoming a Young Leader?
- Did you record different critical moments that were important to you, what were they?
- What helped or hindered the process of you becoming a leader?
- How supported are you in developing as a young leader?
- Is there further training or development you feel you need?
- What are the main challenges you experienced? How can we support this?
- What's been the most rewarding thing for you?
- If we were to capture the moments that helped you become a young leader how could we help give these to other young people?
- What ways has your life changed in the last year?
- What did you get out of the project?
- What sports or activities are you involved in at this moment in time?
- If you could design the project to help others what would you add to it?
- Critical Moments and diary discussion?

## **Closing Interview**

Thank participant for their time, wish them all the best in their future – And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of?

## TIMETABLE OVERVIEW

- TWO DAYS OF CLASSES -10 -4PM. TWO THIRTY HOUR BREAKS AND ONE HOUR LUNCH.
- THE DAYS WILL BE DELIVERED WITHIN A MONTH OF EACH OTHER, WITH THE SECOND BEING WITHIN A WEEK OF FIRST INTERVIEW.
- IT IS UNCLEAR WHETHER DELIVERY IS FACE TO FACE AT PRESENT OR ENTIRELY ONLINE

## DAY 1: INTRODUCTION TO RESEARCH

DR JOHANNE MILLER



2

## INTRODUCTIONS

- TAKE & BRING A PHOTO THAT MAKES YOU THINK OF SSF

## WHAT IS RESEARCH?

- WHAT IS RESEARCH
- WHAT IS IT USED FOR
- EXAMPLES OF RESEARCH
- A RESEARCHERS ROLE

## TYPES OF RESEARCH

- QUALITATIVE & QUANTITATIVE
- SURVEYS
- INTERVIEWS
- FOCUS GROUPS

## PHOTO ELICITATION INTERVIEWS

- OVERVIEW – EXAMPLES – PRACTICE W/SHOP

5

6

## TYPES OF QUESTIONS

- OPEN AND CLOSED QUESTIONS
- LONG QUESTIONS
- LOADED QUESTIONS
- VIGNETTES
- STUDY QUESTIONS & PRACTICE

## ETHICS

- WHAT IS ETHICS — MILLGRAM, ZIMBARDO EXPERIMENTS
- CONSENT
- POWER
- ANONYMITY
- EXAMPLES



## DAY 2: CARRYING OUT RESEARCH

### RECAP

- RECAP QUIZ
- TASK PRESENTATION

### KNOWING YOUR PROJECT

- WHAT DO YOU KNOW ABOUT SSF
- WHAT DO YOU KNOW ABOUT THE PEOPLE THAT ATTEND SSF
- OUR RESEARCH Q
- HOW WOULD YOU ANSWER IT?

### KNOWING YOUR PARTICIPANTS

- YOUNG PEOPLE
- YOUNG PEOPLE & DIVERSIONARY SPORTS
- WHAT & WHO IS VULNERABLE
- RESPECT & UNDERSTANDING
- ISSUES RESEARCHING WITH YOUNG PEOPLE – 16-25
- YOUR WORRIES

### OVERVIEW OF YOUR ROLE AS RESEARCHER

- YOUR RESEARCH PACK: PIS, CONSENT FORMS, INTERVIEW SCHEDULE & PHOTOS
- INTRODUCTIONS
- THE INTERVIEW
- CLOSING

### ETHICS & WHAT TO DO SCENARIOS

- ETHICAL CODES - BSA & BSC CODES
- YOUR RESPONSIBILITY
- DO NO HARM & CONFIDENTIALITY
- ROLE PLAY
- SCENARIOS

### ROLE PLAY SCENARIOS

- ROLE PLAY OF INTERVIEWS
- WHAT IF SCENARIOS – DO YOU KNOW? STAYING ON POINT? I WANT TO TELL YOU SOMETHING
- SUPPORTS & CONTACT DETAILS

### DIGITAL INTERVIEWING

- TBC BASED ON GOVT GUIDELINES

### **Shell Twilight – Arts Based Focus Group Schedule**

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent.

#### **Background of the Project.**

We are researchers who work for the University of the West of Scotland. We have been asked to carry out an evaluation of Twilight the project you are at the now, to see how we can help SSF improve it. One of the main aims of Twilight is about helping you feel safe and providing you something to do in your community. But we don't know a lot about your community or how it works.

We were hoping that you would help us understand your community and what happens in it so we printed off a map of your area. You have each been given a map of your community that has the main landmarks (library, school etc) We were hoping you could show us how you move about the area what places you go to what is safe/unsafe areas etc. What happens in it and where. If we could work together to fill in our maps and answer questions that would be really helpful to us.

#### **Safe Places – In Green Markers**

Before we begin I would just like to ask you to go around and introduce yourself, your first name only, your age and tell us what your area is like.

- Where do you and your friends hang out during the week? This can be anywhere within the community as long as you think it's somewhere you can avoid any hassle from others. Using a green circle can you circle where you would go? (Hand out green markers).
- What do you do in each of these places? Does it change based on where you are?
- Who are the people in these places?
- What type of things do you think about when making the decision where to go? (in particular avoiding hassle)
- What would be the most important factor influencing your decision?
- What would make you change your mind? Or move away?
- Using a triangle can you show us the places that you think are safe places whether you go there or not. (Mark them with a triangle in the green markers)

Things have gotten heated at home, you're annoyed with someone/something and you want to go have some time to yourself. What are your options for places to go within the community? This can be anywhere within the community as long as you think it's somewhere you can avoid any hassle from others. (Using your green marker mark with an X where you would go).

- What is it that makes these places safe for you?
- Who are the people in these places?
- Is this something that you've ever had to do? (retreat to these places when overwhelmed)
- What do you think the community could do more to provide safe spaces for young people?

### **Vignette Two – Unsafe Places**

These questions look to explore the spaces within the community which you see as being unsafe places. This is important as discovering the reasons why you think of an area as being unsafe can help us begin to understand ways in which SSF and Shell Twilight specifically can help. (Hand out red markers and ask to mark with a red dot).

- Mark down where you consider when you think of an unsafe place in your community? Once you have marked them – where did you mark?
- What makes it unsafe (people, environment, building etc)
- Would having company with you effect your ability to enter these places?
- Why is this the case?
- Have they always been unsafe?
- What do you think could be done to make them safe?

### **Community integration**

Now that you have marked spaces that you feel are safe and ones that are unsafe or you wouldn't go. Looking at the map are there places that you wouldn't go or have marked as unsafe that you think should be safe? (Hand out orange markers and ask to mark with an orange dot)

- Why is it that, despite thinking these places are unsafe that you believe they should be safe?
- What or who has happened to make these places unsafe?
- What could you do to make it safe, your parents, the community or the council?
- How well do you get on with people in the area? (peers, teachers, neighbours, police, shop owners etc)
- Using an X mark places in the community you wouldn't go whether they are safe or unsafe and tell us why? (people, environment, flats etc)

### **Current Community Activities**

- What activities are currently delivered in your area at the moment?
- Is there enough to stop you being bored or getting into trouble?
  - If no, if you had unlimited funds what would you bring into the area for young people to do?
  - If yes, what do these activities do that help you?
- What do Shell Twilight do in the area?
- What more could they do in your area?
- Do you feel safe at Twilight? What about going to or from it?
- What do they do to make you feel the way you described?

### **Concluding Questions**

Have we missed anything in our questions asked today, is there something we should be asking that we are currently not asking?

Thank you for your time, can I ask that you write your first name only and your area on the back of your map that you've used today. This is for organising purposes only and will be changed as to ensure anonymity at a later date.

**Shell Twilight – Peer Interview Schedule First Meeting (Led by Researcher)**

Introduce self, remind interviewee of right to refuse, anonymity and gain verbal and written consent.

**Background of the Project.**

We are researchers who work for the University of the West of Scotland. We have been asked to carry out an evaluation of Twilight the project you are at the now, to see how we can help SSF improve it. We were hoping that you would help us understand your community and what happens with SSF and what is important to you when working with SSF.

Therefore we are going to ask you to take pictures about what's important to you when attending SSF and send us them via WhatsApp. We are interested in what this project is like from your point of view. Pretend that these photographs are something that you would post on your own personal webpage for example – Facebook, Instagram, or Tiktok so you can show a friend who hasn't been what it is like. We are interested in what twilight is like from your point of view. Remember that these pictures will be seen by others albeit they won't know they came from you. We will also be using WhatsApp so you will have control over the pictures and what is sent and if you want to delete them or not. Our researcher will be in touch after a week to confirm that you are happy using the ones that you sent across. Then once you have confirmed you are happy this a peer researcher (someone who is roughly your age) will come out with print offs of the photos and you tell them about SSF and what the photos mean to you.

**DISCLAIMER:** Please make sure that the pictures that you take are only of people that are happy to have their picture taken and that it is not something you would be unhappy with. Remember these are being sent to our researcher and if there is anything involving criminal acts or vulnerable young people we need to follow protocols and report it.

Are you still happy to take part? (You can change your mind if you don't want to just get in contact with us!)

Can you save this number in your phone and send us a message via WhatsApp so we know it is you?

So tonight while you are at Twilight think about what Twilight means to you and then:

1. Take some pictures showing what Twilight does in your area?
2. Take a picture that sums up what Twilight is for you
3. Take a picture that shows what the project is doing in your community?
4. Take a picture showing the places or spaces that Twilight use?
5. Take a picture that shows what is important for you.

Once you have taken these pictures just send them via whatsapp to our researchers number on XXXXXXXXXXXX (TBC once SIM card purchased via UWS)

### **Twilight Peer Interview Schedule (Peer Researcher Led)**

Introduce self, remind interviewee of right to refuse, anonymity and that interview will be recorded and gain verbal and written consent.

Double check that your recorder is working by doing a small test and remember to check it is recording.

#### **Background of the Project.**

We are researchers who work for the University of the West of Scotland. We have been asked to help carry out an evaluation of Twilight the project you are at the now. We are to find out what Twilight is and what it means to you. We have some photos here that you took last week or the week before which will lead how the interview goes. Before we look at them we just have a few questions if that is okay?

#### **Background Information**

Q1: Can you just tell me your name, age, background (a bit about yourself, family, whether at school, how long in area etc)

Q2. What's this area like? Can you describe it to someone who was thinking of moving here?

Q3. What is there to do? What are the people like?

Q4. What activities are in your area?

Q5. What do you like to do in your spare time?

#### **Twilight Overview**

Q1. Can you tell me about Twilight?

Q2. What activities do you do with them and does that change on time of year, place, people etc?

Q3. How long have they been here?

Q4. What's your favourite thing to do with them?

Q5. What makes them similar or different to other youth groups in the area?

Q6. What do they do best?

Q7. What could they do better?

Q8. If you had the power and money that they could do anything in your area what would you get them to do?

Q9. Have they ever done anything to help you? Can you tell me what?

### **Twilight Pictures**

Last week you were asked to take some pictures of things that represented Twilight (start handing out or showing pictures). Could you talk me through them if okay? (Remember when holding picture up to describe it or use the number of it for the purpose of the tape)

Start showing pictures and ask the young person to explain them to you, one by one. If they need a reminder and you would like to ask them to show you the picture that most meant something. They were asked to –

1. Take some pictures showing what Twilight does in your area?
2. Take a picture that sums up what Twilight is for you
3. Take a picture that shows what the project is doing in your community?
4. Take a picture showing the places or spaces that Twilight use?
5. Take a picture that shows what is important for you.

Q1 - What one of these shows why Twilight is important to you, why did you pick what you picked to take a picture?

Q2. Tell me about the objects and people in the pictures that show what Twilight is for you?

Q3. Are the places or spaces that you have taken a picture of important to you or in your community, can you tell me how?

Q4. What is your favourite picture and why?

Q5. Which picture of Twilight would you use to tell someone else about it and the activities and tell me what you would say to them?

Q6. What is your favourite memory of being at Twilight?

Q7. Is there anything else you think we should be asking that we are not at this moment in time?

Thank young person for their time, make sure they have a participant information sheet and that you have their consent forms and that if they have any questions or wish to discuss anything then just contact the numbers on their sheet or talk to their youth worker.

## **Twilight Practitioner Focus Group Schedule**

Introduce self, remind interviewee of right to refuse, anonymity and that interview is recorded and gain verbal and written consent.

### **Background to study**

UWS are funded to evaluate the Twilight project. We are hoping to capture how the project works and how and in what ways it helps young people and their communities and hopefully we can all help to make the service better. Please be honest in your answers and don't worry it is all confidential, no one will be able to identify you and we anonymise all the data. There are no right or wrong answers just your opinion on what works and what could be improved.

### **Background**

Can we go around the room and tell me your name, and tell me a bit about yourself (how long you have worked with young people, SSF, what area you work in etc,)

Can each of you describe how you deliver Twilight in your area please? (environment, community links, sports, healthy classes, length of time in community etc)

What would you say the aims of Twilight are in your area?

How has Covid impacted the delivery of Twilight?

### **Young People**

What are the young people in your area like?

What do you expect young people achieve from being on this?

What issues do the young people you work with face?

What challenges do you face in helping young people?

What are the main barriers that you face in helping the young people in your area?

How has Covid impacted the young people that you work with?

What could be done better to help support them?

What would you say is best practice in working with young people? Can you give me some examples?

### **Community**

Can you tell us what the community that you operate in is like please?

What are relationships like in the community? (yp & their parents, yp & other residents, yp and services, parents and services?)

Can you give us some examples of good and bad relationships?



How do you feel that services in the community work together to improve conditions?

What do you feel could be done in the community to better improve relationships?

### **Developing yp/area and community links/ yourself**

This section is about what we could do to improve and what you currently do well.

How well trained do you feel in dealing with issues that present?

What training have you done that helps and what training do you think you need?

What could be done to help you help young people more?

What more could be done by the service to help young people, and their communities?

What supports could SSF put in place to support you and your young people?

How could we develop a greater presence in the community?

What could be done to improve links in the community?

What do SSF do well in these areas?

What are the main strengths of Twilight?

How can we build on these strengths?

Can each of you give me an example of a good news story in your area?

### **Closing Interview**

Thank participant for their time, wish them and the young people they work with all the best in delivering Twilight– And ask whether they think we should be asking something that we might not be aware of or should know anything that we may not be asking of? Thank again for time and confirm contact details to follow up in year three of delivery.

## Evaluation of Scottish Sports Future

### Information

University of the West of Scotland are carrying out an evaluation for Scottish Sports Future (SSF) to try and help improve the service that you receive and see if they are meeting the aims they set out to achieve. Before beginning this you should have been given a participant information sheet and if you are under 16 a consent form for your guardian or parent to complete, if your parent or guardian has not yet signed this then you should not do the survey.

We are trying to evaluate whether your involvement with SSF helps improve certain areas in your life such as: making your community safer, helping increase leisure activities, improving your health and relationships, and reducing involvement in crime. This means that we will ask you personal questions about these areas, you can choose not to answer these questions and not participate if you do not want to. We will not pass on any details to SSF if you choose to do this. We will also do this survey again in the future to see if there are any changes over time.

The survey will be carried out in all the areas that SSF deliver Twilight and Chance2B and everybody's information they provide will be brought together to give us a bigger picture of what is happening. All the information will be anonymous which means no one will be able to tell who is who or who took part and will be used to write the evaluation report, and possibly inform academic articles or for teaching purposes.

Taking part is entirely up to you! If you are happy to take part it will take roughly 30 minutes and there is some important information you need to know. If you are willing to take part after reading this please tick the consent question to say you are happy to take part. If you have any questions please get in touch with Dr Johanne Miller 07533029461, or on [Johanne.miller@uws.ac.uk](mailto:Johanne.miller@uws.ac.uk). If you would like to make a complaint about the survey or speak to our ethics you can contact them on [ESSethics@uws.ac.uk](mailto:ESSethics@uws.ac.uk)

### Instructions on how to complete:

- 🕒 **Your name and confidentiality** – We need your name so that once the survey is completed we can download the survey data and change your name to a personal ID number. We will keep a list of your names and personal ID data in a different location so that no one can match them together to make sure no one can identify you. Doing this means that when or if you take the survey in the future we can match your surveys together.
- 🕒 **Instructions** - Read each question carefully and follow the instructions about how many boxes to tick, when to write something in and what question to answer next. Ask for help if you need it.
- 🕒 **During the 'last year'** - Questions that ask about 'the last year' mean from the start of October 2019 to now.

🗣️ **'Ever' questions – Some of the questions ask if you have 'ever' done something. Remember that this means 'ever in your entire life' and not just in the last year.**

1.1 I have read the information sheet and if under 16 my parent has completed a consent form and I am happy to take part in the survey.

- ☐ Yes
- ☐ No

1.2 What is your age?

  


1.3 What is your name?

1.4 What Scottish Sports Future programme are you currently attending?

- ☐ Twilight
- ☐ Chance2B

## Evaluation of Scottish Sports Future

2.1 How often do you do the following things in the evening or at weekends?

	Most evenings	At least once a week	less than once a week	Hardly ever or never
Stay at home (without going out anywhere) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to friends' houses..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go out with friends..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2 How often do you go to any sports centres, youth clubs or groups in the evening or weekends. Don't include nightclubs

- ☐ most evenings
- ☐ at least once a week
- ☐ less than once a week
- ☐ hardly ever or never

2.3 How often do you access the Internet in your spare time? (tick ONE box only)

- ☐ Most days
- ☐ At least once a week
- ☐ At least once a month
- ☐ Hardly ever
- ☐ Never

2.4 Do you do any other indoor activities or hobbies in your spare time? (tick yes or no)

- ☐ Yes
- ☐ No

2.5 How often do you usually do these activities?

- ☐ Most evenings
- ☐ At least once a week
- ☐ less than once a week
- ☐ hardly ever or never
- ☐ What kind of indoor activities or hobbies do you do?

2.6 How often do you do these things in your spare time? (tick ONE box on EVERY line)

	At least once a week	At least a once a month	Hardly ever or never
Go shopping or out for something to eat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to the cinema or theatre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to music concerts or gigs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to watch football or other sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do sponsored events or voluntary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Since Covid, how has this changed?

2.7 How often do you hang around outside in these areas in the evening or at weekends?

	most evenings	at least once a week	less than once a week	hardly ever or never	N/A
I hang around the area where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hang around other areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hang around the city centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hang around outside where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

2.6 And how often do you go to these places in your spare time?

	at least once a month	at least once a week	hardly ever or never
Go to an amusement arcade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to pubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to discos, nightclubs or raves for under 18s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go to discos, nightclubs or raves for over 18s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.7 And do you do any other outdoor activities (such as skateboarding or cycling) in your spare time?

- ☐ Yes
- ☐ No

2.8 What activities do you do?

2.9 How often do you do these activities?

- ☐ At least once a month
- ☐ at least once a week
- ☐ most evenings
- ☐ hardly ever or never



2.10 How likely do you think it is that you will do the following things in the next 2 to 3 years?

	very likely	fairly likely	not very likely	Not at all	Not sure
Go on to college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go on to a training course or apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be employed full-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be employed part-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Start a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.11 How much do you agree or disagree with these statements?

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
I like myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often wish I was someone else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think much of myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are some good things about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are lots of things about myself I would like to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of Scottish Sports Future

Your Health This section has some questions about your general health and well being.

3.1 In general, how good would you say your health has been over the last year?

- ☐ Very good
- ☐ Fairly good
- ☐ Fairly poor
- ☐ Very poor

3.2 During the last year, how many times have you gone on a diet to try and lose weight? (tick ONE box only)

- ☐ None
- ☐ 1 or 2 times
- ☐ 3 or 4 times
- ☐ 5 times or more

3.3 During the last year, did you do any of the following things relating to food and dieting? (tick ONE box on EVERY line)

	yes	no			
After eating, I made myself sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worried that I had lost control over how much I ate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lost more than a stone in weight over a short period of time (say about 3 months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that I was fat even when other people said I was too thin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that food dominated my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took supplements, slimming pills or something else(not prescribed by a doctor) to change my body shape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.4 During the last year, have you hurt yourself on purpose in any of the following ways? (tick ONE box on EVERY line)

- ☐ Cut or stabbed yourself
- ☐ Burned yourself
- ☐ Bruised or pinched yourself
- ☐ Taken an overdose of tablets
- ☐ Pulled out your hair
- ☐ Hurt yourself some other way (please write in how below)



3.5 Have you ever hurt yourself on purpose in an attempt to end your life? (tick YES or NO)

☐ Yes

☐ No

3.6 Did you smoke a cigarette during the last year? (tick YES or NO)

☐ Yes

☐ No

3.7 How often do you smoke now?

☐ Every day

☐ About once a week

☐ A few times a month

☐ hardly ever or never

3.8 Did you drink an alcoholic drink during the last year? (tick YES or NO)

☐ Yes

☐ No

3.9 How often do you drink alcohol now?

☐ Every day

☐ A few times a week

☐ At least once a week

☐ At least once a month month

☐ Only on special occasions

☐ Hardly ever or never

3.10 During the last year, how many times did these things happen to you while you were drinking alcohol or because you had been drinking alcohol?

	Never	Once or twice	3 or 4 times	5 times or more
I got into fights or caused trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spent too much money on alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I missed a day (or part of a day) of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tried to cut down or stop drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't remember some of the things I did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend or family member told me to stop or cut down on my drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was so drunk I felt sick or dizzy or fell over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.11 During the last year, how often did you buy alcohol yourself (e.g. from a supermarket, shop, pub or nightclub)?

- ☐ Never
 ☐ 6-10 times  
☐ 1 or 2 times
 ☐ More than 10 x  
☐ 3-5 times

3.12 How often do the following statements apply to you?

	Most of the time	Sometimes	Not very often	NEver
I feel cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward with enjoyment to things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can laugh and see the funny side of things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worrying thoughts go through my mind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get sudden feelings of panic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can sit at ease and feel relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.13 During the last year, did you take or try any illegal drugs (that includes sniffing gas or glue) or prescription drugs that were not for you ? (tick YES or NO)

☐ Yes

☐ No

3.14 How often have you used each of these drugs during the last year? (tick ONE box on EVERY line)

	Never	Less than once a month	At least once a month	At least once a week	Every day
Cannabis(dope, hash, marijuana, blow, weed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue, gas or other solvents (e.g. Tippex, lighter fuel, aerosols)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecstasy (E, Ekkys)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Semeron (Sems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cocaine (Coke, crack cocaine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed(whizz, sulph, amphetamines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heroin (smack, skag, H) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LSD (acid, trips) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magic mushrooms (mushies) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Downers(temazepam, jellies, valium, eggs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poppers (amyl nitrite) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*If something else, please say what

3.15 The next question is about misuse of prescribed drugs – we are ONLY interested in the times when you used drugs prescribed to someone else OR when you used your own prescribed drugs in a way other than that intended by your doctor.

How often have you abused each of these prescription drugs during the last year? (whether they were prescribed to you or someone else)

	Never	Less than once a month	At least once a month	At least once a week	Every day
Temazepam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Valium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ritalin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DF 118s (DFs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methadone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physeptone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.16 How often have you used any illegal drug or abused any prescription drug during the last month?

- ☐ Never
 ☐ 4 -10 times  
☐ Once
 ☐ More than 10 x  
☐ 2 or 3 times

## Evaluation of Scottish Sports Future

Things You Have Done - This section is about things you did during the last year.

4.1 During the last year, did you buy something that you knew or suspected was stolen?

- ☐ Yes  
☐ No

4.2 How many times did you do this in the last year?

- |  |  |
|--|--|
| <input type="radio"/> Once   | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice  | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times                                      | <input type="radio"/> More than 10 times     |
| <input type="radio"/> 4 times                                      |  |
| <input type="radio"/> What was the most expensive item you bought? |  |

4.3 During the last year, did you steal something from a shop or store?

- ☐ Yes
- ☐ No

4.4 How many times did you do this in the last year?

- |   |  |
|---|--|
| <input type="radio"/> Once  | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times   | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times   |  |
| <input type="radio"/> What was the most expensive item you took from a shop or store? |  |

4.5 During the last year, did you damage or destroy property that did not belong to you on purpose (e.g. windows, cars or street lights)?

- ☐ Yes
- ☐ No

4.6 How many times did you do this in the last year?

- |                               |  |
|-------------------------------|--|
| <input type="radio"/> Once    | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times |  |

4.7 During the last year, did you hit or pick on someone because of their race or skin colour?

- ☐ Yes  
☐ No

4.8 How many times did you do this in the last year?

- |                               |  |
|-------------------------------|--|
| <input type="radio"/> Once    | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times |  |

4.9 During the last year, did you break into a car or van to try and steal something out of it?

- ☐ Yes  
☐ No

4.10 How many times did you do this in the last year?

- |                               |  |
|-------------------------------|--|
| <input type="radio"/> Once    | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times |  |

☐ What was the most expensive item you stole from a car or van?

4.11 During the last year, did you take and/or drive a vehicle without the owner's permission?

- ☐ Yes  
☐ No  
☐ What kind of stolen vehicle did you take and/or drive during the last year? (car, van, scooter etc)

4.12 How many times did you do this in the last year?

- |                               |  |
|-------------------------------|--|
| <input type="radio"/> Once    | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times |  |

4.13 PLEASE THINK ABOUT LAST TIME YOU DID THIS AND ANSWER THE FOLLOWING QUESTIONS.

Who did the vehicle belong to?

- |   |   |
|---|---|
| <input type="radio"/> My parents        | <input type="radio"/> The company I worked for    |
| <input type="radio"/> My brother sister | <input type="radio"/> Another company or business |
| <input type="radio"/> Another relative  | <input type="radio"/> A stranger                  |
| <input type="radio"/> A neighbour       | <input type="radio"/> Someone else I knew         |

4.14 Why did you take the vehicle? (tick all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> For fun                      | <input type="checkbox"/> To keep it                    |
| <input type="checkbox"/> To sell it or parts of it    | <input type="checkbox"/> I didn't think I'd get caught |
| <input type="checkbox"/> My friends encouraged me to  | <input type="checkbox"/> I knew I wouldn't be punished |
| <input type="checkbox"/> Someone asked me to steal it | <input type="checkbox"/> Other (please write in)       |
| <input type="checkbox"/> To get home                  |  |

4.15 During the last year, did you sell an illegal drug to someone?

- ☐ Yes
- ☐ No

4.16 How many times did you do this in the last year?

- |   |  |
|---|--|
| <input type="radio"/> Once  | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times   | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times   |  |
| <input type="radio"/> What kinds of drug did you sell in the last year? |  |

4.17 During the last year, did you break into a house or building to try and steal something?

- ☐ Yes  
☐ No

4.18 How many times did you do this in the last year?

- |                               |  |
|-------------------------------|--|
| <input type="radio"/> Once    | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times |  |

4.19 What kind of building did you break into in the last year?

- |   |   |
|---|---|
| <input type="checkbox"/> A shed or warehouse  | <input type="checkbox"/> An empty house |
| <input type="checkbox"/> Somebody's house   | <input type="checkbox"/> Somewhere else |
| <input type="checkbox"/> An office or shop  |   |
| <input type="checkbox"/> What was the most valuable item you stole from a building? |   |

4.20 During the last year, did you hit, kick, punch or attack someone with the intention of really hurting them?  
(DON'T include brothers, sisters or play fighting)

- ☐ Yes  
☐ No

4.21 How many times did you do this in the last year?

- |  |  |
|--|--|
| <input type="radio"/> Once                             | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice                            | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times                          | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times                          |  |
| <input type="radio"/> Did you start any of the fights? |  |



4.22 During the last year, did you sell something that didn't belong to you or that you knew was stolen?

- ☐ Yes  
☐ No

4.23 How many times did you do this in the last year?

- |                               |  |
|-------------------------------|--|
| <input type="radio"/> Once    | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times |  |
- ☐ What was the most valuable item you sold?

4.24 During the last year, did you steal any money or property that someone was holding, carrying or wearing at the time?

- ☐ Yes  
☐ No

### Evaluation of Scottish Sports Future

4.25 How many times did you do this in the last year?

- |                               |  |
|-------------------------------|--|
| <input type="radio"/> Once    | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times |  |
- ☐ What was the most valuable item you stole from someone?

4.26 During the last year, did you set fire or try to set fire to something on purpose (e.g. a school, bus shelter, house etc)?

- ☐ Yes  
☐ No

### Evaluation of Scottish Sports Future

4.27 How many times did you do this in the last year?

- ☐ Once ☐ 5 times
- ☐ Twice ☐ Between 6 and 10 times
- ☐ 3 times ☐ More than 10 x
- ☐ 4 times
- ☐ The last time you did this, what did you set fire to?

4.28 During the last year, have you claimed social security benefits or housing benefits that you knew you weren't entitled to?

- ☐ Yes
- ☐ NO

### Evaluation of Scottish Sports Future

4.29 How many times did you do this in the last year?

- ☐ Once ☐ 5 times
- ☐ Twice ☐ Between 6 and 10 times
- ☐ 3 times ☐ More than 10 x
- ☐ 4 times

4.30 During the last year, did you carry a knife or other weapon with you for protection or in case it was needed in a fight?

- ☐ Yes
- ☐ No

### Evaluation of Scottish Sports Future

4.31 How many times did you do this in the last year?

- ☐ Once ☐ 5 times
- ☐ Twice ☐ Between 6 and 10 times
- ☐ 3 times ☐ More than 10 x
- ☐ 4 times
- ☐ Did you actually use a weapon against someone in the last year? Y/N And wat weapon did you use?

4.32 During the last year, were you loud, rowdy or unruly in a public place so that people complained or you got into trouble? (DON'T include things you did at school)

- ☐ Yes
- ☐ No

#### Evaluation of Scottish Sports Future

4.33 How many times did you do this in the last year?

- ☐ Once ☐ 5 times
- ☐ Twice ☐ Between 6 and 10 times
- ☐ 3 times ☐ More than 10 x
- ☐ 4 times
- ☐ The last time you did this, did you intend to disturb or annoy people?

4.34 During the last year, did you use a cheque book, credit card or cash point card which you knew or suspected to be stolen to get money out of a bank account or to purchase something?

- ☐ Yes
- ☐ No

4.35 How many times did you do this in the last year?

- |                               |  |
|-------------------------------|--|
| <input type="radio"/> Once    | <input type="radio"/> 5 times                |
| <input type="radio"/> Twice   | <input type="radio"/> Between 6 and 10 times |
| <input type="radio"/> 3 times | <input type="radio"/> More than 10 x         |
| <input type="radio"/> 4 times |  |

### Evaluation of Scottish Sports Future

Education and Employment - These questions are about your education and employment in the last year

5.1 Currently are you?

- |   |   |
|---|---|
| <input type="radio"/> attending high school                                   | <input type="radio"/> working part time           |
| <input type="radio"/> attending a college course                              | <input type="radio"/> working full time           |
| <input type="radio"/> attending university                                    | <input type="radio"/> looking for work/unemployed |
| <input type="radio"/> Attending a get ready for work or other training course |   |
| <input type="radio"/> Other (please specify)                                  |   |

### Evaluation of Scottish Sports Future

5.2: How well do you think you did studying during the last year?

(tick ONE box only)

- ☐ Much better than expected
- ☐ A bit better than expected
- ☐ About as well as expected
- ☐ Not as well as expected
- ☐ Much worse than expected

5.3 What qualification are you currently studying for

- ☐ NC
- ☐ INtermediate 2
- ☐ Highers
- ☐ SVQ
- ☐ GSVQ
- ☐ Royal Society for the Arts City and Guilds
- ☐ HNC
- ☐ HND
- ☐ Undergraduate degree
- ☐ Post graduate degree
- ☐ Something else (please write in) \_\_\_\_\_

5.4 Which of the following employment areas best describes the type of job you are in? (tick one box only)

- ☐ Construction
- ☐ Engineering, Maintenance (e.g. mechanic)
- ☐ Administrative, Clerical, IT
- ☐ Hotel, Catering Technical, Scientific
- ☐ Community or Health Care, Education
- ☐ Processing, Manufacturing
- ☐ Agriculture, Horticulture, Forestry
- ☐ Craft, Design
- ☐ Retail, Personal Service (e.g. Hairdresser)
- ☐ Distribution, Warehousing, Transport
- ☐ What did you actually do? (Please write in)

5.5 Do you receive any of the following benefits? (tick all that apply)

- ☐ Universal Credit Single standard Allowance (previously job seekers)
- ☐ Universal Credit - Housing Element
- ☐ Universal Credit - Child Element (previously Working Tax)
- ☐ Universal Credit - Carer Element

THE NEXT SET OF QUESTIONS DESCRIBE WHAT YOU WERE DOING IN THE LAST YEAR OCT 2019 - OCT 2020.

5.6 please tick all boxes which show what you were doing last year.

- ☐ Looking for work/unemployed
- ☐ Employed full-time (over 30hrs per week)
- ☐ Employed part-time (under 30hrs per week)
- ☐ In 'Get Ready for Work' programme
- ☐ In full-time education at school
- ☐ Attending college
- ☐ Attending university
- ☐ Taking a break from study or work
- ☐ Looking after home/family/children
- ☐ Doing voluntary work
- ☐ Doing something else

5.7 In the last year please tick **one** box which shows what you were doing most of the time.

- ☐ Looking for work/unemployed
- ☐ Employed full-time (over 30hrs per week)
- ☐ Employed part-time (under 30hrs per week)
- ☐ In 'Get Ready for Work' programme
- ☐ In full-time education at school
- ☐ Attending college
- ☐ Attending university
- ☐ Taking a break from study or work
- ☐ Looking after home/family/children
- ☐ Doing voluntary work
- ☐ Doing something else (please specify)

5.8 What qualification were you studying for

- ☐ NC
- ☐ INtermediate 2
- ☐ Highers
- ☐ SVQ
- ☐ GSVQ
- ☐ Royal Society for the Arts City and Guilds
- ☐ HNC
- ☐ HND
- ☐ Undergraduate degree
- ☐ Post graduate degree
- ☐ Something else (please write in) \_\_\_\_\_

Evaluation of Scottish Sports Future

5.9 Which of the following employment areas best describes the type of job you were in? (tick one box only)

- ☐ Construction
- ☐ Engineering, Maintenance (e.g. mechanic)
- ☐ Administrative, Clerical, IT
- ☐ Hotel, Catering Technical, Scientific
- ☐ Community or Health Care, Education
- ☐ Processing, Manufacturing
- ☐ Agriculture, Horticulture, Forestry
- ☐ Craft, Design
- ☐ Retail, Personal Service (e.g. Hairdresser)
- ☐ Distribution, Warehousing, Transport
- ☐ What did you actually do? (Please write in)

5.10 In the last year did you receive any of the following benefits? (tick all that apply)

- ☐ Universal Credit Single standard Allowance (previously job seekers)
- ☐ Universal Credit - Housing Element
- ☐ Universal Credit - Child Element (previously Working Tax)
- ☐ Universal Credit - Carer Element

## Evaluation of Scottish Sports Future

Your Friends- This section is about your friends and what they are like.

6.1 How many friends do you have altogether (including girlfriends or boyfriends)?

- ☐ None
- ☐ One or two
- ☐ Between 3 and 5
- ☐ Between 6 and 10
- ☐ More than 10

6.2 How many close friends do you have? (tick ONE box only)

- ☐ One or two
- ☐ Between 3 and 5
- ☐ Between 6 and 10
- ☐ More than 10

6.3 How many of the friends you spend most time with are two or more years younger than you? (tick ONE box only)

- ☐ None
- ☐ One or some
- ☐ Most or all

6.4 How many of the friends you spend most time with are the same age as you (within two years)? (tick ONE box only)

- ☐ None
- ☐ One or some
- ☐ Most or All



6.5 And how many of the friends you spend most time with are two or more years older than you? (tick ONE box only)

- ☐ None
- ☐ One or some
- ☐ Most or all
- ☐ Most
- ☐ All

6.6 How many of the friends you spend most time with are girls or boys?

- ☐ All or mostly boys
- ☐ Half boys and half girls
- ☐ All or mostly girls

6.7 Have you ever been a member of a gang or young team? (tick YES or NO)

- ☐ Yes
- ☐ No

### Evaluation of Scottish Sports Future

6.8 This is about the gang structure

	Yes	No
Does (or did) your gang have a name?	<input type="radio"/>	<input type="radio"/>
Does (or did) your gang have any special sayings or signs?	<input type="radio"/>	<input type="radio"/>
Have you been a member of this gang in the last year?	<input type="radio"/>	<input type="radio"/>

If you answered yes to gang name and symbols or signs what were these?

6.9 How many people are (or were) in your gang?

- ☐ 2- 5 people
- ☐ 6-10 people
- ☐ 11-20 people
- ☐ More than 20 people

6.10 How old are (or were) the members of your gang? (tick all that apply)

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> 10 or under | <input type="checkbox"/> 17-18       |
| <input type="checkbox"/> 11-12       | <input type="checkbox"/> 19-20       |
| <input type="checkbox"/> 13-14       | <input type="checkbox"/> 20 or older |
| <input type="checkbox"/> 15-16       |                                      |

6.11 How many of your friends smoked cigarettes during the last year?

- ☐ None
- ☐ One
- ☐ Some
- ☐ Most
- ☐ I'm not sure

6.12 How many of your friends drank alcohol during the last year?

- ☐ None
- ☐ One
- ☐ Some
- ☐ Most
- ☐ I'm not sure

6.13 How many of your friends took illegal drugs during the last year?

- ☐ None
- ☐ One
- ☐ Some
- ☐ Most
- ☐ I'm not sure

6.14 During the last year, did any of your friends do these things to other people? (tick ONE box on EVERY line)

	Yes	No	Not sure
A friend was loud, rowdy or unruly in a public place so that people complained or they got into trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend hit, kicked, punched or attacked someone with the intention of really hurting them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend stole money or property that someone was holding, carrying or wearing at the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend hit or picked on someone because of their race or skin colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.15 During the last year, did any of your friends take something that didn't belong to them in any of these ways? (tick ONE box on EVERY line)

	yes	no	not sure
A friend stole something from a shop or store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend broke into a house or building to steal something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend broke into a car or van to steal something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A friend took and/or drove a vehicle without the owner's permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.16 How likely is it that you would do what your friends said if they...?

	Very Likely	Fairly Likely	Not Very Likely	Not at all Likely
...told you to do something that you thought was wrong?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...told you to do something that you thought was against the law?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.17 How likely is it that you would still stay with your friends if they were...?

	Very Likely	Fairly Likely	Not very likely	Not at all likely
...getting you in trouble at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...getting you in trouble at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...getting you in trouble with the police?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.18 During the last year, did any of your friends do these things to other people's property? (tick ONE box on EVERY line)

	Yes	No	Not sure
A friend damaged someone's property on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend set fire or tried to set fire to something on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend sold something that didn't belong to them or they knew was stolen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.19 And during the last year, did any of your friends do any of these things? (tick ONE box on EVERY line)

	Yes	No	Not sure
A friend bought something that they knew was stolen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend carried a knife or other weapon for protection or in case it was needed in a fight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend sold an illegal drug to someone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend hurt or injured an animal or bird on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend used a stolen cheque book, credit card or cash point card to get money out of a bank account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend claimed social security or housing benefits which they knew they weren't entitled to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Evaluation of Scottish Sports Future

Where You Live -This section is about your neighbourhood – that means the area where you live.

7.1 How long have you lived in your neighbourhood? (tick ONE box only)

- ☐ Less than one year
- ☐ Between one year and three years
- ☐ all my life

7.2 How much do you agree or disagree with these statements? (tick ONE box on EVERY line)

	Agree alot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
I would rather live in another area than my own neighbourhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My neighbourhood has more crime than most other areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My neighbourhood has a good reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.3 How much of a problem do you think these things are in your neighbourhood? (tick ONE box on EVERY line)

	Not a problem	A bit of a problem	A big problem	I am not sure
People who are drunk in the street	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People selling drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gangs of young people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noisy neighbours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighbours fighting in the street	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rubbish in the street	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broken windows in shops or houses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.4 If young people were hanging around the streets in your neighbourhood, how likely is it that these things would happen? (tick ONE box on EVERY line)

	Very likely	Fairly likely	Not sure	Not very likely	Not at all likely
An adult would try to move them on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone would call the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.5 How much do you agree or disagree with these statements?

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
In my neighbourhood people do things together and try to help each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my neighbourhood can be trusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had to borrow £20 in an emergency I could borrow it from a neighbour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.6 If young people were writing or spraying paint on a building in your neighbourhood, how likely is it that these things would happen?

	Very likely	Fairly likely	Not sure	Not very likely	Not at all likely
An adult would try to move them on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone would call the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.7 If young people were shouting or swearing at adults in your neighbourhood, how likely is it that these things would happen?

	Very likely	Fairly likely	Not sure	Not very likely	Not at all likely
An adult would try to move them on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone would call the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.8 How much of a problem do you think these things are in your neighbourhood?

	Not a problem	A bit of a problem	A big problem	I am not sure
Stray dogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boarded up or burnt out houses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough street lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graffiti on walls or buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vandalized buildings, bus shelters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug needles (syringes) lying around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vandalized or burnt out cars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.9 If young people were fighting in the streets in your neighbourhood, how likely is it that these things would happen? (tick ONE box on EVERY line)

	Very likely	Not very likely	Not sure	Not very likely	Not at all likely
An adult would try to move them on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone would call the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of Scottish Sports Future

Things That Happen - These questions are about things that have happened to you or things you might



8.1 During the last year, how many times have you been bothered by an adult doing the following things? (tick ONE box on EVERY line)

	Never	1 or 2 times	3 or 4 times	5 times or more
An adult staring at you so that you felt uneasy or uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An adult following you on foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An adult following you by car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An adult trying to get you to go somewhere with them (that was not someone you were meant to be with)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An adult indecently exposing themselves to you (flashing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.2 During the last year, how many times did someone steal something of yours that you were carrying or wearing at the time?

	Never	Once	Twice	3 times	4 times	5 times	Between 6 and 10 times	More than 10 times
How many times did this happen to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On how many of these occasions were you threatened with force, or was actual force or violence used against you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.3 During the last year, did anyone steal something of yours that you left somewhere?

	Never	Once	Twice	3 times	4 times	5 times	Between 6 and 10 times	More than 10 times
How many times did this happen to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.4 During the last year, did anyone threaten to hurt you? (DON'T include brothers, sisters)

	Never	Once	Twice	3 times	4 times	5 times	Between 6 and 10 times	More than 10 times
How many times did this happen to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.5 During the last year, did anyone hit, kick, punch or attack you with the intention of really hurting you?  
(DON'T include brothers or sisters)

	Never	Once	Twice	3 times	4 times	5 times	Between 6 and 10 times	More than 10 times
How many times did this happen to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.6 During the last year, did anyone hurt you or try to hurt you with a weapon? (DON'T include brothers or sisters)

	Never	Once	Twice	3 times	4 times	5 times	Between 6 and 10 times	More than 10 times
How many times did this happen to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.7 During the last year, did anyone pick on you because of your race or skin colour?

	Never	Once	Twice	3 times	4 times	5 times	Between 6 and 10 times	More than 10 times
How many times did this happen to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Evaluation of Scottish Sports Future

About the Police - A few questions about your contact with the police during the last year.

9.1 During the last year, did you have contact with the police for any of these reasons? (tick YES or NO on EVERY line)

	Yes	No
A police officer came to school/college/work to give a talk	<input type="radio"/>	<input type="radio"/>
Police asked you questions about a crime that happened to you	<input type="radio"/>	<input type="radio"/>
Police asked you questions about a crime that you saw happening	<input type="radio"/>	<input type="radio"/>
You were told off or told to move on by a police officer	<input type="radio"/>	<input type="radio"/>
You were stopped by the police and asked to empty your pockets or bag	<input type="radio"/>	<input type="radio"/>
You were stopped by the police and asked questions about something you had done	<input type="radio"/>	<input type="radio"/>

9.2 And during the last year, did you have contact with the police for any of these reasons?

	Yes	No			
You were picked up by the police and taken home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were picked up by the police and taken to a police station	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were given a fixed penalty notice by the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were charged by the police for committing a crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You had contact with the police for another reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(please say what reason

9.3 During the last year, how many times did you get in trouble with the police?

- |                             |  |
|-----------------------------|--|
| <input type="radio"/> Never | <input type="radio"/> 4 x                |
| <input type="radio"/> Once  | <input type="radio"/> 5 x                |
| <input type="radio"/> Twice | <input type="radio"/> Between 6 and 10 x |
| <input type="radio"/> 3 x   | <input type="radio"/> More than 10 x     |

9.4 And how many of your friends got in trouble with the police during the last year? (tick ONE box only)

- ☐ None
- ☐ One or some
- ☐ Most or all
- ☐ I'm not sure

9.5 During the last year, did you go to court for any of these reasons?

	Yes	No
I went to court as a witness to something that happened to me	<input type="radio"/>	<input type="radio"/>
I went to court as a witness to something that happened to someone else	<input type="radio"/>	<input type="radio"/>
I was on trial in court for something I had done	<input type="radio"/>	<input type="radio"/>

9.6 And during the last year, did any of these things happen to you?

- ☐ I received a warning letter from the Procurator Fiscal
- ☐ I received a fine from the Procurator Fiscal
- ☐ I was given community service order
- ☐ I spent some time in a secure unit
- ☐ I spent some time in a Young Offenders Institution or in prison

During the last year, did you take part in a mediation process (such as SACRO) for any of these reasons?

(tick YES or NO on each line)

	Yes	No
I took part in a mediation process as a victim	<input type="radio"/>	<input type="radio"/>
I took part in a mediation process as an offender	<input type="radio"/>	<input type="radio"/>

If you were upset or are affected by any of the issues discussed within this survey and would like to talk to someone about them. Please let us know who you would like to contact you and then leaving your name and the best way to contact you, i.e.: if it is by phone leave your phone number or email please leave your email address and someone from your selection will be in touch privately to talk to you.

Please note we will not pass on anything to the youth worker regarding your answers only that you would like to talk about something and your contact details.

- ☐ A Scottish Sports Future Youth Worker
- ☐ The researcher carrying out this survey who can signpost you to various organisations
- ☐ Please leave an email or phone number to contact you on and someone will be in touch shortly.

