



**IF I WERE JACK: AN
EDUCATIONAL
RESOURCE ABOUT
YOUNG MEN &
UNINTENDED
PREGNANCY**

INFORMATION FOR TEACHER TRAINERS



**QUEEN'S
UNIVERSITY
BELFAST**



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**AN EDUCATIONAL
RESOURCE ABOUT
YOUNG MEN &
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INTRODUCTION

This document contains information for those who will facilitate the *If I Were Jack* teacher training sessions. It provides background information on the *If I Were Jack* resource and the on-going JACK Trial, followed by a detailed description of the Teacher Training Protocol to which you should adhere. In the Appendices you will find the *If I Were Jack Theory of Change Model*. Also included are a list of frequently asked questions from teachers and recommendations from us on how to respond.

WHAT IS *If I Were Jack*?

If I Were Jack is an educational resource about unintended teenage pregnancy. It has been developed by researchers at Queen's University Belfast in consultation with researchers at Cardiff University, The University of Glasgow, London School of Hygiene & Tropical Medicine and University College London as well as with key stakeholders including health and education experts, teacher trainers, teachers, students and parents. The resource was developed in response to the UK Government's ongoing drive to reduce rates of unintended teenage pregnancy and improve young people's sexual health. While *If I Were Jack* addresses the much neglected role and perspectives of teenage men in relation to teenage pregnancy, it is designed to encourage reflection and discussion among teenage women as well as teenage men. It can, therefore, be used in same-sex and mixed-sex classrooms.

The resource is based around an interactive film which tells the story of Jack; a teenager who has just found out that his girlfriend Emma is unexpectedly pregnant. It also includes classroom materials to assist teachers in facilitating discussions around the issues raised in the film (see *If I Were Jack* Classroom Materials) and web-based educational materials for parents. The classroom materials contain background information on the resource, two detailed lesson plans, and resources for young people including a factsheet and worksheets for classroom-based activities and homework tasks. The materials for parents include two short animated films and a factsheet offering background information on *If I Were Jack* and tips for using it to speak to their child about unintended pregnancy (see www.qub.ac.uk/if-i-were-jack/resources/parents). Ideally, the film is viewed by young people on individual computers but it can also be presented by teachers on an overhead screen.

WHAT DOES THE RESOURCE AIM TO DO?

The resource aims to increase teenagers' awareness of:

- how relationships, sex and pregnancy can be positive experiences when they are mutually consensual and a person is prepared and ready for them;
 - their own personal attitudes, values and beliefs with regard to relationships, sex and pregnancy and how to effectively communicate these to others;
 - the attitudes, values and beliefs of their family and peers in relation to relationships, sex and pregnancy;
 - the importance of personal responsibility and agency in avoiding unintended pregnancy;
 - gender norms and stereotypes associated with relationships, sex and pregnancy
 - reliable sources of online information on sexual health; and
 - information on local sexual health support services.
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WHAT IS THE JACK TRIAL?

The JACK Trial is a randomised controlled trial (RCT). This study design enables researchers to determine if a new educational resource has the intended impact. Participants (in this case, schools) are usually randomly assigned to one of two groups, with one group receiving the new resource (intervention group) and the other continuing with 'business as usual' (comparison or control group). All participants are asked to complete a questionnaire before and after the intervention group receives the resource. Following this the results of the two groups are compared to determine whether using the resource makes a difference to knowledge, attitudes and/or behaviour.

We are using this research design because we want to evaluate what actually happens in schools when *If I Were Jack* is used and also what impact the resource has on students' sexual knowledge, attitudes and behaviour and any impact on rates of unprotected sex. In order to do this we will recruit 66 schools from across the UK, which will then be randomly sorted into two groups of 33 schools. Participating students (most of whom will be 14-15 years old; Year 11 in Northern Ireland, Year 10 in England and Wales and S3 in Scotland) in 33 of the schools (the intervention group) will receive the *If I Were Jack* resource during around four RSE/SRE/RSHP lessons between October and December 2018. Students in the other 33 schools (the comparison group) will continue with normal practice. The research team has no control over which group each school is allocated to, which allows a fair comparison. We will then compare the questionnaire responses of students in the intervention and comparison groups, to see if using the *If I Were Jack* resource makes a difference to their sexual knowledge, attitudes and behaviour and any impact on rates of unprotected sex.

THE ETHOS OF *If I WERE JACK* – A Comprehensive Approach to Relationship and Sexuality Education

The *If I Were Jack* resource is based on the evidence-based principal that young people have a right to fact-based, comprehensive relationship and sexuality education (RSE) which allows them to make positive and informed decisions about their relationships and sexual health.

If I Were Jack takes a positive, comprehensive, objective and non-judgmental approach to RSE/SRE/RSHP. It promotes the notion that relationships, sex and pregnancy can be positive experiences when they are mutually consensual and a person is prepared and ready for them. The resource aims to provide an opportunity for students to understand and discuss these issues with reference to their own personal, familial, cultural and religious values, beliefs and attitudes.

Based on this overarching ethos, the resource has been designed so that it can be used in as many post-primary schools as possible and has been successfully trialled in a range of schools, including faith-based schools. It is intended to be flexible enough to fit within a broad range of school contexts with variable curricula, management types and ethos, and we are confident that it will be viewed as a positive addition to the curriculum in post-primary school across the UK.

If I Were Jack Key Messages:

- Relationships, sex and pregnancy can be positive experiences when they are mutually consensual and an individual is prepared and ready for them.
- Young men, as well as young women, have roles and responsibilities with respect to relationships, sex and pregnancy.
- With the correct information and instruction, young men and young women can make safe and responsible decisions relating to relationships, sex and pregnancy.
- Unintended teenage pregnancy can be a stressful experience for some people that may involve difficult decisions and potentially negative outcomes.
- It is important for young people to consider their personal values and beliefs regarding relationships, sex and pregnancy and to make a plan for positive experiences that are in line with these.
- Confidential and impartial support and information is available locally and online for young people in relation to all aspects of their sexual health.



THE TEACHER TRAINING PROTOCOL

We have developed a set of instructions which sets out the procedure you should follow when training teachers. We call this the teacher training protocol. It is important that you follow this procedure as best you can.

Why do we need a 'protocol' for training teachers to deliver If I Were Jack?

The *If I Were Jack* film and accompanying activities and materials are based on the best available evidence and theory about how best to change sexual behaviours and reduce unintended pregnancy among teenagers.

Every element of the resource, including the procedure for delivery, is based on years of research about how best to reduce teenage pregnancy.

Each activity serves a specific purpose and has been included for a reason. If the resource is to achieve its aims it is important that, as far as practically possible, it is delivered according to the instructions (researchers call this fidelity to implementation protocol). This means that **all activities** included in the lesson plans must be delivered, and they must be delivered in the manner described in *If I Were Jack Classroom Materials*. It is a very important part of your job as teacher trainer to communicate this to teachers and reinforce its importance.

What does it matter if they make a few minor changes?

While in 'real-life' beyond the duration of the research study teachers will, of course, deliver the resource as they see fit, for the purposes of The JACK Trial we must try to ensure that it is used as planned so that we can properly determine if it has any impact on rates of unprotected sex. If it is delivered as planned but it does not have any impact on rates of unprotected sex, then we can be fairly certain there is a problem with the resource. However, if teachers do not deliver the resource as instructed (for example by leaving out activities or adding in other activities) then it is difficult to know if the observed effect of using the intervention is due to the resource, how it was delivered, or both.

If teachers do make some changes when they are taking part in the research study, we simply ask them to record the change for the research team using the Teacher Implementation Log and Resource Use Questionnaire.

A table outlining the theory behind *If I Were Jack* and how it is applied in each of the different components of the resource is provided in Appendix B. Have a look at it. It explains why the resource was developed in the first place, how we theorize it works and what impacts it is expected to have.

What do I have to do?

In order to ensure that all teachers receive the same information, you are asked to deliver all of the information below according to the outlined instructions. While we value your training expertise and encourage you to engage the teachers with your individual personality and teaching style, we would appreciate if you could stick as close as practically possible to the instructions. Answer any questions about the resource to the best of your ability and refer any questions you do not know how to answer, or questions about the research trial to your local Trial Coordinator.

PowerPoint slides are provided for you to use during the training sessions (see www.qub.ac.uk/if-i-were-jack/resources/teacher-trainers).

Core Objectives of the Teacher Training Session:

- To provide an overview of the *If I Were Jack* resource, its educational objectives and key messages
- To provide a brief demonstration of the interactive film
- To provide an overview of the classroom activities and materials
- To provide guidance on the protocol for delivering the resource
- To answer questions and provide clarification.

Key messages we would like you to communicate to teachers:

- *If I Were Jack* is an educational resource about teenage men and unintended pregnancy. It is based on theory and research about how best to encourage teenagers to avoid unintended pregnancy and it has been designed in consultation with experts and teachers, parents and students.
 - The school has agreed to use the resource as part of the JACK Trial. Therefore, it is important that when delivering the resource during this time teachers follow the instructions you are about to provide them with.
 - It is important that they deliver all of the activities outlined in the classroom materials.
 - It is important that they deliver the resource as instructed in the classroom materials. This is so we can be sure all the students in the study are getting the same resource delivered in the same way.
 - If for some reason you or they do make changes, however minor, it is important that you record the change in the 'Teacher Implementation Log' and inform the Trial Coordinator.
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Do I need to report back to the research team?

- As a teacher trainer, it is important that you keep in regular contact with your local Trial Coordinator during your involvement in the study so that the research team are aware of progress and any difficulties that you may be experiencing.
 - After each training session we ask that you answer some short questions (see Appendix D) which details' your experiences during the session and return answered questions by email to the Trial Coordinator as soon as possible. This will help ensure that we are aware of any difficulties and can respond to them in a timely fashion.
 - We will also ask you to audio-record a random sample of 4 of the teacher training sessions. The Trial Coordinator will provide you with an audio-recorder for these purposes and will let you know which sessions to record. The audio-recording will be transcribed anonymously and a researcher will listen to it and score the session against a set of criteria which will help us measure how closely the content of the training session matches the teacher training protocol (fidelity).
 - We will also ask you to give teachers a 'teacher training satisfaction survey' to complete after each training session. These will be used to help us evaluate the acceptability of the content of the training session. The Trial Coordinator will provide you with copies of the survey and they should be returned to the Trial Coordinator after each session.
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***If I WERE JACK*: TRAINING SESSION FOR TEACHERS**

Session Overview

Allow 90 minutes for the session.

PART 1: Introductions and overview of the session	10 Mins
PART 2: Overview of the resource and its origins	15 Mins
PART 3: Demonstration of the interactive film	10 Mins
PART 4: Overview of the classroom activities and materials	15 Mins
PART 5: Delivering the resource	10 Mins
PART 6: How to access the resource	5 Mins
PART 7: Teacher implementation log and resource use questionnaire	5 Mins
PART 8: Questions & wrap-up	10 Mins
PART 9: Training Satisfaction Questionnaire/ Teacher Consent	10 Mins

Objectives of the session

- To provide an overview of the *If I Were Jack* resource, its educational objectives and key messages
- To provide a brief demonstration of the interactive film
- To provide an overview of the classroom activities and materials
- To provide guidance on the protocol for delivering the resource
- To answer questions and provide clarification.

Preparation

- Copy hand-outs of *If I Were Jack* theory of change model (Appendix A)
 - Bring copies of *If I Were Jack* Classroom Materials
 - Prepare computer and projector for viewing the interactive film and showing PowerPoint slides.
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PART 1: INTRODUCTION AND OVERVIEW OF THE SESSION

(10 mins)

- Introduce yourself and ask attendees to do the same.
 - The aim of the session is to give an overview of an educational resource (also called an educational 'intervention' or 'programme') about teenage men and unintended pregnancy.
 - The resource is called *If I Were Jack*. It's based around an interactive film and it aims to prevent unintended teenage pregnancy and promote positive sexual health.
 - It has been developed by researchers at Queen's University Belfast, in consultation with researchers at Cardiff University, The University of Glasgow, London School of Hygiene & Tropical Medicine and University College London and also in consultation with health and education experts, teacher trainers, teachers, young people and parents from across the UK.
 - As you may know, it is now being evaluated in a research study to see if it has any effect on young people's knowledge, attitude and sexual behaviour.
 - Explain session outline: We'll begin with a brief overview of the resource, its key messages and educational objectives. Then I'll give you a brief demonstration of the film and we'll look at the activities in the classroom materials. Finally we'll talk about how the resource should be delivered.
 - We will have time at the end of the session for questions, but do ask if you would like anything clarified as we go along.
 - Is that OK with everyone?
-

PART 2: OVERVIEW OF THE RESOURCE

(15 mins)

2A: *What is If I Were Jack?*

- The *If I Were Jack* resource is based around an interactive film which tells the story of Jack; a teenager who has just found out that his girlfriend Emma is unexpectedly pregnant.
- While the resource focuses on unintended pregnancy from the perspective of teenage men, it is suitable for use in same-sex and mixed-sex classrooms by teenage women as well as teenage men.
- The reason for the focus on teenage men is that they have been neglected in relation to pregnancy education, even though they play an obvious role in the prevention of teenage pregnancy and research shows that they influence teenage women's intention to avoid unintended pregnancy.
- The interactive film and accompanying materials are based on theory about how best to change sexual behaviours and the best available evidence about what works in attempting to decrease unintended pregnancy among teenagers.

The resource has the following key messages:

- Relationships, sex and pregnancy can be positive experiences when they are mutually consensual and an individual is prepared and ready for them.
- Young men, as well as young women, have roles and responsibilities with respect to relationships, sex and pregnancy.
- With the correct information and instruction, young men and young women can make safe and responsible decisions relating to relationships, sex and pregnancy.
- Unintended teenage pregnancy can be a stressful experience for some people that may involve difficult decisions and potentially negative outcomes.
- It is important for young people to consider their personal values and beliefs regarding relationships, sex and pregnancy and to make a plan for positive experiences that are in line with these.
- Confidential and impartial support and information is available locally and online for young people in relation to all aspects of their sexual health and well-being.
- While the resource encourages discussion of the options that may be open to a young person if they experience an unintended pregnancy (i.e. keeping the baby, adoption and abortion) there is no suggestion that any of these options is optimal. Rather, the resource directs the young person to consider all of the options and their potential outcomes, thereby encouraging reflection on how their decision might be affected by their own individual values. Should they wish, the resource provides an opportunity for the teacher to identify the school's position on these issues and facilitates young people to discuss the issues with their parents or carers.
- *If I Were Jack* is designed to be used within the context of a comprehensive RSE programme, therefore, restricts its focus to the issue of unintended teenage pregnancy. It does not cover related sexual health issues such as contraception or abortion in detail, as it is assumed that these issues will be covered in more detail in other elements of the RSE curriculum. Some teachers find it useful to use their own resources relating to these issues alongside *If I Were Jack*, providing such information to students either prior to or in conjunction with, the *If I Were Jack* programme.

- A list of suggested sources of further information on contraception and abortion is available to download in the Teacher Resources section of the *If I Were Jack* website: www.qub.ac.uk/if-i-were-jack/resources/teachers
- *Using The Resource In Faith-Based Schools: If I Were Jack* has been designed so that it can be delivered in all schools. The outcome of Jack and Emma's situation is nondirective in terms of pregnancy resolution options allowing faith- and non-faith-based schools alike to comfortably deliver the resource in a way that is in keeping with their ethos. In order to aid flexibility in this regard, alternative worksheets for two classroom activities which list a number of websites and further sources of sexual health information and support (the Online Scavenger Hunt and the JACK Wallet Cards) have been provided. The alternative versions contain websites which might be useful for inclusion in faith-based contexts but can be adapted by teachers to suit the needs of their students. These worksheets can be downloaded from the Teacher Resources section of the *If I Were Jack* Website: www.qub.ac.uk/if-i-were-jack/resources/teachers

2B: What does the resource aim to do?

As the young person views the film they are encouraged to put themselves in Jack's shoes and consider how they would feel if they were in his situation. In this way, the resource encourages reflection and anticipatory thinking about unintended pregnancy and its potential consequences with the ultimate aim of increasing young people's intention to avoid teenage pregnancy.

The **educational objectives** are to increase teenagers' awareness of:

- how relationships, sex and pregnancy can be positive experiences when they are mutually consensual and a person is prepared and ready for them;
 - their own personal attitudes, values and beliefs with regard to relationships, sex and pregnancy and how to effectively communicate these to others;
 - the attitudes, values and beliefs of their family and peers in relation to relationships, sex and pregnancy;
 - the importance of personal responsibility and agency in avoiding unintended pregnancy;
 - gender norms and stereotypes associated with relationships, sex and pregnancy
 - reliable sources of online information on sexual health; and
 - information on local sexual health support services.
- Hand out the *If I Were Jack* Theory of Change Model (Appendix A).
 - This is the *If I Were Jack* Theory of Change Model. You can see from this that the resource has been designed to target the six psychosocial factors presented in orange in the centre of the diagram. Research has shown that these factors can impact on young people's intention to avoid pregnancy by encouraging them to either delay having sex until they are older or, if they are having sex, to always use contraception.
 - The film and all the activities that are part of the *If I Were Jack* resource have been included because they can impact on one or more of these factors. So for example, the film gives young people the message that unintended pregnancy could be stressful and would likely have negative consequences.

2C: How should the resource be used?

- The resource is designed to fit within the curriculum and should be delivered at Key Stage 4/Level 3/4.
- The resource can be delivered in a way that suits the schools' normal procedure for RSE/SRE/RSHP. Teachers can choose from the following options:

- o Four 50-60 minute lessons (lesson plan A);
- o Six 35-45 minute lessons (lesson plan B);

It can be delivered as one or two lessons a week over a number of consecutive weeks or during two half days or one day-long session.

For the purposes of this study, schools must complete the use of the curriculum between October 2018 – December 2019.

- If a teacher would like to deliver the programme in a different way please advise them to speak to the Trial Coordinator.
 - In order to increase the chance that the resource will have the desired impact, all of the different components of the resource should be delivered to young people as per the instructions provided in the classroom materials.
 - The resource is non-directive in terms of pregnancy resolution options and is designed to be flexible to fit in with the relationship and sexuality education/personal development policy of all schools across the UK. Thus, the teacher may choose to express their schools particular ethos and policy on personal development when using the resource.
 - Does anyone have any questions so far?
-

PART 3: DEMONSTRATION OF THE INTERACTIVE FILM



(10 mins)

- We will now watch some of the film.
 - During the first lesson students watch the film (*ideally at a computer on their own*).
 - As the film proceeds questions appear on the screen which the young person must answer before continuing.
 - Open the programme and allow the film to play until the first question appears.
 - Explain that the film continues like this for around 20 minutes.
 - Continue for a further 5 minutes.
 - Demonstrate the menu feature and then skip to the last sequence.
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- **It is best for students to watch the film on individual computers/tablets with headphones** so teachers should book a computer room/tablets for the first session. In a pilot research study students said that they engaged with it more and were less influenced by other students in the classroom.

However, it is also ok for the film to be shown on an overhead projector if the teacher thinks it is more appropriate. For example, it might be easier to show on an overhead projector if there are a lot of students in the class with reading difficulties (that way the teacher can explain words if needed).

- If students watch the film on an overhead they fill in a paper questionnaire with the questions as they go along. The questionnaires are for the students only and you should not collect them.
 - **You should not allow students to view the film in pairs or small groups as it may limit their ability to reflect on their individual responses to the unfolding story.**
 - Please ensure that students have enough space in the computer lab or the classroom so that they can answer the questions confidentially. If you think either classroom is too small to allow this, please arrange for this lesson to take place in a larger room if at all possible.
 - Recommend that teachers watch the film in full before using it in the classroom.
 - Further details relating to film set-up can be found in Classroom Materials, page 6.
 - Does anyone have any questions about the film?
-

PART 4: OVERVIEW OF THE CLASSROOM MATERIALS

(15 mins)

- Classroom-based activities can be introduced following the viewing of the film. These include group discussions and individual worksheets, which encourage students to think about and plan how to avoid unintended pregnancy.
 - Hand out copies of the *If I Were Jack Classroom Materials* document.
 - This document contains two detailed programme delivery options with instructions for teachers and associated worksheets (See pages 4 and 5 of Classroom Materials).
 - Go through each of the activities briefly explaining what they are about and what the teacher should do. The instructions for each activity are clearly highlighted in the Classroom Materials. Tell teachers that they should follow these instructions.
 - One of the lessons includes a homework exercise (Activity 11) in which students are asked to encourage a parent/carer (or other trusted adult) to watch the film and then answer a number of questions on issues raised in the film. The aim is to provide parents and teenagers with an opportunity to communicate about sex, relationships and pregnancy. An information letter template for sending to parents will also be provided by the Trial Coordinator. This will be posted out by your school in advance; you may wish to check with the schools administration team if that has been done.
 - Teachers should remind students that their parents/carers are aware that they are taking part in the *If I Were Jack* programme and they will be expecting them to bring home the homework exercise.
 - Teachers should tell students that, if they prefer, they can do the exercise with another trusted adult other than their parents/carers. This might be a grandparent, older sibling, aunt, uncle or friend. The person must be aged over 18 and someone they know well and trust.
 - Any questions about the Classroom Materials?
-

PART 5: DELIVERING THE RESOURCE

(10 mins)

- Before we finish I would like to spend a few minutes speaking about how the resource should be delivered.
- The school has agreed to use the resource as part of The JACK Trial. Therefore, it is important that when delivering the resource during this time, teachers follow the instructions which are laid out in the Classroom Materials.
- It is really important that you deliver all of the activities outlined in the Classroom Materials.
- It is really important that you deliver the activities as instructed in the Classroom Materials.
- This is so we can be sure all the students in the study are getting the same resource delivered in the same way.
- If for some reason you do make changes, however minor, it is important that they record the change and inform the Trial Coordinator.
- We'd also like to share with you some of the findings from our earlier research during which we asked students about how they would like their teachers to deliver the resource.

Here are some of the things they said:

- *Don't take it too seriously. It's better if the teacher has a sense of humour as this helps us not feel embarrassed or awkward.*
 - *Don't act embarrassed or awkward. Instead be open, honest and light-hearted about it. That will help us relax and open up.*
 - *Be respectful of different points of view and don't judge us if we say something you don't agree with.*
 - *Adopt a 'what's said in the room, stays in the room' policy and don't mention anything we say to us or anyone else outside the lesson.*
 - *When we are answering the questions in the film or filling in worksheets give us the space we need to do so privately. We probably won't be honest if we think the teacher is looking over our shoulders.*
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PART 6: HOW TO ACCESS THE RESOURCE



(5 mins)

- Teachers should be provided with hard copies of the **Information for Teachers** booklet, **Classroom Materials** booklet, and *If I Were Jack* IVD memory stick.
- The IVD and resource materials can be downloaded from the *If I Were Jack* website **www.qub.ac.uk/if-i-were-jack/resources**
- Tell teachers that they should test out the film using the online version and hard copy before the first session. They will need to ask the school computer officer/IT technician to ensure that some websites are unblocked before using the resource. A list of these websites can be downloaded from the website.
- They could also ask the technician to put the film on the school network for students to access. If they have any difficulties on the day accessing the film online they would then have a back-up version that they could use. Worst-case scenario they could use their hard copy memory stick to show it on an overhead projector.
- Explain that further information and parents' materials are also available on the *If I Were Jack* website.
- Please note that **it is important that none of the resource materials or access passwords are shared outside the school while the trial is ongoing**. This is mainly because we need to make sure that the students in the comparison group schools do not receive the intervention until after the trial is over.

PART 7: TEACHER IMPLEMENTATION LOG AND RESOURCE USE QUESTIONNAIRE

(5 mins)

- Teachers should be provided with hard copies of the **Teacher Implementation Log** and **Teacher Resource Use Questionnaire**.
 - While in 'real-life' beyond the research study, the research team acknowledge that teachers would, of course, deliver the resource as they see fit. For the purposes of *The JACK Trial* the research team need to ensure that it is used as planned so that they can properly determine if it has any impact on rates of unprotected sex.
 - If delivered as planned (including all the activities as instructed) but it does not have the impact intended, they can be sure there's a problem with the resource. However, if not delivered as instructed (e.g. leaving out activities or adding other activities) then it is difficult to know if the observed effect is due to use of *If I Were Jack*, how it was delivered, or both.
 - For these reasons it is important that teachers try to complete the Teacher Implementation Log and Resource Use Questionnaire after each lesson. Trial Coordinators will collect these at the end of the study.
 - If for any reason teachers make changes, however minor, it's important that they record the change in the Teacher Implementation Log and the Teacher Resource Use form and inform the Trial Coordinator.
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PART 8: QUESTIONS & WRAP - UP

(10 mins)

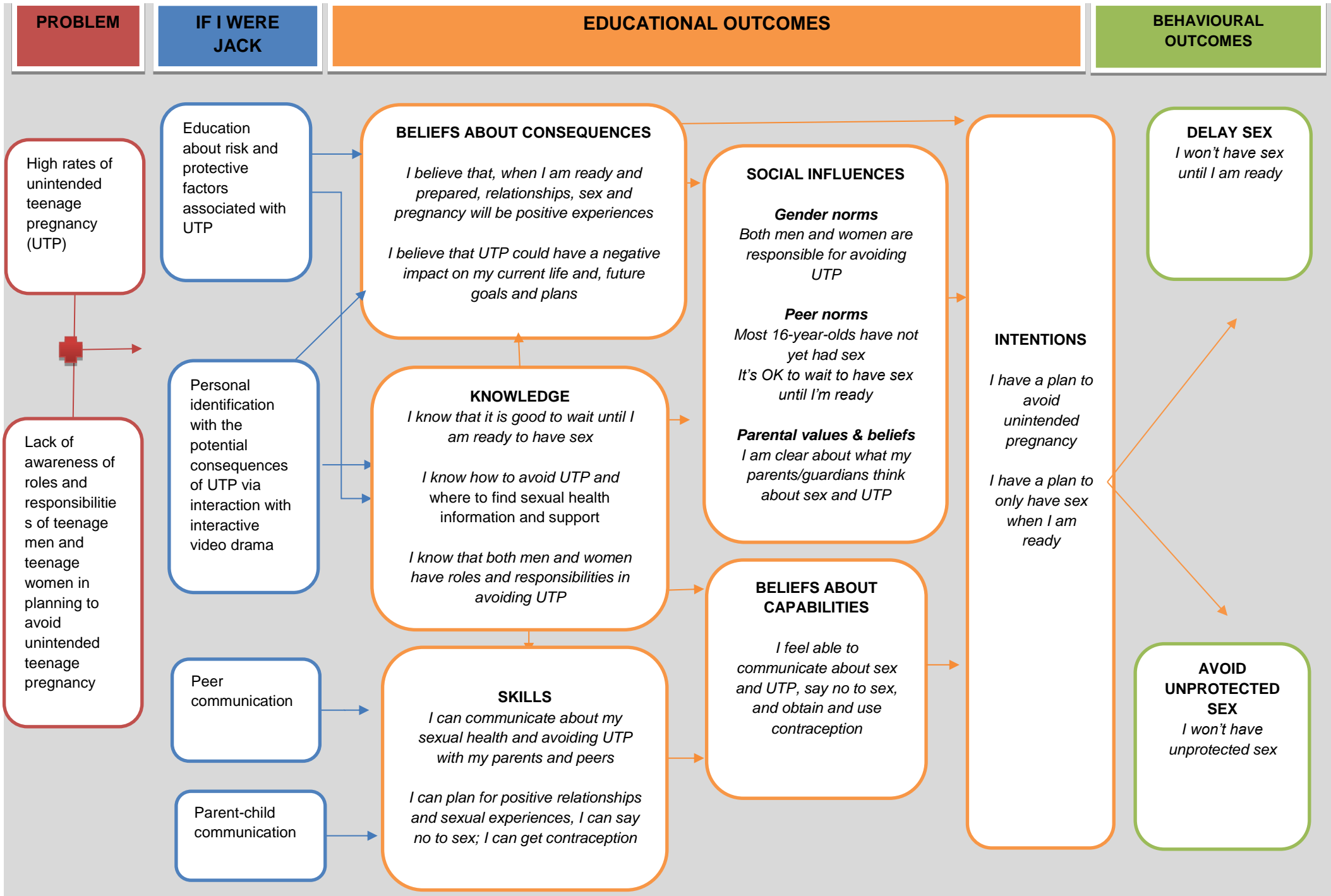
- Offer participants the opportunity to ask questions and/or seek clarification.
 - If you are unable to answer any of the questions please refer the person to the *If I Were Jack* website www.qub.ac.uk/if-i-were-jack where more information is available and the contact details of the research team are provided.
 - Indicate that the research team would be happy to receive any comments they have about the resource or their experiences using it. Contact details are available on the website.
 - They can email the research team at ifiwerejack@qub.ac.uk
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PART 9: TRAINING SATISFACTION QUESTIONNAIRE

(10 mins)

- Explain to teachers that we would like to gather their views on the 90 min training session
 - Hand out the Teacher Training Satisfaction Survey Information and Consent form and the Teacher Training Feedback Form. Allow teachers 5 minutes to complete.
 - Explain to teachers that eight schools across the UK will be randomly select as 'Case Study' schools. If their school is a case study school, some of their lessons may be observed and they may be asked to participate in an interview and focus group to discuss the resource.
 - Ask teachers to complete the Teacher Consent Form if they wish to participate in the research should their school be a case study school.
 - Return completed surveys and consent forms to the Trial Coordinator.
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Appendix A: Theory of Change Model



Appendix B: THE THEORY BEHIND IF I WERE JACK AND HOW IT IS APPLIED IN EACH OF THE RESOURCE COMPONENTS

Aims of the resource and targeted psychosocial variables	Related components of the resource	Learning Outcomes Young people should be able to:
1. Increase skills in communicating about sexual health and unintended pregnancy and planning for positive relationships and sexual experiences	<ul style="list-style-type: none"> - Modelling of communication strategies in the IVD - Group discussion regarding issues arising from the IVD - Parent/Carer survey - Staying safe scenarios 	<ul style="list-style-type: none"> - feel confident in communicating with partners, friends, parents and professionals about unintended pregnancy
2. Knowledge about the consequences of unintended pregnancy	<ul style="list-style-type: none"> - Modelling of consequences in the IVD - Fact or Fiction activity - Pause: Fast-forward: Rewind activity - If I had a baby activity 	<ul style="list-style-type: none"> - summarise the impact of unintended pregnancy on individuals, families and relationships
3. Knowledge about personal readiness for relationships, sex and pregnancy	<ul style="list-style-type: none"> - Consideration of personal attitudes, values and beliefs while engaging with the IVD - Staying safe scenarios - Online scavenger hunt - Jack forum dilemmas - My plan activity 	<ul style="list-style-type: none"> - indicate awareness of the age of sexual consent and that readiness for relationships and sex is important to think about - specify personal attitudes, values and beliefs about unintended pregnancy and the options available for pregnancy resolution
4. Knowledge about avoiding unintended pregnancy and local information and support services	<ul style="list-style-type: none"> - Online scavenger hunt - Jack forum dilemmas - Jack Wallet Cards 	<ul style="list-style-type: none"> - indicate awareness of roles and responsibilities of males and females in relation to sex and pregnancy - indicate awareness of support services available
5. Increase beliefs about capabilities relating to relationships, sex and pregnancy	<ul style="list-style-type: none"> - Consideration of personal attitudes, values and beliefs - Group discussions - My plan activity 	<ul style="list-style-type: none"> - Feel able to communicate about relationships, sex and pregnancy; say no to sex if they want to; and obtain and use contraception
6. Improve perceptions of peer gender norms associated with unintended pregnancy	<ul style="list-style-type: none"> - Modelling of gender norm activity in the IVD - Controversial statements activity 	<ul style="list-style-type: none"> - Indicate awareness of the often-oppressive consequences of gender norms - specify personal attitudes to notions of masculinity relating to unintended pregnancy
7. Increased intentions to avoid teenage pregnancy	<ul style="list-style-type: none"> - Personal reflection while using the IVD and engaging in other activities - My Plan activity 	<ul style="list-style-type: none"> - indicate action they will take to avoid unintended pregnancy - indicate their views regarding reasons for and how best to avoid unintended pregnancy

Appendix C: **FAQS FROM TEACHERS**

Below are some questions which teachers may ask during the training sessions and recommended answers from us. If you are unsure of the answers to any questions, please do not hesitate to note the question down and ask a member of the research team.

Can I deliver the resource during one session?

Generally speaking, the resource can be delivered in a way that suits the schools normal procedure for RSE. Teachers can choose from the following options:

- One 30-45 minute lesson per week over six weeks;
- One 50-60 minute lesson per week over four weeks;
- One half day (four 50-60 minute lessons with two breaks);
- Over two days (two 50-60 minute lessons with a break delivered over two consecutive days or two consecutive weeks)

If a teacher would like to deliver the programme in a different way please advise them to speak to Trial Coordinator in their country.

Can I deliver the resource over 7 or 8 weeks?

Ideally, the programme should usually be delivered for a maximum of 8 weeks. This accounts for unforeseen interruptions to scheduled lessons or when teachers decide they would like to spend another week or two using the resource because students are enjoying it. Teachers should inform the Trial Coordinator if they use the resource for more than 6 weeks.

We will be on break during week 4, can I just pick up where I left off when we return to school?

Ideally the programme should be delivered on a weekly basis during a period when there are no scheduled holidays. If however, there is a break then, yes, the teacher should just pick up where they left off.

It's very difficult booking computer rooms in the school. Is it essential that we let the students view the film on individual computers? Can I just show the film on an overhead projector?

It is best for students to watch the film on individual computers/tablets with headphones. In a pilot research study students said that they engaged with it more and were less influenced by other students in the classroom. However, it can be shown on an overhead projector if the teacher thinks more appropriate. For example, it might be easier to show on an overhead projector if there are a lot of students in the class with reading difficulties (that way the teacher can explain words if needed). If your school doesn't have enough computers for students to use individually, show it on an overhead screen. Students should not be permitted to view the film in small groups.

My students don't like discussion activities/homework/writing activities and I know they won't do it. Can I leave that activity out?

Please attempt all the activities with your students. If you experience any difficulties please note these for the research team.

Some of my students don't understand English very well. I don't think they'll understand it.

Students who don't have enough English to enable them to understand the questionnaire will be excluded from the research study. However, you can still deliver the resource to them if you think appropriate. If the option is available to you, you might arrange for such students to receive an ESOL lesson prior to the first session which helps them understand the key terms.

What about students with learning difficulties?

During our previous studies, students with learning difficulties were able to use the resource with the help of their usual teachers and teaching assistants. The research team will provide extra support to help such students to complete the research questionnaire. Advise the teacher that they can speak to the Trial Coordinator if they have any further concerns in this regard.

What do I do if one of my students becomes upset as a result of using the resource?

If a student becomes upset as a result of using the resource you should follow normal school procedures e.g. speak to the student about what is bothering them; ensure they are safe; refer them to the school counsellor/pastoral care teacher; speak to a senior staff member and/or parents. Please also inform the Trial Coordinator if such a situation arises as it is important that the research team are aware of any adverse incidents relating to using the resource.

I think a lot of my students will have difficulty understanding this/engaging with this. Do I have to deliver it to them?

Advise that they speak to the Trial Coordinator about their concerns.

What do I do if parents ask questions/complain?

A senior staff member in the school (principal/head teacher or vice-principal/deputy head teacher) has consented for the resource to be delivered to students. At that time a letter was sent to parents/carers of participating students informing them of this and inviting them to contact the school if they wanted further information. Parents were also sent information about the research from the research team. If a parent approaches you in relation to the resource you can answer their questions honestly and invite them to contact the Trial Champion Teacher in your school or the Trial Coordinator if there is anything that you are unsure about. If a parent indicates that they no longer want their child to receive the resource you should consult with the Trial Champion Teacher/senior manager about how to proceed. We would advise that the student is withdrawn from the lessons and provided with alternative supervision.

What do I do if I have technical difficulties? Can't get the film/computers to work?

It is a good idea to test out the film using the online version and hard copy IVD before the first session. You will need to ask the school computer officer/IT technician to ensure that the following website is not blocked www.qub.ac.uk/sites/lfiWereJack. You could also ask the technician to use the IVD to put the film on the school network for students to access. Speak to your Trial Coordinator if you experience any difficulties at set-up.

What will the questionnaire/interview/observation involve?

I'm not really sure about answers relating to the research project but I will take your name and email address and pass it to the research team to get back to you.

I really think there should be more in there about contraception/consent/abstinence.

The programme intentionally has a narrow focus because it is intended to be delivered as part of a comprehensive RSE programme. You are free to deliver other resources which focus on these issues before or after you deliver *If I Were Jack*.

I wouldn't feel comfortable talking to my students about abortion/contraception/sex in the way you describe. Can I share my own personal views on these things?

While you can share the school ethos on these issues we would ask that personal views are not shared with students. *If I Were Jack* is intended to be objective and non-judgmental so that students can consider their own personal and familial views on the issues. If this is something you feel very strongly about you should speak to the Trial Coordinator.

Appendix D: TRAINING SESSION EXPERIENCE QUESTIONS

Please answer all questions after each teacher training session and return to Trial Coordinator via email.

- How many teachers attended the training session?
- Were there any teachers who will be delivering the Jack resource absent from the training session? **Yes/ No**
- Did the training session start on time? **Yes/ No**

If No, Why Not? _____

- Did the training session finish on time? **Yes/ No**

If No, Why Not? _____

- Was all the content of the training session covered? **Yes/ No**

If No, Why Not? _____

- Were there any difficult questions from teachers? **Yes/ No**

If Yes, What were they? _____

- Were there any issues or problems during the session? **Yes/ No**

If Yes, What were they? _____

Do you have any other comments/ anything you require of us to help you improve the training sessions?

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