Drug use, smoking and drinking among young people in England in 2001

Summary of key findings

Edited by Richard Boreham and Andrew Shaw
A survey carried out on behalf of the Department of Health by the National Centre for Social Research & the National Foundation for Education Research
This booklet is a summary of the report “Drug use, smoking and drinking, among young people in England in 2001” and is also available on the Department of Health website along with the main report (http://www.doh.gov.uk/public/sddsurvey01.htm). An anonymised dataset will be lodged with the Data Archive at the University of Essex. Reports and data files from earlier surveys in the series are similarly available.
Background and targets

The Department of Health commissioned the National Centre for Social Research (NatCen) and the National Foundation for Educational Research (NFER) to conduct the 2001 survey of smoking, drinking and drug use among secondary school pupils in England. This is the latest in a series of surveys of secondary school children which provides the national estimates of the proportion of young people aged 11-15 who smoke, drink alcohol and/or take illegal drugs.

The first survey in the series was carried out in 1982 to provide estimates of the proportion of pupils who smoked and to describe their smoking behaviour. Similar surveys were carried out every two years until 1998 to monitor trends in the prevalence of cigarette smoking. Questions on alcohol consumption were included for the first time in the 1988 survey, and the 1998 survey was the first to include questions on the prevalence of drug use. Surveys are now being carried out every year, with a core section of questions covering the following:

- smoking status and number of cigarettes smoked in the last week;
- drinking status and amount of alcohol drunk in the last week;
- awareness of drugs, ever tried drugs and when last tried individual drugs.

In alternate years, the remainder of the questionnaire focuses mainly on either drug use or on smoking and drinking. The 1999 and 2001 surveys focussed on drugs, the 1998 and 2000 surveys focussed on smoking and drinking. Between 1982 and 1999 surveys were carried out by the Office for National Statistics; the 2000 and 2001 surveys were carried out by NatCen and NFER. This long established series of surveys acts as an official measure of progress towards targets for reducing smoking and drug use among young people.

*Tackling drugs to build a better Britain*\(^1\) contains targets for reducing drug use among young people. The key performance targets are:

- To reduce the proportion of people under the age of 25 reporting the use of Class A drugs by 25 per cent by 2005 and by 50 per cent by 2008;
- To reduce the availability of Class A drugs by 25 per cent by 2005 and by 50 per cent by 2008.

The target for reducing children’s smoking was set in *Smoking Kills, A White Paper on Tobacco*\(^2\) and is measured against a 1996 baseline for 11-15 year olds. The target is:

- to reduce smoking among children from 13% to 9% or less by the year 2010, with a fall to 11% by the year 2005.

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Sample Design
The survey was conducted in schools by asking pre-selected groups of pupils to complete a confidential questionnaire. Both schools and pupils were selected randomly in a way designed to give every eligible child in England the same chance of inclusion in the study.

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

In total, 285 schools agreed to take part in the survey out of the 414 eligible selected schools, a response rate of 69%. Fieldwork was conducted in the autumn term of 2001. An average of 37 pupils per school were selected from across all classes in years 7 to 11 to take part. The response from selected pupils in participating schools was 89%, yielding a total of 9357 completed questionnaires. The product of these rates results in an overall response of 61%.
Prevalence of taking drugs
In 2001, 29% of pupils reported that they had ever tried one or more drugs, 20% had taken drugs in the last year and 12% had done so in the last month.\textsuperscript{3} Boys were slightly more likely than girls to have taken drugs – among boys 13% had taken drugs in the last month and 21% had taken drugs in the last year, compared with 11% and 19% respectively among girls.

As pupils get older, they become much more likely to take drugs: only 3% of 11 year olds and 4% of 12 year olds had taken drugs in the last month, but 24% of 15 year olds had. Almost half (48%) of 15 year olds had ever tried drugs at some point and 29% had taken drugs in the last year.

It is not possible to compare these figures with 2001 with the results from previous surveys in the series due to changes in the structure and wording of questions. However responses to other questions (such as drug use among friends and attitudes towards experimentation with drugs) suggest that the increase in drug taking reported between 1998 and 2000 has probably continued into 2001. A full methodological explanation is detailed in the main report.

3 Pupils were asked about cannabis, amphetamines, LSD, ecstasy, poppers, tranquillisers, heroin, magic mushrooms, methadone, crack, cocaine, anabolic steroids, glue, gas, aerosols or solvents and other drugs (other than those that could be got from a doctor or chemist).
Proportions who had taken cannabis and Class A drugs in last year

Cannabis was by far the most widely taken drug. Thirteen per cent of pupils reported taking this drug in the last year. Seven per cent had sniffed volatile substances. Every other individual drug had been taken in the last year by no more than 3% of pupils, with a total of 4% taking any Class A drug in the last year. At age 15, four in ten had taken at least one drug in the last twelve months, most of whom had taken cannabis. Nine per cent had taken at least one Class A drug, though cocaine and heroin had respectively been taken in the last year by only 3% and 1% of 15 year olds.

In this survey, ecstasy, cocaine, crack, heroin, LSD, magic mushrooms, methadone or amphetamines (if they had been injected) were grouped as Class A drugs. Note that this is not an exhaustive list of Class A drugs.
Prevalence of sniffing volatile substances

Reported levels of misuse of volatile substances (sniffing or inhaling glue, gas, aerosols or other solvents) were much higher than in previous surveys in the series, although this is almost certainly due to the change in question format rather than a sudden change in the actual levels of misuse (See full report for a more detailed discussion).

The patterns of prevalence of misuse of volatile substances were different to those seen for other behaviours. Older pupils were more likely than younger pupils to smoke, drink or take cannabis, but misuse of volatile substances did not show a strong relationship with age. Use of volatile substances in the last year was highest among 13 and 14 year olds at 9% and lowest among 11 year olds at 4%.

It is possible to distinguish between first time users of a drug in the last year and ‘repeat’ users by comparing the age at which pupils first took a drug with their current age. Despite the relatively high prevalence of pupils who had ever sniffed volatile substances, repeat usage was low - the proportion of pupils who were classified as repeat users of volatile substances was 4% or less for each age group. In contrast repeat use of cannabis increased with age – less than 1% of 11 year olds were repeat users of cannabis, but this had increased to 16% of 15 year olds.

Ever tried individual drugs, by age

*Base: All pupils*

- Volatile substances
- Cannabis

<table>
<thead>
<tr>
<th>Age</th>
<th>Volatile substances</th>
<th>Cannabis</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12 years</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>13 years</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>14 years</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>15 years</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>
Type of drugs taken at age when first took drugs

For each drug, pupils who had ever tried it were asked at what age they first tried it. From this it is possible to work out at what age pupils first tried drugs and which drugs were taken by them at this age.

Pupils tended to have only tried one drug at the age when they first tried drugs, with 45% reporting that they had only sniffed volatile substances and 41% reporting that they had only tried cannabis at the age when they had first tried drugs. The similarity in the overall percentages having tried only volatile substances or only cannabis masks a very strong relationship with the age at which drugs were first tried. Eighty-six per cent of pupils whose first use of drugs was at aged 10 or younger took volatile substances and no other drugs at that age compared with 7% who took only cannabis. In contrast, among pupils whose first use of drugs was at age 15, 74% took cannabis and no other drugs at that age compared with 8% who took only volatile substances.
Relationships between volatile substances, cannabis, smoking, drinking and Class A drugs

There was a stronger link between taking cannabis and smoking and drinking than there was between taking volatile substances and smoking and drinking. Around half of those who had taken cannabis in the last year were regular smokers and half usually drank at least twice a week, whereas among those who had taken volatile substances in the last year the equivalent proportions were both around a third.

It is possible to determine whether taking volatile substances, cannabis or smoking or drinking are risk factors for later use of Class A drugs by restricting analysis to pupils who are currently aged 15, and had not taken Class A drugs by age of 13. By looking at this group, it is possible to see which behaviours at 13 were most likely to predict whether pupils had taken Class A drugs by 15. Fifteen year old pupils who had taken cannabis by the age of 13 were the most likely to have taken Class A drugs in the last year (31% compared with 5% of those who had not taken cannabis by this age). There was a weaker link between taking volatile substances and future use of Class A drugs - those who had taken volatile substances by age 13 were more likely than those who had not to have taken Class A drugs in the last year (16% compared with 7% respectively).

These results suggest that taking cannabis is more likely to lead to future use of Class A drugs than not taking cannabis. However, this does not imply that pupils necessarily progress from taking cannabis to taking Class A drugs; 69% of those who had taken cannabis by age 13 not had taken Class A drugs in the last year.

There were only 34 pupils aged 15 who had taken Class A drugs by the age of 13, 21 of whom had taken Class A drugs before they had ever tried volatile substances and 9 of whom had taken Class A drugs before they had ever tried cannabis. Excluding such a small number of pupils from the analysis is highly unlikely to affect the findings.

Taken Class A drugs in last year among 15 year olds, by age of first use of volatile substances and cannabis, usual drinking frequency and smoking behaviour

All pupils aged 15 (excluding those who had taken Class A drugs by age 13)
**Awareness of drugs**

There was widespread awareness of illegal drugs among young people in England. In 2001, 94% of pupils had heard of cocaine, 93% of cannabis and 91% of heroin. At least eight out of ten pupils had heard of crack (84%) and ecstasy (81%), and at least seven out of ten pupils had heard of tranquillisers (74%) and magic mushrooms (74%). Even the less well known drugs recorded awareness levels over 50% - LSD (64%), amphetamines (57%), anabolic steroids (55%), methadone (55%) and poppers (52%). Only 2% had never heard of any of the drugs listed.

Awareness of every type of drug increased with age. Yet even at age 11 there was high awareness of cocaine (84%), heroin (81%) and cannabis (75%), though limited awareness of amphetamines (19%), poppers (24%) and LSD (27%). By age 15 virtually all pupils had heard of cocaine, heroin, cannabis, crack and ecstasy. Even the least well known drug, methadone, was recognised by 69%.
Knowledge of drugs

Pupils’ knowledge of the potential physical effects of drugs was assessed through a series of 7 statements, four true and three false. Summing the number of statements which pupils answered correctly illustrates the extent to which knowledge of drugs increased with age. At age 11, 15% of pupils gave five or more correct answers out of a possible seven. This proportion then climbs steadily to reach 54% among 15 year olds, a level which implies a good deal of basic knowledge among older pupils but also a substantial degree of remaining ignorance.

Pupils’ knowledge of drugs was related to their use of cannabis, but not to their use of Class A drugs. Among 15 year old pupils, use of cannabis in the last month was higher among pupils who got 5 or more answers correct (23%) than among those who got a maximum of 2 answers correct (17%).

6 True statements were “Taking cocaine is dangerous”, “Heroin is addictive”, “Inhaling or sniffing solvents can cause brain damage” and “Injecting drugs can lead to HIV”. False statements were “Ecstasy always makes you feel great, with no side effects”, “Cannabis is more dangerous than heroin” and “Smoking cannabis does less damage to your lungs than cigarettes”.

Number of correct answers to statements (out of 7), by age

All pupils

[Bar chart showing the number of correct answers by age group, with the percentage of pupils getting 5 or more, 3 or 4, and 2 or fewer correct answers indicated for each age group.]
Schools’ provision of information on drugs
The proportion of pupils who remembered having lessons on drugs in general increased from 38% in 1988 to 64% in 1996, and has remained around this level since then, and was 65% in 2001. In addition to being asked about lessons on drugs in general, since 1996 pupils have been asked whether they remembered having lessons covering specific drugs. In 2001, lessons about solvents, crack/cocaine, heroin and ecstasy were remembered by more than a third of pupils.

There was a relationship between having lessons about drug use and taking cannabis – prevalence of taking cannabis in the last month was lower among Year 11 pupils who had had useful lessons on drugs (12%) than among their counterparts who had had lessons that were not useful (31%) or who did not remember having lessons (27%) - prevalence was also lower among those who remembered having lessons than those who did not (19% compared with 27%). There was no clear relationship between having lessons on drug use and taking Class A drugs.
Other sources of information

Pupils were presented with five statements about what adults say about drugs and asked to say whether they agreed or disagreed with each. These included a general statement that what adults say about drugs is true and four statements on listening to what certain adults (parents, doctors, teachers, and the police) say about drugs. The vast majority of pupils listened to what some adults say (93% agreed with at least one statement on listening).

When asked about whether they believed what adults told them about drugs; just over half of pupils (58%) thought that what they were told was true. As pupils got older (and their own knowledge of drugs increased), they were less likely to value the views of adults: whereas 64% of 11 year olds agreed that what adults say about drugs is true, 51% of 15 year olds shared this view.

![Proportion agreeing that what adults tell children about drugs is true by age](chart.png)
Access to drugs
Two fifths (42%) of pupils had ever been offered any drugs, with boys more likely (44%) than girls (39%) to have been offered drugs. Likelihood of having been offered drugs increased substantially with age from 17% of 11 year olds to 65% of 15 year olds.

Pupils were asked whether they thought it would be easy or difficult to get illegal drugs. A third (33%) felt it would be easy to get illegal drugs and two fifths felt it would be difficult (22%), although it should be noted that almost half (45%) of pupils were not sure how easy or difficult it would be. When asked about the ease of getting specific drugs fewer pupils felt it would be easy to get hold of these drugs (15% crack/cocaine and 11% heroin).

Given that drug use (and the likelihood of being offered drugs) increased with age, it is not surprising that a greater proportion of the older age groups perceived it was easy to get illegal drugs: 64% of 15 year olds compared with only 7% of 11 year olds.

Proportion perceiving it would be easy to obtain drugs, by age

<table>
<thead>
<tr>
<th>All pupils</th>
<th>Illegal Drugs</th>
<th>Cocaine/Crack</th>
<th>Heroin</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 years</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12 years</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>13 years</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>14 years</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>15 years</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>
Why pupils tried drugs

Pupils who had ever tried drugs were asked why they had done so on the first time that they had experimented. Pupils who had taken drugs in the last month were asked a similar question about the last occasion that they had taken drugs. It is therefore possible to compare reasons for first and most recent use, although it should be borne in mind that the smaller group of pupils who had used drugs in the last month were older.\(^7\)

The predominant reason why pupils tried drugs for the first time was ‘I wanted to see what it was like’ given by 68%. In contrast, by far the most common reason for using drugs in the last month was to get high or feel good (59%). Pupils were slightly more likely to have been influenced by friends on the first occasion (21%) than in the last month (15%), whereas they were more likely to have taken drugs on the last occasion than on the first because they had nothing better to do (19% compared with 11%) or because they wanted to forget their problems (16% compared with 11%).

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\(^7\) 35% of pupils who had tried sniffing volatile substances but taken no other drugs considered that they had never taken or used any drug. As a result, they did not answer questions about first and most recent drug taking. Given the potential for this to impact on results, all those whose first or more recent drug taking was of volatile substances alone (that is, not in combination with other drugs) are excluded from this analysis. See the main report for a full discussion.

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### Reasons for taking drugs on first and last occasion

*All ever taken drugs/All taken drugs in last month (except those who had only taken volatile substances)*

<table>
<thead>
<tr>
<th>Reason</th>
<th>First occasion</th>
<th>Last occasion</th>
</tr>
</thead>
<tbody>
<tr>
<td>See what it was like</td>
<td>72%</td>
<td>66%</td>
</tr>
<tr>
<td>Get high/feel good</td>
<td>20%</td>
<td>56%</td>
</tr>
<tr>
<td>Friends doing it</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Nothing better to do</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Forget problems</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Offered drugs</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Dare</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Cool</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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*Percent*
How drugs made pupils feel
Taking drugs is much more likely to have resulted in a positive rather than a negative experience among pupils.\(^8\)\(^,\)\(^9\) Recalling their first occasion of taking drugs, 53% of pupils had a positive experience, compared with 14% who had a negative experience. On the last occasion that pupils had taken drugs (within the last month) the contrast between positive and negative experiences was even more pronounced, with equivalent figures of 70% and 5% for positive and negative reactions.

Pupils who had last taken drugs in the last month were the most likely to consider their overall experience of drugs on the first occasion to have been positive (62%) compared with 46% of those who had taken drugs in the last year (but not in the last month) and 37% of those who had last taken drugs more than a year ago.

It may be, of course, that those who experienced negative feelings at any time in the past were much less likely to have taken drugs in the month preceding the survey and thus not fall within the smaller group of recent users. Nevertheless, the evidence from this group both on their positive feelings from drug taking and that by far their most common reason for drug use was to get high or feel good suggest strongly that the physical effects of drug use perceived by pupils are more likely to encourage than discourage continued use.

\(^8\) Pupils were given a number of statements which described how they might have felt as a result of taking drugs and their responses were classified into four groups as follows: those who had only positive feelings or both positive and neutral feelings; those who had only negative or negative and neutral feelings; those who had both positive and negative feelings; and those who had only neutral feelings. The first group may be viewed as having had, overall, a positive experience from taking drugs, the second group a negative experience and the latter two groups a mixed or neutral experience.

\(^9\) 35% of pupils who had tried sniffing volatile substances but taken no other drugs considered that they had never taken or used any drug. As a result, they did not answer questions about first and most recent drug taking. Given the potential for this to impact on results, all those whose first or more recent drug taking was of volatile substances alone (that is, not in combination with other drugs) are excluded from this analysis. See the main report for a full discussion.
Concerns about taking drugs

All pupils were presented with a list of 13 ‘things that worry some people when they think about taking drugs’ and asked whether they worried about any of them. Despite pupils’ mainly positive reactions to taking drugs, there was still considerable concern about the consequences of drug use. This concern spanned social factors – including ‘I might get into trouble with my parents’ (85%) or the police (79%) – and worries about physical harm – including ‘I might get health problems because of using drugs’ (80%) and ‘something could go wrong and I might die’ (78%). The implication is that the vast majority of pupils are worried about both physical and social aspects of drug taking, as well as additional factors. The potential to get into ‘dangerous situations’ (78%), ‘to spend too much money’ (59%) or to ‘fall behind with my school work’ (58%) were each mentioned by the majority of pupils.

Pupils who had taken drugs in the last month were asked about their potential future drug taking. A quarter (24%) said they would like to ‘give up now’, with a further fifth (20%) preferring the option of giving up in the future. A third (32%) were unsure, while somewhat fewer (23%) did not wish to stop taking drugs.
Family views on taking drugs

The great majority of pupils perceived that their families had negative attitudes towards taking drugs; 85% of pupils said that their parents would either stop them taking drugs or would try to persuade them not to take drugs. There was a modest relationship between perceived family attitudes and when pupils had last taken drugs. Pupils who had never taken drugs felt that if they did, their parents would stop them (72%) rather than try to persuade them to give up (13%). There was a similar pattern among pupils who had taken drugs in the last month although the pattern was less pronounced (59% compared with 21%).

A similar set of questions was asked about family attitudes to cigarette smoking in the 2000 survey. Family attitudes to cigarette smoking were also overwhelmingly negative with 88% of pupils reporting that their parents would either stop them smoking or persuade them not to smoke. However, in terms of the ‘firmer’ attitude to these behaviours, pupils were less likely to think that their parents would stop them smoking cigarettes (59%) than to stop them taking drugs (70%), and correspondingly more likely to think that their parents would persuade them not to smoke (29%) than would persuade them not to take drugs (15%).

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Drug taking among peer groups

Drug taking was more prevalent among pupils’ friends than among their siblings – 10% reported that half or more of their friends took drugs and a further 18% had a few friends who took drugs, whereas 7% had at least one sibling who took drugs. Drug taking among siblings was at a similar level to 1999, although drug taking among friends was higher (in 1999, 8% reported half or more friends took drugs, 16% reported a few friends took drugs), which suggests that drug use may have increased slightly between 1999 and 2001.

Older pupils were more likely than younger pupils to have siblings or friends who took drugs. Hence, in order to look at the relative relationships between having friends or siblings who take drugs and pupils’ own drug taking behaviour, analysis was restricted to those pupils aged 15. Among this group, it was found that the behaviour of their siblings was related to their own drug taking. Among those with no brothers or sisters, 28% had taken drugs in the last month. Compared with these lone children, 15 year olds with siblings that took drugs were much more likely to have taken drugs in the last month themselves (53%), and those whose siblings did not take drugs were less likely (18%).

The relationship between pupils’ drug taking and that of their friends was even stronger. Among 15 year olds, 4% of those with no friends who took drugs had taken drugs in the last month, compared with 19% of those with a few friends who took drugs and 60% of those with half or more of their friends who took drugs.
Attitudes to taking drugs
Although the majority of pupils do not think that it is acceptable to take drugs, there has been an increase between 1999 and 2001 in the proportion that think drug taking is acceptable, whereas attitudes towards smoking and drinking have remained the same. Pupils thought that experimental use was more acceptable than occasional or regular use, and also distinguished between the acceptability of taking cannabis and taking heroin or ecstasy. Taking drugs (even cannabis) was still seen as much less acceptable than cigarette smoking.

In 2001, 20% of pupils thought it was OK to try cannabis once and 13% that it was OK to smoke cannabis occasionally, increases from 13% and 9% respectively in 1999. It was still seen as less acceptable to try heroin once (6%) than to try cannabis, although this also represented an increase from 1999 levels (3%).

Attitudes towards drug users were more tolerant in 2001 than in 1999, with less agreement with statements such as “All people who take drugs should be punished” and “People who take drugs are stupid”.

![Attitudes towards experimentation: 1999, 2001](chart)

"Attitudes towards experimentation: 1999, 2001" Base: All pupils

- OK to try cannabis once
- OK to try heroin once
- OK to smoke cannabis occasionally
- OK to take ecstasy every weekend
Prevalence of cigarette smoking

The Government’s target is to reduce the number of children aged 11-15 who smoke regularly from a baseline of 13% in 1996 to 11% by 2005 and 9% by 2010. In 2001 10% of pupils aged 11-15 were regular smokers. The proportion of regular smokers (defined as usually smoking at least one cigarette a week) has fluctuated since 1982, but has been quite stable since 1998.\textsuperscript{11}

Prevalence of smoking was strongly related to age. Only 1% of 11 year olds were regular smokers compared with 22% of 15 year olds.

In the early 1980s, boys and girls were equally likely to smoke. Since then girls have been consistently more likely to smoke than boys. In 2001, 11% of girls were regular smokers, compared with 8% of boys. This gender difference was not present among 11 and 12 year olds, but first appeared at age 13, and was maintained at 14 and 15.

\textsuperscript{11} 10% of all pupils were regular smokers in 2000, which remained the same in 2001, whereas the proportion of boys and girls who were regular smokers declined between 2000 and 2001. This discrepancy has been caused by percentages being rounded to the nearest whole numbers. What can be concluded is that the proportion of regular smokers has remained stable since 2000 and that any change was not significant.
Prevalence of drinking alcohol in the last week

Twenty six per cent of pupils had had an alcoholic drink in the previous week. This proportion has fluctuated between 20% and 27% since the question was introduced in 1988, but with no sustained increase or decrease over time.

In most previous surveys boys had been more likely than girls to have drunk in the last week, and this was also the case in 2001 with 28% of boys and 25% of girls having had a drink in the last week.

As with cigarette smoking, drinking was strongly related to age. Only 6% of 11 year olds had drunk alcohol in the last week compared with 52% of 15 year olds.
Trends in volume and types of drinks consumed in last week

Although the proportion of pupils who drank in the previous week has fluctuated rather than increased over time, the mean consumption for those who had drunk in the last week had risen constantly from 5.4 units of alcohol in 1990 to a peak of 10.4 units in 2000, but was 9.8 units in 2001.² It would be premature to conclude from this year’s data that average consumption is on a downward trend, following a decade of unbroken increases. The median number of units drunk was six in both 2000 and 2001, and there was no change in the proportion of drinkers who consumed seven or more units in the previous week. The data suggest a halt to the upward trend rather than declining average consumption.

Historically, boys who drank consumed more units of alcohol in the last week than girls, although between 2000 and 2001 the difference in the amount of alcohol drunk decreased. In 2001 boys who drank consumed an average of 10.6 units compared with 8.9 units for girls. In 2000 the equivalent figures were 11.7 units for boys and 9.1 units for girls.

The types of alcohol drunk have also changed over time – In 2001, beer, lager and cider were still the most common drink (drunk by 70% of drinkers in the last week), but prevalence of alcopops had increased in recent years to reach 68% of drinkers in 2001. The proportion of drinkers who had drunk spirits in the last week had increased from 35% in 1990 to 57% in 2001, whereas prevalence of drinking shandy, wine or fortified wine in the last week have decreased in recent years.
**Social and educational characteristics**

Pupils’ social characteristics were related to smoking, drinking and drug use although the strength and direction of the relationships varied for different behaviours. Of the three behaviours, smoking has been shown (from this survey and others) to have the strongest relationship with social and educational characteristics. Prevalence of smoking was higher among those receiving free school meals (the main indicator of disadvantage collected in this survey). Drug use had a weaker (but still significant) relationship, with slightly higher prevalence among those taking free school meals. In contrast, drinking showed no relationship with receipt of free school meals.

Pupils who had played truant or had been excluded from school were more likely than those who had not to smoke, drink or take drugs, even once age differences had been taken into account.

**Relationships between smoking, drinking and drug use**

Smoking, drinking and drug use were all highly interrelated behaviours. Pupils who smoked were more likely to drink, and pupils who drank were more likely to smoke. Similarly pupils who either drank or smoked were more likely to take drugs. There was a stronger relationship between smoking and drug taking than there was between smoking and drinking or between drinking and drug use. All three behaviours were strongly linked to age. Nevertheless, these relationships were evident even once the age of pupils who smoked, drank or used drugs was taken into account.

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12 One unit of alcohol is 8 grams by weight or 1cl (10ml) by volume of pure alcohol and approximately the amount contained in: half a pint of ordinary strength beer or lager (4% alcohol by volume); a single pub measure of spirits (25ml); a small glass of ordinary strength wine (9% alcohol by volume); or a single pub measure of sherry or fortified wine.
Recent publications

http://www.doh.gov.uk/public/sddsurvey01.htm

http://www.doh.gov.uk/public/sddsurvey.htm


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www.data-archive.ac.uk
About the National Centre for Social Research
The National Centre for Social Research (NatCen) is an independent institute specialising in social survey and qualitative research for the development of public policy. Research is in areas such as health, housing, employment, crime, education and political and social attitudes. Projects include ad hoc, continuous and longitudinal surveys, using face to face, telephone and postal methods; many use advanced applications of computer assisted interviewing. NatCen has over 200 staff and a national panel of over 1,000 interviewers complemented by 300 nurses who work on health-related surveys.

About the National Foundation for Educational Research
The National Foundation for Educational Research has been engaged in educational research since 1946 and is an independent foundation with charitable status. The Foundation undertakes research and evaluation for local and national agencies, in the government, commercial and charitable sectors. The research programme is concerned with all aspects of education and training, a major part being concerned with the public education system.

The full text of this publication has been made available to you on the internet.
You can find this at:
http://www.official-documents.co.uk/document/deps/doh/sdhp02/survey.htm
http://www.doh.gov.uk/public/sddsurvey01.htm

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Background and targets

The Department of Health commissioned the National Centre for Social Research (NatCen) and the National Foundation for Educational Research (NFER) to conduct the 2001 survey of smoking, drinking and drug use among secondary school pupils in England. This is the latest in a series of surveys of secondary school children which provides the national estimates of the proportion of young people aged 11-15 who smoke, drink alcohol and/or take illegal drugs.

The first survey in the series was carried out in 1982 to provide estimates of the proportion of pupils who smoked and to describe their smoking behaviour. Similar surveys were carried out every two years until 1998 to monitor trends in the prevalence of cigarette smoking. Questions on alcohol consumption were included for the first time in the 1988 survey, and the 1998 survey was the first to include questions on the prevalence of drug use. Surveys are now being carried out every year, with a core section of questions covering the following:

- smoking status and number of cigarettes smoked in the last week;
- drinking status and amount of alcohol drunk in the last week;
- awareness of drugs, ever tried drugs and when last tried individual drugs.

In alternate years, the remainder of the questionnaire focuses mainly on either drug use or on smoking and drinking. The 1999 and 2001 surveys focussed on drugs, the 1998 and 2000 surveys focussed on smoking and drinking. Between 1982 and 1999 surveys were carried out by the Office for National Statistics; the 2000 and 2001 surveys were carried out by NatCen and NFER.

This long established series of surveys acts as an official measure of progress towards targets for reducing smoking and drug use among young people.

Tackling drugs to build a better Britain\(^1\) contains targets for reducing drug use among young people. The key performance targets are:

- To reduce the proportion of people under the age of 25 reporting the use of Class A drugs by 25 per cent by 2005 and by 50 per cent by 2008;
- To reduce the availability of Class A drugs by 25 per cent by 2005 and by 50 per cent by 2008.

The target for reducing children's smoking was set in Smoking Kills, A White Paper on Tobacco\(^2\) and is measured against a 1996 baseline for 11-15 year olds. The target is:

- to reduce smoking among children from 13% to 9% or less by the year 2010, with a fall to 11% by the year 2005.

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\(^1\) Tackling drugs to build a better Britain: UK Anti-drugs Co-ordinator’s Annual Report 1998/1999 (Cabinet Office, 1999)

Sample Design

The survey was conducted in schools by asking pre-selected groups of pupils to complete a confidential questionnaire. Both schools and pupils were selected randomly in a way designed to give every eligible child in England the same chance of inclusion in the study.

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

In total, 285 schools agreed to take part in the survey out of the 414 eligible selected schools, a response rate of 69%. Fieldwork was conducted in the autumn term of 2001. An average of 37 pupils per school were selected from across all classes in years 7 to 11 to take part. The response from selected pupils in participating schools was 89%, yielding a total of 9357 completed questionnaires. The product of these rates results in an overall response of 61%.

Documentation

The documentation has been organised into the following sections:
- Interview (contains self-completion booklets, diaries and policy qure)
- Data (contains the list of variables and list of derived variables)
- Other instructions (contains interviewer and coding & editing instructions)
- Findings (Reports and Summary booklet)
Using the data

The data consists of two files.

<table>
<thead>
<tr>
<th>File</th>
<th>Records</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDD01 Data.sav</td>
<td>9,357</td>
<td>contains data for all pupils who completed a questionnaire in England</td>
</tr>
<tr>
<td>SDD00 Policy.sav</td>
<td>280</td>
<td>contains data for all schools who completed a policy questionnaire</td>
</tr>
</tbody>
</table>

Variables on the files

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

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

Weighting variables

There is no weighted variable.

Missing values conventions

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

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

-9 No answer/ Refused
1 Background and purpose

This survey is being carried out jointly by the National Centre for Social Research and the National Foundation for Educational Research, for the Department of Health, the Home Office and the Anti-Drug Co-ordination Unit and is taking place in England only.

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

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

The current survey will extend a well-established time series which has measured repeatedly the prevalence of smoking (since 1982) and drinking (since 1988). Questions on solvent misuse were covered as part of the 1994 survey and the use of illegal drugs was introduced in 1998. This survey focuses on drugs, and also covering smoking and drinking behaviour, and we aim to survey 10,000 young people.

A full report of the findings will be published in 2002. All schools participating in the survey will be sent a summary of the main findings.
2 Contact made with schools by researchers

2.1 Selection of Schools
The sample was designed so that every pupil had an equal chance of being included in the survey. As in previous years, a two stage sampling process was used, firstly selecting schools and then selecting pupils within schools that agree to take part.

The list of all schools in England was sorted by type of school (state v. private, and by whether there was a selection policy), by whether schools were single sex or mixed and finally by region. Then a sample of 417 schools was selected so that probability of a school being in the sample was proportional to the number of eligible pupils in the school.

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

In July, we wrote to the Head Teacher of each school in the sample explaining the survey to them and enclosed a leaflet explaining the survey and giving some of the key findings and said that we would contact them at the beginning of the autumn term.

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

Schools that agree to take part are also asked to send a copy of their school registers to NFER, who will take a sample of pupils for each school. Once the school sample had been drawn, NFER wrote to the school ‘contact’, enclosing a list of the sampled pupils for their information, and telling them that an ‘administrator’ would be in touch shortly. The letter asked the contact person not to do anything else until you contact them.

Information about schools that are taking part, schools that have refused and schools where no decision has yet been made will be passed to NatCen on Tuesday 25th September so that information can be sent to interviewers, ready to start work on Monday October 1st.

2.3 Information to be passed to interviewers
At the point when information is handed to NatCen, schools will fall into one of five categories.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TypeA</td>
<td>School participating, and electronic register sampled</td>
</tr>
<tr>
<td>TypeB</td>
<td>School participating and register supplied, but interviewer to sample</td>
</tr>
<tr>
<td>TypeC</td>
<td>School participating, but interviewer to manual sample at school</td>
</tr>
<tr>
<td>TypeD</td>
<td>School not contacted/ decision about participation not made</td>
</tr>
<tr>
<td>TypeE</td>
<td>School refused</td>
</tr>
</tbody>
</table>
You will be given a **School Record Form** (SRF) for each school in your assignment. This will include the following information:

- Serial number of school (001-417)
- Name and address of school
- A contact name and a telephone and fax number
- Background information about the school such as whether it is a comprehensive or private school and GCSE pass rates.

In addition if a sample of pupils has been taken, this will be pre-printed on the SRF.

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

Your contact person could be the Head but is more likely to be another senior teacher, such as a Deputy Head, or perhaps the School Secretary. Across your sample of schools, you may well find that you are working with people in a range of positions.

**System of numbering years in schools**

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

The number of visits to each school will vary depending on the outcome.

Type D/E (No decision yet/Refused)
- Make initial contact with the school and try to persuade them to take part, then follow the process for Type C. We will issue all Type E schools, but depending on response rate, we will make decisions about whether Type E schools need to be contacted or not.

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

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

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

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

Please phone the contact person as soon as possible after attending the briefing and receiving the SRF and record the details of any contact with the school on page 1 of the SRF. The contact should have a copy of the letter sent to the school, and should be expecting your call. The following are some tips to help you to contact the school.
• Your first contact should be early in the morning around 8-8.30 am when staff will be in the school, but pupils won’t yet.
• You are unlikely to be able to get hold of your contact at the first attempt, and will probably get the school secretary. The school secretary is very important as they control access to the staff, so take the time to explain why you are calling, but also make sure that you can talk to the contact rather than the secretary passing your message on. Establish a good time for you to ring back to talk to the head.
• Alternatively, offer to visit the contact if that is more convenient for the school.
• You are likely to have more success if you ring back, rather than leaving a message or asking the contact to call.

We recommend that you let the contact person have your telephone number in case they need to get in touch, though giving out your number is, of course, optional.

4.1 Survey background

The following information is a summary of some of the key points about the survey, which you should make sure that your contact is aware of when you first talk to them.

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

Schools who have not yet made a decision about taking part are likely to be harder to contact, but will be crucial to achieving a high response rate. You will need to be persistent and firm, but not too pushy to persuade them to take part.

The following arguments can be used to try and persuade schools to take part and are also printed on the SRF.

- The survey has been running since 1982, and measures the progress towards the government’s target of reducing the number of children who smoke, drink or take drugs.
- EG. The target for smoking is to reduce smoking among children from 13% to 9% by 2010, and this survey is the means to check whether attempts to discourage smoking are successful.
- Historically schools have been very helpful and a high proportion have agreed to take part
- If a substantial minority of schools refuse to take part then there is a danger of bias in the survey, as pupils in schools which don’t take part may have different behaviour to those in schools who do take part.
- If the survey is biased we won’t be able to tell whether a change in the number of pupils who smoke is a real change, or whether it is due to the low response rate.
- If the survey is biased, then the help given by schools which have agreed to take part would effectively be wasted.
- Disruption to the school and children’s learning would be kept to a minimum
- Children will only be taken out of learning for one period
- No teachers will need to be present, all work to be done by interviewers
- Flexibility to come in at a time that is convenient to the school, preferably by the end of October, but could possibly stretch to first two weeks of November.
- You could offer to send a blank questionnaire to the school if you think this will encourage participation.
- The key findings from the survey will be sent to the school as soon as they are available.

4.3 Initial contact for Type E (Refusal)

You will also be given details of schools that initially refused to take part when contacted by researchers. You may or may not be asked to recontact these schools depending on the response rate from the initial phase of contacts by researchers. **Do not contact these schools until you are asked to.**

Reasons for refusing will be printed on the SRFs, and you will obviously need to explain why we are re-contacting them given that they have already refused to take part once. You should use the same arguments listed in the section above.
4.4 Arranging a sampling visit
You will need to arrange a sampling visit if you have type C schools (or types D and E that you persuade to take part). Bear in mind that you will need to sort out a date for the main visit at the same time that you arrange the sampling visit and that the sampling visit should be 4 to 7 school days before your main visit to allow time for letters to be returned by parents.

Explain to the contact person that you will need access to all year 7 to 11 (or S1 to S4) registers and somewhere relatively free from distractions where you can carry out the sampling work. Remember that paper registers are unlikely to be available at a central point until about half an hour after school begins.

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

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

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

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

Some schools may want to send their own letters, or may insist that pupils must have permission from their parents to take part. You should persuade schools that this is not acceptable for the following reasons.

- The survey has always been carried out with parents withdrawing their children rather than giving explicit permission for them to take part, and that a change in methodology would mean that this year’s survey was not comparable and we would lose a 20 year trend in behaviour.
- If we insist that parents must give permission, there is a danger that parents who do give permission are different from those who don’t. It is likely that middle-class parents would be more likely to return letters and that this would bias results, as we would not have a representative sample of pupils from all backgrounds.
4.6 Arranging a main visit

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

Try to arrange an appointment with the person you need to interview about school policies at the same time as your main visit (or at the manual sampling visit if you have to make one), or arrange a time when you can telephone them to ask the questions over the ‘phone.

If you haven’t needed a visit to take a manual sample, explain that you will send the contact person a list of selected pupils. A copy of the appropriate page of the SRF has been provided for you to send. This list has already been sent to the contact person, but the one you are sending has boxes on which they can mark any parent or pupil refusals to take part. Note that historically the rate of refusals has been extremely low; you can reassure the contact person that this won’t involve much work!

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

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

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

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

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

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

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

Confirm arrangements for arriving at the school.

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

4.7 What should I do if...

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

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

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

4.8 Reporting progress

It is important that we know the progress that you have made with each school on a weekly basis as we will be giving the Department of Health a weekly progress report. You will need to fill in your assignment sheet for each week to show which stage you are at with each school using the codes detailed on the sheet. Please have this completed ready for when your progress chaser phones you.
5 Taking a manual sample of pupils

5.1 Preparation for selecting the sample

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

Make sure you have the registers for the current school year (beginning September 2001) for years 7 to 11 inclusive, or their equivalent. Make sure you have all the registers, for all forms (within the age range).

Pupils may have left the school but not yet been crossed off the register. Go through each register carefully, looking at the attendance record, and watch out for rows of zeros or dashes, etc. It is important that you know the exact situation of each pupil before starting the selection because any pupils who have left school should be excluded from the count.

However, only those pupils who have actually left the school should be excluded from the count. Long term absentees, whether sick or truant, must be included. If the circumstances are not clear, ask your contact or the school secretary whether the pupil has left the school.

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

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

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

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

In summary, before you start the selection of pupils you should have done the following:
Noted down how the years are numbered
Checked that you have all the up-to-date registers
Checked each register for pupils who may have left the school, transferred class, or are new to the school
5.2 Selecting the sample

Count the number of registers and record the number on the sampling sheet.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Form 1A</th>
<th>Form 1B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3 Amy Edwards</td>
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<td>4</td>
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<td>5</td>
<td>5</td>
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<td>9</td>
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<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11 Richard Jenkins</td>
<td></td>
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<td>12</td>
<td>10</td>
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<td>15 Ritesh Patel</td>
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<td>19 Philip Rawlings</td>
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<td>23 Jane Wernick</td>
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</table>
5.4 Keeping the sample balanced between the sexes (if not a single sex school)

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

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

5.5 Checks on the selected sample

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

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

Then perform the following calculation:

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

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

The previous example can be used to illustrate this calculation.

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

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

The total number of eligible pupils should be similar to the estimated number of pupils shown on the sampling label. This is based on information we have about school size from the Department for Education and Employment.

If the estimated number of pupils is quite a bit different from the actual number of eligible pupils, check your sampling and then ask your contact or the school secretary if there have been any changes at the school recently which may have altered its size – a merger with another school, for instance. Make a note of any reason(s) for the difference.

If the two totals are different you will have selected either more or fewer pupils than you expected. Don’t worry about this unless the difference is large – less than 25 pupils or more than 40 pupils. If the difference is this large you should ring the office for advice. (Note: you only have enough materials for 40 pupils.)
5.6 What to do with the completed sampling sheets

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

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

5.7 Arranging your main visit

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

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

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

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

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

Remember to take with you:
• Questionnaires with the serial number labels stuck on
• The SRF
• Pens
• National Centre leaflets
• Enlarged Q7

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

1. When pupils arrive make them sit down on the seats.
2. Then tick off who is present on the SRF.
3. Then distribute questionnaire to pupils along with pens. Do NOT attempt to match the pupil numbers on the questionnaires to the numbers on the SRF. These are entirely separate; it does not matter which pupil sits where.

6.3 Introducing and explaining the survey
When all the pupils who are in school that day are settled, introduce yourself and (if appropriate) your helper. Try to keep your introduction to no more than five minutes, in order to allow enough time for pupils to complete the questionnaire within one school period. You have been provided with an example introduction which you can use as a model.
6.4 Explaining how to fill in the questionnaire

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

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

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

6.5 Explaining sign-posting

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

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

Question 7 is a crucial question about current smoking so you should use this question as an example to explain the sign-posting. You have been provided with an enlarged version of this question which you should use to illustrate the points you are making. Ask the children to turn to page 2 of the questionnaire and look at this question while you explain. Note that when explaining the sign-posting using this question, it is VERY important that you do not paraphrase any of the response categories. You should read out the exact wording, although it is not necessary to go through every response category.

6.6 Explaining what a glass of spirits is

Before starting, please explain briefly what counts as a “glass” for drinks of spirits questions 21 and 22. You will probably not have time to explain any other questions at the beginning. You may, however, have to explain particular questions, either to individuals, or to the group as a whole, as pupils are answering the questionnaire.

6.7 During and after the survey

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

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

When they are all finished, ask them to leave everything on the desk, but don’t worry too much if pens disappear.
Thank them for taking part and allow them to return to their classes, if this is what you have agreed with your contact. Alternatively they can pass the time by reading a book.

6.8 The questionnaire in detail

Q2 If the school you are in does not use the standard numbering of years, get the pupils to write in the name of the year they are in. You should check with the contact person and then code the pupils’ answers back into the standard years afterwards.

Q7 This is the crucial question about current smoking behaviour. One or two pupils may need help with the sign-posting.

Q8 This is intended to check on those coded 1 at Q7 (Q6) that they have never smoked. This improves the accuracy of the replies by making some of them realise that they have tried smoking once.

In Qs 12-24 we are interested in all alcoholic drinks, including shandy, but not those labelled low or no alcohol, e.g. Kaliber. Children who have had a drink within the last 7 days are asked to tell us what and how much they drank. The drinks are broken down into 6 categories:

- Beer, lager and cider (not low alcohol)
- Shandy (this includes ready mixed cans, pub mixes and own mixes)
- Wine (not low alcohol)
- Martini and sherry (this includes Cinzano & Vermouth)
- Spirits and liqueurs (this includes gin, whisky, vodka, brandy, Cointreau, tequila, Malibu, Crème de Menthe etc and cocktails involving spirits/liqueurs)
- ‘Alcopops’ or premixed alcoholic drinks, such as Two Dogs, Hooch, Jag, Metz, Bacardi Breezer etc.

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

Qs 25-116 consist of series of questions about drugs, with each drug having a page of questions. There is a lot of sign-posting on these questions and it is important to ensure that pupils are following the sign-posting correctly otherwise pupils will spend too much time answering irrelevant questions and may not complete the whole questionnaire.
7 The Follow-up Visit

You should arrange to make a follow-up visit if 4 or more sampled pupils were absent (excluding refusals).

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

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

During the follow-up visit you should carry out exactly the same procedure as for the main visit, although you will probably only need a small room.

For any pupils you have not seen after your follow up visit try to find out from the school secretary why the pupils are absent, as you will have to record this on the SRF.

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

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

Once you receive a School Record Form (SRF), please contact the school as soon as possible. The main visit has to be organised at the school’s convenience on any date up to the end of October. However, please try to arrange the main visit for a date within three weeks of your receiving the SRF. We would like to complete main visits by Friday 22nd October, ahead of the half-term week in most of England.

8.2 Post-survey administration
Complete the details on the SRF.
On each questionnaire,
• On the front page, fill in the date, day and time of the interview, and whether a main or follow-up visit
• Code the date of birth at Q3 in the boxes provided

If you have time, then you may complete the questionnaire codes at the school.

8.3 Contacts
Please do ring in if you have any problems or queries:
The Area Manager or Supervisor in the field area you are working in
Blue Team, Brentwood: Elaine Iffland (01277 200600)
Northampton Square: Richard Boreham or Harriet Becher (020 7250 1866)
SURVEY OF SMOKING, DRINKING AND DRUG USE AMONG SCHOOLCHILDREN IN ENGLAND 2001

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

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

Yes \(\checkmark\) \(\Rightarrow\) Q4

No \(\square\) \(\Rightarrow\) Q5

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

14 days
Q 1  Are you a boy or a girl?

Boy 1
Girl 2

Q 2  Which year are you in at school?

Year 7 1
Year 8 2
Year 9 3
Year 10 4
Year 11 5

Q 3  How old are you now?

10 years old 01
11 years old 02
12 years old 03
13 years old 04
14 years old 05
15 years old 06
16 years old 07
17 years old 08

Q 4  When is your birthday?

Date……………………………………
Month .................................
Year .................................

DO NOT WRITE IN THIS BOX

D M Y
Q 5 To which of these ethnic groups do you belong?

- White 1
- Mixed 2
- Asian or Asian British 3
- Black or Black British 4
- Chinese 5
- Other 6

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

Q 6 Do you smoke cigarettes at all nowadays?

- Yes 1
- No 2

Q 7 Now read all the following statements carefully and tick the box next to the one which best describes you.

- I have never smoked 2 ➔ Q8
- I have only ever tried smoking once 2 ➔ Q9 on page 4
- I used to smoke sometimes but I never smoke a cigarette now 3 ➔ Q9 on page 4
- I sometimes smoke cigarettes now but I don’t smoke as many as one a week 4 ➔ Q9 on page 4
- I usually smoke between one and six cigarettes a week 5 ➔ Q9 on page 4
- I usually smoke more than six cigarettes a week 6 ➔ Q9 on page 4

Q 8 Just to check, read the statements below carefully and tick the box next to the one which best describes you.

- I have never tried smoking a cigarette, not even a puff or two 1
- I did once have a puff or two of a cigarette, but I never smoke now 2
- I do sometimes smoke cigarettes 3

Spare 333-339
The next set of questions are about alcohol. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

**Q 9** Have you ever had a proper alcoholic drink – a whole drink, not just a sip? *Please don't count drinks labelled low alcohol*

Yes [ ] Q10

No [ ] Q25 on page 8

**Q 10** How often do you usually have an alcoholic drink?

- Everyday/almost every day [ ]
- About twice a week [ ]
- About once a week [ ]
- About once a fortnight [ ]
- About once a month [ ]
- Only a few times a year [ ]
- I never drink alcohol now [ ]

**Q 11** When did you last have an alcoholic drink?

- Today [ ] Q12
- Yesterday [ ] Q12
- Some other time during the last 7 days [ ] Q12
- 1 week, but less than 2 weeks ago [ ] Q25 on page 8
- 2 weeks, but less than 4 weeks ago [ ] Q25 on page 8
- 1 month, but less than 6 months ago [ ] Q25 on page 8
- 6 months ago or more [ ] Q25 on page 8
Q 12  During the **last 7 days**, how much BEER, LAGER AND CIDER have you drunk? Please don’t count drinks labelled low alcohol.

- Half a pint or more
  - 1
- Less than half a pint
  - 2
- Have not drunk beer, lager or cider in the last 7 days
  - 3

Q 13  Write in the boxes below the number of pints, half pints, large cans, small cans and bottles of BEER, LAGER AND CIDER drunk in the last 7 days.

- Pints
  - Q13
- Half pints
- Large cans
- Small cans
- Bottles

Q 14  Do you usually drink normal strength or strong beer? If you usually drink both normal and strong beer, please tick the type you drank most recently.

- Normal strength beer
  - 1
- Strong beer
  - 2
Q 15 During the last 7 days, how much SHANDY have you drunk?

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

Q 16 Write in the boxes below the number of pints, half pints, large cans and small cans of SHANDY drunk in the last 7 days.

- Pints
- Half pints
- Large cans
- Small cans

Q 17 During the last 7 days, how much WINE have you drunk?

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

Q 18 Write in the box below, the number of glasses of WINE drunk in the last 7 days.
Q 19 During the last 7 days, how much MARTINI AND SHERRY have you drunk?

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

Q 20 Write in the box below, the number of glasses of MARTINI AND SHERRY drunk in the last 7 days.

Q 21 During the last 7 days, how much SPIRITS (e.g. whisky, vodka, gin) AND LIQUEURS have you drunk?

By a glass we mean a single pub measure

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

Q 22 Write in the box below, the number of glasses of SPIRITS (e.g. whisky, vodka, gin) AND LIQUEURS drunk in the last 7 days.

Q 23 During the last 7 days, how much ALCOPOPS (e.g. Hooch, Two Dogs, etc.) or PRE-MIXED ALCOHOLIC DRINKS (e.g. Bacardi Breezer, Metz, Smirnoff Ice, V2 etc.) have you drunk?

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

Q 24 Write in the boxes below the number of cans and bottles of ALCOPOPS (e.g. Hooch, Two Dogs, etc.) or PRE-MIXED ALCOHOLIC DRINKS (e.g. Bacardi Breezer, Metz, Smirnoff Ice, V2 etc.) drunk in the last 7 days.
The next set of questions are about drugs (apart from cigarettes and alcohol). Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q 25 The next set of questions are about **Cannabis**, also called **Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed.**

Q 26 Have you ever **heard of** Cannabis?

- Yes [ ] \( \rightarrow \) Q27
- No [ ] \( \rightarrow \) Q32 on page 9

Q 27 Have you ever **offered** Cannabis?

- Yes [ ]
- No [ ]

Q 28 Have you ever **tried** Cannabis (even if only once)?

- Yes [ ] \( \rightarrow \) Q29
- No [ ] \( \rightarrow \) Q32 on page 9

Q 29 How old were you when you first tried Cannabis? Write in the box your **age then**, in numbers not words.

- I was [ ] years old

Q 30 When did you last **use** or **take** Cannabis?

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

Q 31 How do you usually **use** or **take** Cannabis? Please tick any that apply.

- I smoke it [ ]
- I swallow it [ ]
Q 32  The next set of questions are about Amphetamines, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth

Q 33  Have you ever heard of Amphetamines?

Yes  1  ➔ Q34
No   2  ➔ Q39 on page 10

Q 34  Have you ever been offered Amphetamines?

Yes  1
No   2

Q 35  Have you ever tried Amphetamines (even if only once)?

Yes  3  ➔ Q36
No   2  ➔ Q39 on page 10

Q 36  How old were you when you first tried Amphetamines? Write in the box your age then, in numbers not words.

I was  years old

Q 37  When did you last use or take Amphetamines?

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

Q 38  How do you usually use or take Amphetamines? Please tick any that apply.

I sniff or swallow them  1
I inject them  2
Q 39  The next set of questions are about LSD, also called Acid, Tabs, Trips, Dots.

Q 40  Have you ever heard of LSD?

- Yes 1 → Q41
- No 2 → Q45 on page 11

Q 41  Have you ever offered LSD?

- Yes 1
- No 2

Q 42  Have you ever tried LSD (even if only once)?

- Yes 1 → Q43
- No 2 → Q45 on page 11

Q 43  How old were you when you first tried LSD? Write in the box your age then, in numbers not words.

I was ______ years old

Q 44  When did you last use or take LSD?

- In the last month 1
- In the last year 2
- More than a year ago 3
Q 45  The next set of questions are about Ecstasy, also called ‘E’, Mitsibishis/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’

Q 46  Have you ever heard of Ecstasy?

<table>
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<th>Yes</th>
<th>1</th>
<th>→ Q47</th>
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<tr>
<td>No</td>
<td>2</td>
<td>→ Q51 on page 12</td>
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Q 47  Have you ever been offered Ecstasy?

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<th>Yes</th>
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<td>No</td>
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Q 48  Have you ever tried Ecstasy (even if only once)?

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<th>Yes</th>
<th>1</th>
<th>→ Q49</th>
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<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>→ Q51 on page 12</td>
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Q 49  How old were you when you first tried Ecstasy?
Write in the box your age then, in numbers not words.

I was  \[\boxed{\phantom{0000}}\] Years old

Q 50  When did you last use or take Ecstasy?

| In the last month | 1 |
| In the last year  | 2 |
| More than a year ago | 3 |
Q 51  The next set of questions are about **Semeron**, also called **Sem**.

Q 52  Have you ever **heard of** Semeron?

Yes  \[\Rightarrow\]  Q53

No  \[\Rightarrow\]  Q56 on page 13

Q 53  Have you ever **offered** Semeron?

Yes  \[\Rightarrow\]  Q56 on page 13

No

Q 54  Have you ever **tried** Semeron (even if only once)?

Yes  \[\Rightarrow\]  Q55

No  \[\Rightarrow\]  Q56 on page 13

Q 55  When did you last **use** or **take** Semeron?

In the last month

In the last year

More than a year ago
The next set of questions are about **Poppers**, also called *Amyl Nitrates, Liquid Gold, Rush.*

Q 57  Have you ever **heard of** Poppers?

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<td>[Q58]</td>
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<td>[Q61 on page 14]</td>
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Q 58  Have you ever **offered** Poppers?

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<td>No</td>
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<td>[Q61 on page 14]</td>
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Q 59  Have you ever **tried sniffing** Poppers (even if only once)?

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<td>[Q60]</td>
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<td>No</td>
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<td>[Q61 on page 14]</td>
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Q 60  When did you last **sniff** Poppers?

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<td>In the last month</td>
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<td>[Q60]</td>
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<tr>
<td>In the last year</td>
<td>[ ]</td>
<td>[Q60]</td>
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<tr>
<td>More than a year ago</td>
<td>[ ]</td>
<td>[Q60]</td>
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Q 61  The next set of questions are about **Tranquilisers**, also called
**Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam.**

Q 62  Have you ever **heard of** Tranquilisers?

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<td>Yes</td>
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<td>Q63</td>
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<td>No</td>
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Q 63  Have you ever **offered** Tranquilisers?

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

Q 64  Have you ever **tried** Tranquilisers (even if only once)?

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<table>
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<tbody>
<tr>
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<td></td>
<td>Q65</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>Q67 on page 15</td>
</tr>
</tbody>
</table>

Q 65  When did you last **use** or **take** Tranquilisers?

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

Q 66  How do you usually **use** or **take** Tranquilisers? Please tick any that apply.

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>I swallow them</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I inject them</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Q 67 The next set of questions are about Heroin, also called Brown, Smack, Skag, Junk, Gear, ‘H’.

Q 68 Have you ever heard of Heroin?

Yes

No

Q 69 Have you ever offered Heroin?

Yes

No

Q 70 Have you ever tried Heroin (even if only once)?

Yes

No

Q 71 How old were you when you first tried Heroin? Write in the box your age then, in numbers not words.

I was __________ Years old

Q 72 When did you last use or take Heroin?

In the last month

In the last year

More than a year ago

Q 73 How do you usually use or take Heroin? Please tick any that apply.

I smoke it

I sniff it

I inject it
Q 74  The next set of questions are about Magic Mushrooms, also called Shrooms.

Q 75  Have you ever heard of Magic Mushrooms?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Q76</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Q 76  Have you ever offered Magic Mushrooms?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Q79 on page 17</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Q 77  Have you ever tried Magic Mushrooms (even if only once)?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q79 on page 17</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Q 78  When did you last use or take Magic Mushrooms?

<table>
<thead>
<tr>
<th></th>
<th>In the last month</th>
<th>In the last year</th>
<th>More than a year ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q79 on page 17</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Q 79  The next set of questions are about Methadone, also called Linctus, Physeptone, Meth.

Q 80  Have you ever heard of Methadone?

- Yes
- No

Q 81  Have you ever been offered Methadone?

- Yes
- No

Q 82  Have you ever tried Methadone (even if only once)?

- Yes
- No

Q 83  How old were you when you first tried Methadone? Write in the box your age then, in numbers not words.

I was _______ years old

Q 84  When did you last use or take Methadone?

- In the last month
- In the last year
- More than a year ago
Q 85  The next set of questions are about Crack, also called Rock, Stone.

Q 86  Have you ever heard of Crack?

Yes  \[\rightarrow Q87\]
No \[\rightarrow Q92 on page 19\]

Q 87  Have you ever offered Crack?

Yes \[\rightarrow Q89\]
No \[\rightarrow Q92 on page 19\]

Q 88  Have you ever tried Crack (even if only once)?

Yes \[\rightarrow Q89\]
No \[\rightarrow Q92 on page 19\]

Q 89  How old were you when you first tried Crack?
Write in the box your age then, in numbers not words.

I was \[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ years old

Q 90  When did you last use or take Crack?

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

Q 91  How do you usually use or take Crack? Please tick any that apply.

I smoke it \[1\]
I inject it \[2\]
Q 92 The next set of questions are about Cocaine, also called Charlie, ‘C’.

Q 93 Have you ever heard of Cocaine?

Yes ☐ 2 ➔ Q94

No ☐ 2 ➔ Q99 on page 20

Q 94 Have you ever offered Cocaine?

Yes ☐ 1

No ☐ 2

Q 95 Have you ever tried Cocaine (even if only once)?

Yes ☐ 1 ➔ Q96

No ☐ 2 ➔ Q99 on page 20

Q 96 How old were you when you first tried Cocaine?
Write in the box your age then, in numbers not words.

I was ☐ years old

Q 97 When did you last use or take Cocaine?

In the last month ☐ 1

In the last year ☐ 2

More than a year ago ☐ 3

Q 98 How do you usually take or use Cocaine? Please tick any that apply.

I sniff it ☐ 1

I inject it ☐ 2
Q 99  The next set of questions are about Anabolic Steroids, also called Roids.

Q 100  Have you ever heard of Anabolic Steroids?

Yes  [Box]  → Q101
No   [Box]  → Q105 on page 21

Q 101  Have you ever been offered Anabolic Steroids?

Yes  [Box]  → Q103
No   [Box]  → Q105 on page 21

Q 102  Have you ever tried Anabolic Steroids (even if only once)?

Yes  [Box]  → Q103
No   [Box]  → Q105 on page 21

Q 103  When did you last use or take Anabolic Steroids?

In the last month [Box]  → Q104
In the last year  [Box]  → Q105 on page 21
More than a year ago  [Box]

Q 104  How do you usually use or take Anabolic Steroids? Please tick any that apply.

I swallow them  [Box]  → Q104
I inject them  [Box]
Q 105 The next set of questions are about Glue, gas (butane, lighter refills), aerosols or solvents (to inhale or sniff).

Q 106 Have you ever heard of Glue, gas, aerosols or solvents?

Yes ☐ [531] → Q107

No ☐ [2] → Q111 on page 22

Q 107 Have you ever been offered Glue, gas, aerosols or solvents to inhale or sniff?

Yes ☐ [1] ☐ [532]

No ☐ [2]

Q 108 Have you ever tried sniffing Glue, gas, aerosols or solvents (even if only once)?

Yes ☐ [1] → Q109

No ☐ [2] → Q111 on page 22

Q 109 How old were you when you first tried sniffing Glue, gas, aerosols or solvents? Write in the box your age then, in numbers not words.

I was ☐ [534-535] [years old]

Q 110 When did you last sniff Glue, gas, aerosols or solvents?

In the last month ☐ [1]

In the last year ☐ [2]

More than a year ago ☐ [3]
Q 111 The next set of questions are about other drugs (other than those that you could get from a doctor or chemist).

Q 112 Have you ever heard of any other drugs that would not be given to you by a doctor or chemist?

Yes ➔ Q113
No ➔ Q117 on page 23

Q 113 What other drugs have you heard of? Please write in the name below

Q 114 Have you ever been offered these other drugs?

Yes ➔ Q116
No ➔ Q117 on page 23

Q 115 Have you ever tried these other drugs (even if only once)?

Yes ➔ Q116
No ➔ Q117 on page 23

Q 116 When did you last use or take these other drugs?

In the last month
In the last year
More than a year ago
Q 117  Just to check, have you ever **used or taken** any drugs? (even if only once)

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Q 118  Thinking about the **first time** you **tried** any drugs (not including cigarettes or alcohol), how old were you? Write in the box how old you were then, in numbers not in words.

I was [ ] years old

Q 119  Which of the following drugs was the **first** one you tried? If you tried more than one drug at the same time, please tick all those you tried.

- **Cannabis**, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed  
- **Amphetamines**, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth  
- **LSD**, also called Acid, Tabs, Trips, Dots  
- **Ecstasy**, also called ‘E’, Mitsibishis/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’  
- **Semeron**, also called Sem  
- **Poppers**, also called Amyl Nitrates, Liquid Gold, Rush  
- **Tranquilisers**, also called Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam  
- **Heroin**, also called Brown, Smack, Skag, Junk, Gear, ‘H’  
- **Magic Mushrooms**, also called Shrooms  
- **Methadone**, also called Linctus, Physeptone, Meth  
- **Crack**, also called Rock, Stone  
- **Cocaine**, also called Charlie, ‘C’  
- **Anabolic Steroids**, also called Roids  
- **Glue, gas (butane, lighter refills), aerosols or solvents** (to inhale or sniff)?  
- **Other** drugs that would **not** be given to you by a doctor or chemist (please tick box and write below the name of the drug)
Q 120 The first time you tried the drug, who did you get it from?

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

Q 121 Did you pay for the drug or were you given it, the first time you tried it?

I paid for it
I was given it

Q 122 How much did you pay for the drug, the first time you tried it?

Less than £5
£5 or more but less than £10
£10 or more but less than £20
£20 or more
Q 123  Why did you try the drug, the **first** time? **You may tick more than one box**

- I wanted to get high or feel good [03]
- Because my friends were doing it [02]
- Because it’s cool [03]
- It was a dare [04]
- I had nothing better to do [05]
- I wanted to see what it was like [06]
- I wanted to forget my problems [07]
- Just because I was offered it [08]

Other reasons (please tick the box and write in below) [09]

- I don't remember [10]
- I don't know [11]

Spare 673-680
Q 124  How did the drug make you feel, the first time you used it?  
You may tick more than one box

- I felt high
- I felt fantastic
- I felt awful
- I felt sick
- I felt scared
- I felt dizzy
- I felt relaxed
- I felt tired or sleepy
- I felt happy or giggly
- I felt guilty
- I didn’t feel any different

Other (please tick the box and write in below)

Q 125  Just to check, have you used or taken any drugs in the last month?

- Yes
- No

Yes ➔ Q126
No ➔ Q140 on page 33
Q 126  Last time you used or took drugs which of the following drugs did you use or take? If you used or took more than one drug at the same time, please tick all those you used or took.

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

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

LSD, also called Acid, Tabs, Trips, Dots

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

Semonon, also called Sem

Poppers, also called Amyl Nitrates, Liquid Gold, Rush

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

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

Magic Mushrooms, also called Shrooms

Methadone, also called Linctus, Physeptone, Meth

Crack, also called Rock, Stone

Cocaine, also called Charlie, ‘C’

Anabolic Steroids, also called Roids

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

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

Q 127  The last time you used or took drugs, were you also drinking alcohol?

Yes

No

Spare 768-770
Q 128  The last time you used or took drugs, who did you get them from?

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

Q 129  Did you pay for the drug or were you given it, the last time?

- I paid for it
- I was given it

Q 130  How much did you pay for the drug, the last time?

- Less than £5
- £5 or more but less than £10
- £10 or more but less than £20
- £20 or more
Q 131  The last time you used or took drugs, did you use them all yourself or did you sell or give some to someone else?

- Used it all myself [ ]
- Sold some of it [ ]
- Gave some of it away [ ]

Q 132  Where were you when you bought/were given the drugs, the last time?

- At home [ ]
- In someone else's home [ ]
- At a party, club, disco or rave [ ]
- At school [ ]
- Out on the street, in a park or other outdoor area [ ]
- Other place (please tick the box and write in where you were) [ ]
**Q 133** Why did you use or take drugs that day?  
*You may tick more than one box*

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

- I don't remember
- I don't know

---

**Q 134** The *last* time you used or took this drug, were you with other people or were you on your own?

- I was with other people
- I was on my own

**Q 135** Who were you with the *last* time you used or took this drug?  
*You may tick more than one box*

- My girlfriend or boyfriend
- Friends of the same sex as me
- Friends of the opposite sex
- A group of friends of both sexes
- My parents (or step-parents)
- My brother, sister or other relatives
- Someone else (please tick the box and write below how you knew the person)
Q 136  The last time you used or took drugs, how did they make you feel?  
You may tick more than one box

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Box</th>
</tr>
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<tbody>
<tr>
<td>I felt high</td>
<td>01</td>
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<tr>
<td>I felt fantastic</td>
<td>02</td>
</tr>
<tr>
<td>I felt awful</td>
<td>03</td>
</tr>
<tr>
<td>I felt sick</td>
<td>04</td>
</tr>
<tr>
<td>I felt scared</td>
<td>05</td>
</tr>
<tr>
<td>I felt dizzy</td>
<td>06</td>
</tr>
<tr>
<td>I felt relaxed</td>
<td>07</td>
</tr>
<tr>
<td>I felt tired or sleepy</td>
<td>08</td>
</tr>
<tr>
<td>I felt happy or giggly</td>
<td>09</td>
</tr>
<tr>
<td>I felt guilty</td>
<td>10</td>
</tr>
<tr>
<td>I didn’t feel any different</td>
<td>11</td>
</tr>
<tr>
<td>Other (please tick the box and write in below)</td>
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</table>
**Q 137** Would you like to stop using or taking drugs altogether?

<table>
<thead>
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<tbody>
<tr>
<td>Yes, I would like to give up now</td>
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<tr>
<td>Yes, I would like to give up in the future</td>
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</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
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</tbody>
</table>

**Q 138** Do you think that you will still be using or taking drugs in five years time?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>I don't know</td>
<td>3</td>
</tr>
</tbody>
</table>

**Q 139** Have you ever felt that you needed to get help or treatment because you were using or taking drugs?

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

Spare 868-880
The next set of questions should be filled in by ALL pupils. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

**Q 140** Have you ever refused a drug that was offered to you (apart from cigarettes or alcohol)?

- Yes [ ] → **Q141**
- No [ ] → **Q142**
- Never been offered any drugs [ ] → **Q142**

**Q 141** Why did you refuse?  
*You may tick more than one box*

- It was too expensive [ ]
- I was frightened of taking it [ ]
- I thought it was dangerous [ ]
- I didn’t want to get addicted [ ]
- I didn’t know enough about it [ ]
- I thought I would get into trouble if I took drugs [ ]
- I think that taking drugs is wrong [ ]
- I just didn’t want to take it [ ]

**Spare 925**

**Q 142** How often do you usually take drugs (apart from cigarettes and alcohol)?

- I take drugs most days [ ] → **Q144**
- I take drugs at least once a week [ ] → **Q144**
- I take drugs once or twice a month [ ] → **Q144**
- I take drugs a few times a year [ ] → **Q144**
- I used to take drugs sometimes but I never do now [ ] → **Q143**
- I have only ever taken drugs once [ ] → **Q143**
- I have never even tried drugs [ ] → **Q143**
**Q 143** How do you think your family would feel if you started taking drugs?

- 1. They would try to stop me
- 2. They would try to persuade me not to take drugs
- 3. They would do nothing
- 4. They would encourage me to take drugs
- 5. I don’t know

**Q 144** How does your family feel about you taking drugs?

- 1. They try to stop me
- 2. They try to persuade me not to take drugs
- 3. They do nothing
- 4. They encourage me to take drugs
- 5. They don’t know I take drugs
- 6. I don’t know

**Q 145** How do you think your family would feel if they knew that you took drugs?

- 1. They would try to stop me
- 2. They would try to persuade me not to take drugs
- 3. They would do nothing
- 4. They would encourage me to take drugs
- 5. I don’t know
Q 146  How many brothers and sisters do you have living at home with you? (include stepbrothers and stepsisters)  
(If you haven't any brothers or sisters living at home write '0' in box and go to question 150 on page 36)  
Write a number (0, 1, 2...) in box

Q 147  How many of your brothers or sisters are smokers?  
(Include stepbrothers and stepsisters) (If none of them smoke write '0' in box)  
Write a number (0, 1, 2...) in box

Q 148  How many of your brothers or sisters drink alcohol most days?  
(Include stepbrothers and stepsisters) (If none of them drink alcohol most days write '0' in box)  
Write a number (0, 1, 2...) in box

Q 149  How many of your brothers or sisters take drugs? (include stepbrothers and stepsisters)  
(If none of them use drugs write '0' in box)  
Write a number (0, 1, 2...) in box
Q 150  What about your friends – how many of them smoke?

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

Q 151  How many of your friends drink alcohol?

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

Q 152  How many of your friends take illegal drugs?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of them</td>
<td>1</td>
</tr>
<tr>
<td>Most but not all</td>
<td>2</td>
</tr>
<tr>
<td>About half</td>
<td>3</td>
</tr>
<tr>
<td>Only a few</td>
<td>4</td>
</tr>
<tr>
<td>None of them take drugs</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
</tr>
</tbody>
</table>
**Q 153** How easy would it be for you to get illegal drugs if you wanted to?

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

**Q 154** How easy would it be for you to get heroin if you wanted to?

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

**Q 155** How easy would it be for you to get cocaine or crack if you wanted to?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>1</td>
</tr>
<tr>
<td>Fairly easy</td>
<td>2</td>
</tr>
<tr>
<td>Fairly difficult</td>
<td>3</td>
</tr>
<tr>
<td>Very difficult</td>
<td>4</td>
</tr>
<tr>
<td>Don’t know</td>
<td>5</td>
</tr>
</tbody>
</table>
Q 156  Here is a list of things that worry some people when they think about taking drugs. Do you worry about any of these things?  Please tick one box on each line

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>I might be sick</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td>I might be scared</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c.</td>
<td>I might do things I would not normally do</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d.</td>
<td>I might get in trouble with the police</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e.</td>
<td>I might get into trouble at school</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f.</td>
<td>I might spend too much money on drugs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g.</td>
<td>I might get into trouble with my parents</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h.</td>
<td>I might get into trouble with my friends</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>i.</td>
<td>I might fall behind with my schoolwork</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>j.</td>
<td>I might get myself into dangerous situations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>k.</td>
<td>I might become addicted or dependant on drugs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>l.</td>
<td>I might get health problems because of using drugs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>m.</td>
<td>Something could go wrong and I might die</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Please read the following statements about drugs and say if you agree or disagree with each one. 
**Tick one box for each statement**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Taking drugs is exciting</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Taking drugs harms your health</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. I know enough about the dangers of drugs</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Most young people will try drugs at some time</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. I listen to what teachers say about taking drugs</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. What adults tell us about drugs is true</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. People take drugs to relax</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h. I listen to what the police say about taking drugs</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>i. All people who sell drugs should be punished</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>j. I listen to what doctors say about taking drugs</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>k. People who take drugs want to escape from reality</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>l. People who take heroin are junkies</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>m. People my age who take drugs need help and advice</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>n. People who take drugs are stupid</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>o. I listen to what my parents tell me about taking drugs</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>p. All people who take drugs should be punished</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Q 158 Please read the following statements about drugs and say if you think each one is true or false. Please tick one box for each statement

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Heroin is addictive</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td>Injecting drugs can lead to HIV</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c.</td>
<td>Ecstasy always makes you feel great, with no side effects</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d.</td>
<td>Taking cocaine is dangerous</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e.</td>
<td>Cannabis is more dangerous than Heroin</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f.</td>
<td>Inhaling or sniffing solvents can cause brain damage</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g.</td>
<td>Smoking cannabis does less damage to your lungs than cigarettes</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Q 159 Do you think that it is ok for someone of your age to do the following? Please tick one box on each line

<table>
<thead>
<tr>
<th></th>
<th>It's ok</th>
<th>It's not ok</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Try out smoking once</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td>Drink alcohol at home a few times a year with parents</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c.</td>
<td>Try cannabis once to see what it's like</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d.</td>
<td>Take ecstasy every weekend</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e.</td>
<td>Smoke cigarettes occasionally</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f.</td>
<td>Get drunk every week</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g.</td>
<td>Try heroin once to see what it's like</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h.</td>
<td>Smoke 10 or more cigarettes a day</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>i.</td>
<td>Smoke cannabis occasionally</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Q 160  In the last twelve months have you had any lessons, videos or discussions in class on the following topics:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Smoking?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Alcohol?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Heroin?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Crack/cocaine?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Solvent abuse/glue sniffing?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Ecstasy?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Drugs in general?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Q 161  How useful have you found the lessons, videos or discussions you have had during the last twelve months about drugs?

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

Q 162  Do you think your school gives you enough information about drugs, or would you like to be given more?

<table>
<thead>
<tr>
<th></th>
<th>School gives enough information</th>
<th>Would like a bit more information</th>
<th>Would like a lot more information</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Q 163  Would you know where to go if you wanted to get more information about drugs?

Yes  1  
No  2  
Don’t know  3

Q 164  Have you ever been in trouble with the police?

Yes  1  ➔ Q165
No  2  ➔ Q166 on page 43

Q 165  When were you last in trouble with the police?

In the last year  1  
More than a year ago  2

Spare 1036-1040
The next set of questions are more general questions. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

**Q 166** Just to check, we would like to know how many cigarettes you smoked in the week that has just gone, **not including today**.

How many cigarettes did you smoke during the last 7 days?

Write in the number of cigarettes you had on each day. Write 0 if you didn’t smoke any cigarettes on a particular day. If you did not smoke at all last week, just write 0 in every box.

- I smoked cigarettes last **Sunday**
- I smoked cigarettes last **Monday**
- I smoked cigarettes last **Tuesday**
- I smoked cigarettes last **Wednesday**
- I smoked cigarettes last **Thursday**
- I smoked cigarettes last **Friday**
- I smoked cigarettes last **Saturday**

**Q 167** Do you get free school meals, or vouchers for free school meals?

- Yes
- No
- Don’t know

**Q 168** Have you ever stayed away from school without permission (truanted)?

- Yes
- No
- Don’t know
Q 169 Have you ever been excluded from school?

Yes 1 ➔ Q170
No 2 ➔ Q171
Don’t know 3 ➔ Q171

Q 170 Was it a fixed term exclusion or a permanent exclusion?

A fixed term exclusion (or suspension) is when you are not allowed to go to school for a set amount of time because of your behaviour.

A permanent exclusion is when you are never allowed to go back to your school because of your behaviour.

Fixed-term 1
Permanent 2
Don’t know 3

Q 171 Were there any questions you meant to go back and complete? Please check

Thank you very much for your help.
SURVEY OF SMOKING, DRINKING AND DRUG USE AMONG SCHOOLCHILDREN IN ENGLAND 2001

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

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

Yes ✅ Q4

No ❌ Q5

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

14 days
Q 1 Are you a boy or a girl?

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

Q 2 Which year are you in at school?

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

Q 3 How old are you now?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 years old</td>
<td>01</td>
</tr>
<tr>
<td>11 years old</td>
<td>02</td>
</tr>
<tr>
<td>12 years old</td>
<td>03</td>
</tr>
<tr>
<td>13 years old</td>
<td>04</td>
</tr>
<tr>
<td>14 years old</td>
<td>05</td>
</tr>
<tr>
<td>15 years old</td>
<td>06</td>
</tr>
<tr>
<td>16 years old</td>
<td>07</td>
</tr>
<tr>
<td>17 years old</td>
<td>08</td>
</tr>
</tbody>
</table>

Q 4 When is your birthday?

Date .....................................
Month .....................................
Year .....................................
Q 5  To which of these ethnic groups do you belong?

White  1
Mixed  2
Asian or Asian British  3
Black or Black British  4
Chinese  5
Other  6

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

Q 6  Do you smoke cigarettes at all nowadays?

Yes  1
No  2

Q 7  Now read all the following statements carefully and tick the box next to the one which best describes you.

I have never smoked  1 ➔ Q8
I have only ever tried smoking once  2 ➔ Q9 on page 4
I used to smoke sometimes but I never smoke a cigarette now  3 ➔ Q9 on page 4
I sometimes smoke cigarettes now but I don’t smoke as many as one a week  4 ➔ Q9 on page 4
I usually smoke between one and six cigarettes a week  5 ➔ Q9 on page 4
I usually smoke more than six cigarettes a week  6 ➔ Q9 on page 4

Q 8  Just to check, read the statements below carefully and tick the box next to the one which best describes you.

I have never tried smoking a cigarette, not even a puff or two  1
I did once have a puff or two of a cigarette, but I never smoke now  2
The next set of questions are about alcohol. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

**Q 9** Have you ever had a proper alcoholic drink - a whole drink, not just a sip? *Please don’t count drinks labelled low alcohol*

- Yes \[340\] \[Q10\]
- No \[Q25 on page 8\]

**Q 10** How often do you *usually* have an alcoholic drink?

- Everyday/almost every day \[341\] \[1\]
- About twice a week \[2\]
- About once a week \[3\]
- About once a fortnight \[4\]
- About once a month \[5\]
- Only a few times a year \[6\]
- I never drink alcohol now \[7\]

**Q 11** When did you *last* have an alcoholic drink?

- Today \[342\] \[Q12\]
- Yesterday \[2\] \[Q12\]
- Some other time during the last 7 days \[3\] \[Q12\]
- 1 week, but less than 2 weeks ago \[4\] \[Q25 on page 8\]
- 2 weeks, but less than 4 weeks ago \[5\] \[Q25 on page 8\]
- 1 month, but less than 6 months ago \[6\] \[Q25 on page 8\]
- 6 months ago or more \[7\] \[Q25 on page 8\]
Q 12  During the last 7 days, how much BEER, LAGER AND CIDER have you drunk? Please don't count drinks labelled low alcohol.

- Half a pint or more
- Less than half a pint
- Have not drunk beer, lager or cider in the last 7 days

Q 13  Write in the boxes below the number of pints, half pints, large cans, small cans and bottles of BEER, LAGER AND CIDER drunk in the last 7 days.

Q 14  Do you usually drink normal strength or strong beer? If you usually drink both normal and strong beer, please tick the type you drank most recently.

- Normal strength beer
- Strong beer
**Variable Names** Al7Shan
**Variable Labels** Whether drunk shandy in last 7 days

**Q 15** During the **last 7 days**, how much **SHANDY** have you drunk?

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

**Variable Names** Al7SdPt; Al7SdHp; Al7SdLgAl7SdSm
**Variable Labels** Number of pints of shandy drunk in last 7 days  
Number of half pints of shandy drunk in last 7 days  
Number of large cans of shandy drunk in last 7 days  
Number of small cans of shandy drunk in last 7 days

**Q 16** Write in the boxes below the number of pints, half pints, large cans and small cans of **SHANDY** drunk in the last 7 days.

- Pints
- Half pints
- Large cans
- Small cans

**Variable Names** Al7Wine
**Variable Labels** Whether drunk wine in last 7 days

**Q 17** During the **last 7 days**, how much **WINE** have you drunk?

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

**Variable Names** Al7WnGs
**Variable Labels** Number of glasses of wine drunk in last 7 days

**Q 18** Write in the box below, the number of glasses of **WINE** drunk in the last 7 days.
Variable Names  Al7Sher
Variable Labels  Whether drunk sherry in last 7 days

**Q 19**  During the **last 7 days**, how much MARTINI AND SHERRY have you drunk?

One glass or more  \[\boxed{1}\]  \[\Rightarrow\]  **Q20**
Less than a glass  \[\boxed{2}\]  \[\Rightarrow\]  **Q21**
Have not drunk martini or sherry in the last 7 days  \[\boxed{3}\]  \[\Rightarrow\]  **Q21**

Variable Names  Al7SrGs
Variable Labels  Number of glasses of sherry drunk in last 7 days

**Q 20**  Write in the box below, the number of glasses of MARTINI AND SHERRY drunk in the last 7 days.

Glasses  \[\boxed{368-369}\]

Variable Names  Al7Spir
Variable Labels  Whether drunk spirits in last 7 days

**Q 21**  During the **last 7 days**, how much SPIRITS (e.g. whisky, vodka, gin) AND LIQUEURS have you drunk?

*By a glass we mean a single pub measure*

One glass or more  \[\boxed{1}\]  \[\Rightarrow\]  **Q22**
Less than a glass  \[\boxed{2}\]  \[\Rightarrow\]  **Q23**
Have not drunk spirits or liqueurs in the last 7 days  \[\boxed{3}\]  \[\Rightarrow\]  **Q23**

Variable Names  AlSpGs
Variable Labels  Number of glasses of spirits drunk in last 7 days

**Q 22**  Write in the box below, the number of glasses of SPIRITS (e.g. whisky, vodka, gin) AND LIQUEURS drunk in the last 7 days.

Glasses  \[\boxed{371-372}\]

Variable Names  Al7Pops
Variable Labels  Whether drunk alcopops in last 7 days

**Q 23**  During the **last 7 days**, how much ALCOPOPS (e.g. Hooch, Two Dogs, etc.) or PRE-MIXED ALCOHOLIC DRINKS (e.g. Bacardi Breezer, Metz, Smirnoff Ice, V2 etc.) have you drunk?

One bottle or more  \[\boxed{1}\]  \[\Rightarrow\]  **Q24**
Less than a bottle  \[\boxed{2}\]  \[\Rightarrow\]  **Q25 on page 8**
Have not drunk alcopops or pre-mixed alcoholic drinks in the last 7 days  \[\boxed{3}\]  \[\Rightarrow\]  **Q25 on page 8**

Variable Names  Al7Pp; Al7PpBt
Variable Labels  Number of cans of alcopops drunk in last 7 days
Number of bottles of alcopops drunk in last 7 days
Q 24  Write in the boxes below the number of cans and bottles of ALCOPOPS (e.g. Hooch, Two Dogs, etc.) or PRE-MIXED ALCOHOLIC DRINKS (e.g. Bacardi Breezer, Metz, Smirnoff Ice, V2 etc.) drunk in the last 7 days.

The next set of questions are about drugs (apart from cigarettes and alcohol). Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Q 25  The next set of questions are about Cannabis, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed.

Q 26  Have you ever heard of Cannabis?

Yes  ➔ Q27

No  ➔ Q32 on page 9

Q 27  Have you ever been offered Cannabis?

Yes  ➔ Q29

No  ➔ Q32 on page 9

Q 28  Have you ever tried Cannabis (even if only once)?

Yes  ➔ Q29

No  ➔ Q32 on page 9

Q 29  How old were you when you first tried Cannabis?
Write in the box your age then, in numbers not words.

I was  years old

Q 30  When did you last use or take Cannabis?

In the last month  

In the last year  

More than a year ago  

Q 31  How do you usually use or take Cannabis? Please tick any that apply.

I smoke it  1
I swallow it  2
Q 32  The next set of questions are about Amphetamines, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth

Variable Names DgHdAmp
Variable Labels Ever heard of amphetamines

Q 33  Have you ever heard of Amphetamines?

Yes [ ]  \( \rightarrow \) Q34

No [ ]  \( \rightarrow \) Q39 on page 10

Variable Names DgOfAmp
Variable Labels Ever been offered amphetamines

Q 34  Have you ever been offered Amphetamines?

Yes [ ]  \( \rightarrow \) Q34

No [ ]  \( \rightarrow \) Q39 on page 10

Variable Names DgTdAmp
Variable Labels Ever tried amphetamines

Q 35  Have you ever tried Amphetamines (even if only once)?

Yes [ ]  \( \rightarrow \) Q36

No [ ]  \( \rightarrow \) Q39 on page 10

Variable Names DgAgeAmp
Variable Labels How old when first tried amphetamines

Q 36  How old were you when you first tried Amphetamines? Write in the box your age then, in numbers not words.

I was [ ] years old

Variable Names DgFqAmp
Variable Labels When last used amphetamines

Q 37  When did you last use or take Amphetamines?

In the last month [ ]

In the last year [ ]

More than a year ago [ ]

Variable Names DgAmpPr; DgAmpIj
Variable Labels How usually take amphetamines- specify labels;
Usually take: sniff or swallow;
Usually take: inject;

Q 38  How do you usually use or take Amphetamines? Please tick any that apply.

I sniff or swallow them [ ]

I inject them [ ]
Q 39  The next set of questions are about LSD, also called Acid, Tabs, Trips, Dots.
Variable Names  DgHdLSD
Variable Labels  Ever heard of LSD

Q 40  Have you ever heard of LSD?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>Q41</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>Q45 on page 11</td>
</tr>
</tbody>
</table>

Variable Names  DgOfLSD
Variable Labels  Ever been offered LSD

Q 41  Have you ever been offered LSD?

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

Variable Names  DgTdLSD
Variable Labels  Ever tried LSD

Q 42  Have you ever tried LSD (even if only once)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>Q43</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>Q45 on page 11</td>
</tr>
</tbody>
</table>

Variable Names  DgAgeLSD
Variable Labels  How old when first tried LSD

Q 43  How old were you when you first tried LSD?
Write in the box your age then, in numbers not words.

| I was | years old |

Variable Names  DgFqLSD
Variable Labels  When last used LSD

Q 44  When did you last use or take LSD?

<table>
<thead>
<tr>
<th>In the last month</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last year</td>
<td>2</td>
</tr>
<tr>
<td>More than a year ago</td>
<td>3</td>
</tr>
</tbody>
</table>
The next set of questions are about Ecstasy, also called ‘E’, Mitsibishis/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’.

Q 45  Have you ever heard of Ecstasy?

Yes → Q47  
No → Q51 on page 12

Q 46  Have you ever heard of Ecstasy?

Yes → Q47
No → Q51 on page 12

Q 47  Have you ever been offered Ecstasy?

Yes
No

Q 48  Have you ever tried Ecstasy (even if only once)?

Yes → Q49
No → Q51 on page 12

Q 49  How old were you when you first tried Ecstasy? Write in the box your age then, in numbers not words.

I was years old

Q 50  When did you last use or take Ecstasy?

In the last month
In the last year
More than a year ago
Q 51  The next set of questions are about **Semeron**, also called **Sem**.
Variable Names  DgHdSem
Variable Labels  Ever heard of semeron

Q 52  Have you ever **heard of** Semeron?
Yes  \[3\]  \[\rightarrow\]  Q53
No  \[2\]  \[\rightarrow\]  Q56 on page 13

Variable Names  DgOfSem
Variable Labels  Ever been offered semeron

Q 53  Have you ever **offered** Semeron?
Yes  \[1\]
No  \[2\]

Variable Names  DgTdSem
Variable Labels  Ever tried semeron

Q 54  Have you ever **tried** Semeron (even if only once)?
Yes  \[3\]  \[\rightarrow\]  Q55
No  \[2\]  \[\rightarrow\]  Q56 on page 13

Variable Names  DgFqSem
Variable Labels  When last used semeron

Q 55  When did you last **use or take** Semeron?

In the last month  \[1\]
In the last year  \[2\]
More than a year ago  \[3\]
Q 56  The next set of questions are about **Poppers**, also called **Amyl Nitrates, Liquid Gold, Rush**.
Variable Names  DgHdPop
Variable Labels  Ever heard of poppers

Q 57  Have you ever **heard of** Poppers?

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

Variable Names  DgOfPop
Variable Labels  Ever been offered Poppers

Q 58  Have you ever **offered** Poppers?

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

Variable Names  DgTdPop
Variable Labels  Ever tried sniffing poppers

Q 59  Have you ever **tried sniffing** Poppers (even if only once)?

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

Variable Names  DgFqPop
Variable Labels  When last sniffed poppers

Q 60  When did you last **sniff** Poppers?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last month</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the last year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than a year ago</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q 61  The next set of questions are about **Tranquilisers**, also called **Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam**.

Variable Names DgHdTrn
Variable Labels Ever heard of tranquilisers

Q 62  Have you ever **heard of** Tranquilisers?

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

Variable Names DgOfTrn
Variable Labels Ever been offered tranquilisers

Q 63  Have you ever **offered** Tranquilisers?

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

Variable Names DgTdTrn
Variable Labels Ever tried tranquilisers

Q 64  Have you ever **tried** Tranquilisers (even if only once)?

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

Variable Names DgFqTrn
Variable Labels When last used tranquilisers

Q 65  When did you last **use or take** Tranquilisers?

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

Variable Names DgTrnOr; DgTrnIj
Variable Labels How usually take tranquilisers- specify labels;
Usually take: swallow;
Usually take: inject;

Q 66  How do you usually **use or take** Tranquilisers? Please tick any that apply.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I swallow them</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>I inject them</strong></td>
<td>2</td>
</tr>
</tbody>
</table>
Q 67  The next set of questions are about Heroin, also called Brown, Smack, Skag, Junk, Gear, ‘H’.
Variable Names  DgHdHer
Variable Labels  Ever heard of heroin

Q 68  Have you ever heard of Heroin?

variable Names  DgOffHer
variable Labels  Ever been offered heroin

Q 69  Have you ever been offered Heroin?

Q 70  Have you ever tried Heroin (even if only once)?

variable Names  DgAgeHer
variable Labels  How old when first tried heroin

Q 71  How old were you when you first tried Heroin?
Write in the box your age then, in numbers not words.

I was [ ] Years old

Q 72  When did you last use or take Heroin?

Q 73  How do you usually use or take Heroin? Please tick any that apply.

I smoke it
I sniff it
I inject it
Q 74  The next set of questions are about Magic Mushrooms, also called Shrooms.
Variable Names  DgHdMsh
Variable Labels  Ever heard of magic mushrooms

Q 75  Have you ever heard of Magic Mushrooms?

Yes  1  ➔ Q76
No  2  ➔ Q79 on page 17

Variable Names  DgOfMsh
Variable Labels  Ever been offered magic mushrooms

Q 76  Have you ever been offered Magic Mushrooms?

Yes  1
No  2

Variable Names  DgTdMsh
Variable Labels  Ever tried magic mushrooms

Q 77  Have you ever tried Magic Mushrooms (even if only once)?

Yes  1  ➔ Q78
No  2  ➔ Q79 on page 17

Variable Names  DgFqMsh
Variable Labels  When last used magic mushrooms

Q 78  When did you last use or take Magic Mushrooms?

In the last month  1
In the last year  2
More than a year ago  3
Q 79  The next set of questions are about **Methadone**, also called **Linctus, Physeptone, Meth.**

Variable Names  DgHdMth  
Variable Labels  Ever heard of methadone

Q 80  Have you ever **heard of** Methadone?

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

Variable Names  DgOfMth  
Variable Labels  Ever been offered methadone

Q 81  Have you ever **offered** Methadone?

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

Variable Names  DgTdMth  
Variable Labels  Ever tried methadone

Q 82  Have you ever **tried** Methadone (even if only once)?

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

Variable Names  DgAgeMth  
Variable Labels  How old when first tried methadone

Q 83  How old were you when you first tried Methadone?

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

\[
\text{I was } \framebox{} \text{ years old}
\]

Variable Names  DgFqMth  
Variable Labels  When last used methadone

Q 84  When did you last **use or take** Methadone?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last month</td>
<td>1</td>
</tr>
<tr>
<td>In the last year</td>
<td>2</td>
</tr>
<tr>
<td>More than a year ago</td>
<td>3</td>
</tr>
</tbody>
</table>
Q 85  The next set of questions are about **Crack**, also called **Rock**, **Stone**.

Variable Names  DgHdCrk
Variable Labels  Ever heard of crack

Q 86  Have you ever **heard of** Crack?

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

Variable Names  DgOfCrk
Variable Labels  Ever been offered crack

Q 87  Have you ever been **offered** Crack?

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

Variable Names  DgTdCrk
Variable Labels  Ever tried crack

Q 88  Have you ever **tried** Crack (even if only once)?

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

Variable Names  DgAgeCrk
Variable Labels  How old when first tried crack

Q 89  How old were you when you first tried Crack? Write in the box your **age then**, in numbers not words.

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

Variable Names  DgFqCrk
Variable Labels  When last used crack

Q 90  When did you last **use** or **take** Crack?

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

Variable Names  DgCrkOr; DgCrkJ
Variable Labels  How usually take crack- specify labels;
Usually take: smoke;
Usually take: inject;

Q 91  How do you usually **use** or **take** Crack? Please tick any that apply.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I smoke it</td>
<td>1</td>
</tr>
<tr>
<td>I inject it</td>
<td>2</td>
</tr>
</tbody>
</table>
Q 92  The next set of questions are about **Cocaine**, also called **Charlie, ‘C’**.
Variable Names  DgHdCok
Variable Labels  Ever heard of cocaine

Q 93  Have you ever **heard of** Cocaine?

Variable Names  DgOfCok
Variable Labels  Ever been offered cocaine

Q 94  Have you ever been **offered** Cocaine?

Variable Names  DgTdCok
Variable Labels  Ever tried cocaine

Q 95  Have you ever **tried** Cocaine (even if only once)?

Variable Names  DgAgeCok
Variable Labels  How old when first tried cocaine

Q 96  How old were you when you first tried Cocaine? Write in the box your **age then**, in numbers not words.

Variable Names  DgFqMth
Variable Labels  When last used cocaine

Q 97  When did you last **use** or **take** Cocaine?

Variable Names  DgCokSf; DgCokij
Variable Labels  How usually take cocaine- specify labels;
                  Usually take: sniff;
                  Usually take: inject;

Q 98  How do you usually **take** or **use** Cocaine? Please tick any that apply.
Q 99 The next set of questions are about **Anabolic Steroids**, also called **Roids**.

Variable Names: DgHdAna
Variable Labels: Ever heard of anabolic steroids

**Q 100** Have you ever **heard of** Anabolic Steroids?

- Yes [ ]  → Q101
- No [ ]  → Q105 on page 21

Variable Names: DgOfAna
Variable Labels: Ever been offered anabolic steroids

**Q 101** Have you ever been **offered** Anabolic Steroids?

- Yes [ ]  
- No [ ]  

Variable Names: DgTdAna
Variable Labels: Ever tried anabolic steroids

**Q 102** Have you ever **tried** Anabolic Steroids (even if only once)?

- Yes [ ]  → Q103
- No [ ]  → Q105 on page 21

Variable Names: DgFgAna
Variable Labels: When last used anabolic steroids

**Q 103** When did you last **use** or **take** Anabolic Steroids?

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

Variable Names: DgAnaOr; DgAnaIj
Variable Labels: How usually take anabolic steroids- specify labels;
- Usually take: swallow;
- Usually take: inject;

**Q 104** How do you usually **use** or **take** Anabolic Steroids? Please tick any that apply.

- I swallow them [ ]
- I inject them [ ]

Spare 522-530
Q 105  The next set of questions are about Glue, gas (butane, lighter refills), aerosols or solvents (to inhale or sniff).

Variable Names  DgHdGlus
Variable Labels  Ever heard of glue

Q 106  Have you ever heard of Glue, gas, aerosols or solvents?

Yes  \[\rightarrow\] Q107

No  \[\rightarrow\] Q111 on page 22

Variable Names  DgOfGlu
Variable Labels  Ever been offered glue

Q 107  Have you ever been offered Glue, gas, aerosols or solvents to inhale or sniff?

Yes  \[\rightarrow\] Q109

No  \[\rightarrow\] Q111 on page 22

Variable Names  DgTdGlu
Variable Labels  Ever tried sniffing glues

Q 108  Have you ever tried sniffing Glue, gas, aerosols or solvents (even if only once)?

Yes  \[\rightarrow\] Q110

No  \[\rightarrow\] Q111 on page 22

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

Q 109  How old were you when you first tried sniffing Glue, gas, aerosols or solvents?
Write in the box your age then, in numbers not words.

I was  \[\_] years old

Variable Names  DgFqGlu
Variable Labels  When last sniffed glue

Q 110  When did you last sniff Glue, gas, aerosols or solvents?

In the last month  \[\_]  

In the last year  \[\_]  

More than a year ago  \[\_]
Q 111 The next set of questions are about other drugs (other than those that you could get from a doctor or chemist).

Variable Names DgHdOth
Variable Labels Ever heard of other drugs

Q 112 Have you ever heard of any other drugs that would not be given to you by a doctor or chemist?

Yes \[ \Rightarrow \) Q113

No \[ \Rightarrow \) Q117 on page 23

Q 113 What other drugs have you heard of? Please write in the name below

Variable Names DgOfOth
Variable Labels Ever been offered other drugs

Q 114 Have you ever been offered these other drugs?

Yes \[ \Rightarrow \) Q113

No \[ \Rightarrow \) Q117 on page 23

Q 115 Have you ever tried these other drugs (even if only once)?

Yes \[ \Rightarrow \) Q116

No \[ \Rightarrow \) Q117 on page 23

Variable Names DgFqOth
Variable Labels When last used other drugs

Q 116 When did you last use or take these other drugs?

In the last month \[ \Rightarrow \) Q113

In the last year \[ \Rightarrow \) Q117 on page 23

More than a year ago \[ \Rightarrow \) Q117 on page 23

Spare 541-580
Variable Names: DgTkAny
Variable Labels: Whether ever used any drugs

**Q 117** Just to check, have you ever **used or taken** any drugs? (even if only once)

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

Variable Names: DgFtAge
Variable Labels: Age when first tried drugs

**Q 118** Thinking about the **first time** you **tried** any drugs (not including cigarettes or alcohol), how old were you? Write in the box how old you were then, in numbers not in words.

I was [ ] years old

Variable Names: DgFtTd
Variable Labels: Which drug tried first time- specify labels;
First drug tried was: cannabis;
First drug tried was: amphetamines..etc;

**Q 119** Which of the following drugs was the **first** one you tried? If you tried more than one drug at the same time, please tick all those you tried.

- **Cannabis**, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed
- **Amphetamines**, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth
- **LSD**, also called Acid, Tabs, Trips, Dots
- **Ecstasy**, also called ‘E’, Mitsibishis/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’
- **Semeron**, also called Sem
- **Poppers**, also called Amyl Nitrates, Liquid Gold, Rush
- **Tranquilisers**, also called Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam
- **Heroin**, also called Brown, Smack, Skag, Junk, Gear, ‘H’
- **Magic Mushrooms**, also called Shrooms
- **Methadone**, also called Linctus, Physeptone, Meth
- **Crack**, also called Rock, Stone
- **Cocaine**, also called Charlie, ‘C’
- **Anabolic Steroids**, also called Roids
- **Glue, gas (butane, lighter refills), aerosols or solvents** (to inhale or sniff)?
### Q 120 The first time you tried the drug, who did you get it from?

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

### Q 121 Did you pay for the drug or were you given it, the first time you tried it?

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

### Q 122 How much did you pay for the drug, the first time you tried it?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £5</td>
<td>1</td>
</tr>
<tr>
<td>£5 or more but less than £10</td>
<td>2</td>
</tr>
<tr>
<td>£10 or more but less than £20</td>
<td>3</td>
</tr>
</tbody>
</table>
**Q 123** Why did you try the drug, the **first** time? **You may tick more than one box**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to get high or feel good</td>
<td>01</td>
</tr>
<tr>
<td>Because my friends were doing it</td>
<td>02</td>
</tr>
<tr>
<td>Because it's cool</td>
<td>03</td>
</tr>
<tr>
<td>It was a dare</td>
<td>04</td>
</tr>
<tr>
<td>I had nothing better to do</td>
<td>05</td>
</tr>
<tr>
<td>I wanted to see what it was like</td>
<td>06</td>
</tr>
<tr>
<td>I wanted to forget my problems</td>
<td>07</td>
</tr>
<tr>
<td>Just because I was offered it</td>
<td>08</td>
</tr>
<tr>
<td>Other reasons (please tick the box and write in below)</td>
<td>09</td>
</tr>
<tr>
<td>I don't remember</td>
<td>10</td>
</tr>
<tr>
<td>I don't know</td>
<td>11</td>
</tr>
</tbody>
</table>
Variable Names: DgFtFl
Variable Labels: How drug felt first time- specify labels;
Drugs made me feel: high;
Drugs made me feel: fantastic..etc;

Q 124  How did the drug make you feel, the first time you used it?

You may tick more than one box

I felt high
I felt fantastic
I felt awful
I felt sick
I felt scared
I felt dizzy
I felt relaxed
I felt tired or sleepy
I felt happy or giggly
I felt guilty
I didn't feel any different

Other (please tick the box and write in below)

Variable Names: DgAnyLM
Variable Labels: Whether any drugs taken in last month

Q 125  Just to check, have you used or taken any drugs in the last month?

Yes
No
**Q 126** Last time you used or took drugs which of the following drugs did you use or take? If you used or took more than one drug at the same time, please tick all those you used or took.

<table>
<thead>
<tr>
<th>Drug Name</th>
<th>Alias Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannabis, also called Marijuana, Dope, Pot, Blow, Hash, Skunk, Puff, Grass, Draw, Ganja, Spliff, Joints, Smoke, Weed</td>
<td>737-766 01</td>
</tr>
<tr>
<td>Amphetamines, also called Speed, Uppers, Whizz, Sulphate, Billy, Crystal Meth</td>
<td>737-766 02</td>
</tr>
<tr>
<td>LSD, also called Acid, Tabs, Trips, Dots</td>
<td>737-766 03</td>
</tr>
<tr>
<td>Ecstasy, also called ‘E’, Mitsibishe/Mitzis, Rolexes, Doves, MDM, Beans, Rolls, ‘X’</td>
<td>737-766 04</td>
</tr>
<tr>
<td>Semeron, also called Sem</td>
<td>737-766 05</td>
</tr>
<tr>
<td>Poppers, also called Amyl Nitrates, Liquid Gold, Rush</td>
<td>737-766 06</td>
</tr>
<tr>
<td>Tranquilisers, also called Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapam</td>
<td>737-766 07</td>
</tr>
<tr>
<td>Heroin, also called Brown, Smack, Skag, Junk, Gear, ‘H’</td>
<td>737-766 08</td>
</tr>
<tr>
<td>Magic Mushrooms, also called Shrooms</td>
<td>737-766 09</td>
</tr>
<tr>
<td>Methadone, also called Linctus, Physeptone, Meth</td>
<td>737-766 10</td>
</tr>
<tr>
<td>Crack, also called Rock, Stone</td>
<td>737-766 11</td>
</tr>
<tr>
<td>Cocaine, also called Charlie, ‘C’</td>
<td>737-766 12</td>
</tr>
<tr>
<td>Anabolic Steroids, also called Roids</td>
<td>737-766 13</td>
</tr>
<tr>
<td>Glue, gas (butane, lighter refills), aerosols or solvents (to inhale or sniff)?</td>
<td>737-766 14</td>
</tr>
<tr>
<td>Other drugs that would not be given to you by a doctor or chemist (please tick box and write below the name of the drug)</td>
<td>737-766 15</td>
</tr>
</tbody>
</table>

---

**Q 127** The last time you used or took drugs, were you also drinking alcohol?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>
**Variable Names** 
DgLtWh

**Variable Labels** 
Who drug was from last time

**Q 128**  The last time you used or took drugs, who did you get them from?

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

**Variable Names** 
DgLtPay

**Variable Labels** 
Whether drug paid for or given last time

**Q 129**  Did you pay for the drug or were you given it, the last time?

- I paid for it
- I was given it

**Q 130**  How much did you pay for the drug, the last time?

- Less than £5
- £5 or more but less than £10
- £10 or more but less than £20
- £20 or more
**Variable Names** DgLtUse
**Variable Labels** Whether last time took drugs used all

**Q 131** The *last* time you used or took drugs, did you use them all yourself or did you sell or give some to someone else?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used it all myself</td>
<td>1</td>
</tr>
<tr>
<td>Sold some of it</td>
<td>2</td>
</tr>
<tr>
<td>Gave some of it away</td>
<td>3</td>
</tr>
</tbody>
</table>

**Variable Names** DgLtWhr
**Variable Labels** Place where last drugs bought

**Q 132** Where were you when you bought/were given the drugs, the *last* time?

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

---

Spare 777-780
Q 133  Why did you use or take drugs that day?

You may tick more than one box

I wanted to get high or feel good  01
Because my friends were doing it  02
Because it's cool  03
It was a dare  04
I had nothing better to do  05
I wanted to see what it was like  06
I wanted to forget my problems  07
Just because I was offered it  08
Other reasons (please tick the box and write in below)  09
    I don't remember  10
    I don't know  11

Q 134  The last time you used or took this drug, were you with other people or were you on your own?

I was with other people  3  \(\Rightarrow\) Q135
I was on my own  2  \(\Rightarrow\) Q136 on page 31

Q 135  Who were you with the last time you used or took this drug?

You may tick more than one box

My girlfriend or boyfriend  1
Friends of the same sex as me  2
Friends of the opposite sex  3
A group of friends of both sexes  4
My parents (or step-parents)  5
Someone else (please tick the box and write below how you knew the person)

Variable Names: DgLtFl
Variable Labels: How drug felt last time- specify labels;
Drug made me feel: high;
Drug made me feel: fantastic...etc;

Q 136 The last time you used or took drugs, how did they make you feel?
You may tick more than one box

- I felt high 01
- I felt fantastic 02
- I felt awful 03
- I felt sick 04
- I felt scared 05
- I felt dizzy 06
- I felt relaxed 07
- I felt tired or sleepy 08
- I felt happy or giggly 09
- I felt guilty 10
- I didn’t feel any different 11

Other (please tick the box and write in below)
**Variable Names**  DgStop  
**Variable Labels**  Would person like to stop taking drugs

**Q 137**  Would you like to stop using or taking drugs altogether?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I would like to give up now</td>
<td>1</td>
</tr>
<tr>
<td>Yes, I would like to give up in the future</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
</tr>
</tbody>
</table>

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

**Q 138**  Do you think that you will still be using or taking drugs in five years time?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>I don’t know</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Q 139**  Have you ever felt that you needed to get help or treatment because you were using or taking drugs?

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

Spare 868-880
The next set of questions should be filled in by ALL pupils. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Variable Names DgRef
Variable Labels Ever refused drug

Q 140 Have you ever refused a drug that was offered to you (apart from cigarettes or alcohol)?

Yes 1 ➔ Q141
No 2 ➔ Q142
Never been offered any drugs 3 ➔ Q142

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

Q 141 Why did you refuse?
You may tick more than one box

It was too expensive 01
I was frightened of taking it 02
I thought it was dangerous 03
I didn't want to get addicted 04
I didn't know enough about it 05
I thought I would get into trouble if I took drugs 06
I think that taking drugs is wrong 07
I just didn't want to take it 08

Variable Names DgFq
Variable Labels How often drugs usually taken

Q 142 How often do you usually take drugs (apart from cigarettes and alcohol)?

I take drugs most days 1 ➔ Q144
I take drugs at least once a week 2 ➔ Q144
I take drugs once or twice a month 3 ➔ Q144
I take drugs a few times a year 4 ➔ Q144
I used to take drugs sometimes but I never do now 5 ➔ Q143
I have only ever taken drugs once 6 ➔ Q143
Q 143  How do you think your family would feel if you started taking drugs?

1. They would try to stop me
2. They would try to persuade me not to take drugs
3. They would do nothing
4. They would encourage me to take drugs
5. I don’t know

Q 144  How does your family feel about you taking drugs?

1. They try to stop me
2. They try to persuade me not to take drugs
3. They do nothing
4. They encourage me to take drugs
5. They don’t know I take drugs
6. I don’t know

Q 145  How do you think your family would feel if they knew that you took drugs?

1. They would try to stop me
2. They would try to persuade me not to take drugs
3. They would do nothing
4. They would encourage me to take drugs
5. I don’t know
<table>
<thead>
<tr>
<th>Variable Names</th>
<th>Variable Labels</th>
<th>Question</th>
<th>Instructions</th>
<th>Number of boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NoSbHm</td>
<td>Number of siblings living at home</td>
<td>Q 146 How many brothers and sisters do you have living at home with you?</td>
<td>(Include stepbrothers and stepsisters) (If you haven't any brothers or sisters living at home write ‘0’ in box and go to question 150 on page 36)</td>
<td>1</td>
</tr>
<tr>
<td>NoSbCg</td>
<td>Number of siblings that smoke</td>
<td>Q 147 How many of your brothers or sisters are smokers?</td>
<td>(Include stepbrothers and stepsisters) (If none of them smoke write ‘0’ in box)</td>
<td>1</td>
</tr>
<tr>
<td>NoSbAl</td>
<td>Number of siblings that drink alcohol</td>
<td>Q 148 How many of your brothers or sisters drink alcohol most days?</td>
<td>(Include stepbrothers and stepsisters) (If none of them drink alcohol most days write ‘0’ in box)</td>
<td>1</td>
</tr>
<tr>
<td>NoSbDg</td>
<td>Number of siblings that take drugs</td>
<td>Q 149 How many of your brothers or sisters take drugs?</td>
<td>(Include stepbrothers and stepsisters) (If none of them use drugs write ‘0’ in box)</td>
<td>1</td>
</tr>
</tbody>
</table>
**Variable Names** NoFrCg  
**Variable Labels** Number of friends that smoke

**Q 150** What about your friends – how many of them smoke?  

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

**Variable Names** NoFrAl  
**Variable Labels** Number of friends that drink alcohol

**Q 151** How many of your friends drink alcohol?  

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

**Variable Names** NoFrDg  
**Variable Labels** Number of friends that take drugs

**Q 152** How many of your friends take illegal drugs?  

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of them</td>
<td>1</td>
</tr>
<tr>
<td>Most but not all</td>
<td>2</td>
</tr>
<tr>
<td>About half</td>
<td>3</td>
</tr>
<tr>
<td>Only a few</td>
<td>4</td>
</tr>
<tr>
<td>None of them take drugs</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
</tr>
</tbody>
</table>
**Variable Names**: DgGet  
**Variable Labels**: Whether easy to get drugs

**Q 153**  How easy would it be for **you** to get illegal drugs if you wanted to?

- Very easy [ ]
- Fairly easy [ ]
- Fairly difficult [ ]
- Very difficult [ ]
- Don’t know [ ]

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

**Q 154**  How easy would it be for **you** to get heroin if you wanted to?

- Very easy [ ]
- Fairly easy [ ]
- Fairly difficult [ ]
- Very difficult [ ]
- Don’t know [ ]

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

**Q 155**  How easy would it be for **you** to get cocaine or crack if you wanted to?

- Very easy [ ]
- Fairly easy [ ]
- Fairly difficult [ ]
- Very difficult [ ]
- Don’t know [ ]
Q 156 Here is a list of things that worry some people when they think about taking drugs. Do you worry about any of these things?

Please tick one box on each line

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I might be sick</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. I might be scared</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. I might do things I would not normally do</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. I might get in trouble with the police</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. I might get into trouble at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. I might spend too much money on drugs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. I might get into trouble with my parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. I might get into trouble with my friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. I might fall behind with my schoolwork</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j. I might get myself into dangerous situations</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k. I might become addicted or dependant on drugs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l. I might get health problems because of using drugs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>m. Something could go wrong and I might die</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Variable Names: DgOpExct; DgOpHelf; DgOpDngr; DgOpYung; DgOpTchr; DgOpAdts; DgOpRelx; DgOpPol; DgOpSell; DgOpDoc; DgOpEscp; DgOpHer; DgOpRelx; DgOpPol; DgOpSell; DgOpDoc; DgOpEscp; DgOpHer;

Variable Labels:
- Whether agree or disagree that drugs are exciting;
- Whether agree or disagree that drugs harm health;
- Whether agree or disagree that know enough about dangers;
- Whether agree or disagree that most young people try drugs;
- Whether agree or disagree that listen to teachers;
- Whether agree or disagree that what adults say is true;
- Whether agree or disagree that people take drugs to relax;
- Whether agree or disagree that listen to police;
- Whether agree or disagree that all people who sell be punished;
- Whether agree or disagree that listen to doctors;
- Whether agree or disagree that people take drugs to escape;
- Whether agree or disagree that heroin takers are junkies;
- Whether agree or disagree that people need help;
- Whether agree or disagree that people are stupid;
- Whether agree or disagree that listen to parents;
- Whether agree or disagree that people who take be punished;

Q 157 Please read the following statements about drugs and say if you agree or disagree with each one.

Tick one box for each statement

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Taking drugs is exciting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Taking drugs harms your health</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. I know enough about the dangers of drugs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Most young people will try drugs at some time</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. I listen to what teachers say about taking drugs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. What adults tell us about drugs is true</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. People take drugs to relax</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. I listen to what the police say about taking drugs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. All people who sell drugs should be punished</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j. I listen to what doctors say about taking drugs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k. People who take drugs want to escape from reality</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l. People who take heroin are junkies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>m. People my age who take drugs need help and advice</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>n. People who take drugs are stupid</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
All people who take drugs should be punished
Q 158 Please read the following statements about drugs and say if you think each one is true or false. **Please tick one box for each statement**

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Heroin is addictive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Injecting drugs can lead to HIV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Ecstasy always makes you feel great, with no side effects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Taking cocaine is dangerous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Cannabis is more dangerous than Heroin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Inhaling or sniffing solvents can cause brain damage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Smoking cannabis does less damage to your lungs than cigarettes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q 159 Do you think that it is ok for someone of your age to do the following? **Please tick one box on each line**

<table>
<thead>
<tr>
<th></th>
<th>It's ok</th>
<th>It's not ok</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Try out smoking once</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Drink alcohol at home a few times a year with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Try cannabis once to see what it's like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Take ecstasy every weekend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Smoke cigarettes occasionally</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
f. Try heroin once to see what it's like

h. Smoke 10 or more cigarettes a day

i. Smoke cannabis occasionally
### Q 160
In the last twelve months have you had any lessons, videos or discussions in class on the following topics:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Smoking?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td>Alcohol?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c.</td>
<td>Heroin?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d.</td>
<td>Crack/cocaine?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e.</td>
<td>Solvent abuse/glue sniffing?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f.</td>
<td>Ecstasy?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g.</td>
<td>Drugs in general?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Q 161
How useful have you found the lessons, videos or discussions you have had during the last twelve months about drugs?

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

### Q 162
Do you think your school gives you enough information about drugs, or would you like to be given more?

<table>
<thead>
<tr>
<th></th>
<th>School gives enough information</th>
<th>Would like a bit more information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Variable Names: InfoB
Variable Labels: Whether know where to get information

Q 163 Would you know where to go if you wanted to get more information about drugs?

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

Variable Names: PolA
Variable Labels: Whether ever been in trouble with police

Q 164 Have you ever been in trouble with the police?

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

Q 165 When were you last in trouble with the police?

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

Variable Names: PolB
Variable Labels: Last time in trouble with police

Q 166 on page 43
The next set of questions are more general questions. Remember that your name is not on the questionnaire, so no-one who knows you will find out your answers.

Variable Names: NoCgSun; NoCgMon; NoCgTue; NoCgWed; NoCgThu; NoCgFri; NoCgSat;
Variable Labels: Number of cigarettes smoked on Sunday; Number of cigarettes smoked on Monday; Number of cigarettes smoked on Tuesday; Number of cigarettes smoked on Wednesday; Number of cigarettes smoked on Thursday; Number of cigarettes smoked on Friday; Number of cigarettes smoked on Saturday;

Q 166 Just to check, we would like to know how many cigarettes you smoked in the week that has just gone, **not including today**.

How many cigarettes did you smoke during **the last 7 days**?

**Write in the number of cigarettes you had on each day. Write 0 if you didn’t smoke any cigarettes on a particular day. If you did not smoke at all last week, just write 0 in every box.**

<table>
<thead>
<tr>
<th>Day</th>
<th>Number of cigarettes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
</tr>
</tbody>
</table>

Variable Names: FSM
Variable Labels: Whether get free school meals

Q 167 Do you get free school meals, or vouchers for free school meals?

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

Variable Names: Truant
Variable Labels: Whether ever truanted

Q 168 Have you ever stayed away from school without permission (truanted)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>
Don’t know
**Variable Names** ExclA
**Variable Labels** Whether ever been excluded

**Q 169** Have you ever been excluded from school?

- Yes \[\rightarrow Q170\]
- No \[\rightarrow Q171\]
- Don’t know \[\rightarrow Q171\]

**Variable Names** ExclB
**Variable Labels** Type of exclusion

**Q 170** Was it a fixed term exclusion or a permanent exclusion?

A **fixed term exclusion (or suspension)** is when you are not allowed to go to school for a set amount of time because of your behaviour.

A **permanent exclusion** is when you are never allowed to go back to your school because of your behaviour.

- Fixed-term \[\rightarrow 1058\]
- Permanent \[\rightarrow 2\]
- Don’t know \[\rightarrow 3\]

**Q 171** Were there any questions you meant to go back and complete? Please check

Thank you very much for your help.
School Policy Information


1. Does your school have a policy that covers smoking for adults, that is teaching staff, non-teaching staff and adult visitors?
   Tick one box

   Yes  
   No  
   Don’t know

   Please go to question 2
   Please go to question 4
   Please go to question 4

2. What is your understanding of the smoking policy?
   Please tick the appropriate box for each of the following statements.

   a. Smoking is **prohibited** anywhere on the school premises (including the school grounds)
      Yes  
      No  
      Don’t know

   b. Smoking is **prohibited** anywhere inside the school buildings
      Yes  
      No  
      Don’t know

   c. Smoking is **prohibited** anywhere inside the school buildings except in certain areas
      Yes  
      No  
      Don’t know

   d. Smoking is **prohibited** in front of the pupils at any time in school hours
      Yes  
      No  
      Don’t know

   e. Smoking is **permitted** in teachers’ staffrooms
      Yes  
      No  
      Don’t know

   f. Smoking is **permitted** in private offices
      Yes  
      No  
      Don’t know

   g. Smoking is **permitted** in specially designated smoking rooms
      Yes  
      No  
      Don’t know

   h. The smoking policy applies at all times, not just during school hours
      Yes  
      No  
      Don’t know

3. Who is responsible for deciding the smoking policy of the school?
   Tick all that apply

   Local Education Authority
   School Governors
   Head Teacher
   Parents
   Pupils
   Don’t know
   Other (please specify__________________________)

   Yes  
   No  
   Don’t know

   1  
   2  
   3  
   4  
   5  
   6  
   7
4. What action does the school policy suggest if pupils are found smoking on school premises?

**Tick all that apply**

- Verbal/written warning
- Note on the pupils’ record
- Letter sent to parents
- Fine
- Referral to counsellor/agency
- Loss of privileges
- Exclusion for repeat offenders
- Other (please specify ____________________________)

5. What action does the school policy suggest if pupils are found drinking alcohol on school premises?

**Tick all that apply**

- Verbal/written warning
- Note on the pupils’ record
- Letter sent to parents
- Fine
- Referral to counsellor/agency
- Loss of privileges
- Exclusion for repeat offenders
- Other (please specify ____________________________)

6. What action does the school policy suggest if pupils are found taking illegal drugs on school premises?

**Tick all that apply**

- Verbal/written warning
- Note on the pupils’ record
- Letter sent to parents
- Fine
- Referral to counsellor/agency
- Loss of privileges
- Exclusion for repeat offenders
- Other (please specify ____________________________)
7. What action does the school policy suggest if pupils are clearly under the influence of alcohol or illegal drugs, but have not been found taking alcohol or illegal drugs on school premises?

**Tick all that apply**

- Verbal/written warning [ ]
- Note on the pupils' record [ ]
- Letter sent to parents [ ]
- Fine [ ]
- Referral to counsellor/agency [ ]
- Loss of privileges [ ]
- Exclusion for repeat offenders [ ]

Other (*please specify_______________________________________________________________________________*) [ ]

Thank you for your help
Smoking, Drinking & Drug Use Among Young People

2001

Derived Variable Specification
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- DDGLTTYP: (D) Type of drugs used on last occasion (cannabis/volatile/class a split) ............................... 10
- DDGLTTYP: (D) Type of drugs used on last occasion (cannabis/volatile/class a split) ............................... 10
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- DUSEECS: (D) Last used ecstasy .............................................................................................................. 12
- DUSEPOP: (D) Last used poppers ............................................................................................................ 12
- DUSETRMN: (D) Last used tranquillisers ................................................................................................. 12
- DUSEHER: (D) Last used heroin .............................................................................................................. 12
- DUSEMSH: (D) Last used magic mushrooms .......................................................................................... 12
- DUSEMTH: (D) Last used methadone .................................................................................................... 12
- DUSECRC: (D) Last used crack ............................................................................................................... 12
- DUSECOK: (D) Last used cocaine ........................................................................................................... 12
- DUSEANA: (D) Last used anabolic steroids ............................................................................................ 12
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DAL750: (D) Units of shandy drank in last 7 days ....................................................... 25
DAL775: (D) Units of wine drank in last 7 days ........................................................... 25
DAL750: (D) Units of sherry drank in last 7 days ....................................................... 25
DAL7SP: (D) Units of spirits drank in last 7 days ........................................................ 25
DAL7PP: (D) Units of alcopops drank in last 7 days .................................................... 25
DAL7UT: (D) Units of alcohol drank in last 7 days ...................................................... 25
DAL7UTG: (D) Units of alcohol drank in last 7 days, (grouped) ................................. 25

**Education** ............................................................................................................. 26

DLSSMK: (D) Whether had any lessons on smoking in last 12 months .................... 26
DLSALC: (D) Whether had any lessons on alcohol in last 12 months ....................... 26
DLSHER: (D) Whether had any lessons on heroin in last 12 months ......................... 26
DLSCRK: (D) Whether had any lessons on crack/cocaine in last 12 months .......... 26
DLSSL: (D) Whether had any lessons on solvent abuse/glue sniffing in last 12 months 26
DLSSEC: (D) Whether had any lessons on ecstasy in last 12 months ...................... 26
DLSBRG: (D) Whether had any lessons on drugs in general in last 12 months ......... 26
DLSANYDG: (D) Whether had any lessons on any drugs in last 12 months ......... 26
Demographics

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

**SPSS Syntax**

```spss
compute age=age+9.
recode age(10,11,12=12)(13=13)(14=14)(15,16,17=15) into age1215.
recode age(10,11,12,13=13)(14=14)(15,16,17=15) into age1315.
```
Drugs

Awareness and knowledge of drugs

DGHDSYM: (D) Heard of any stimulants
DGHDSY: (D) Heard of any psychedelics
DGHDOPI: (D) Heard of any opiates
DGHDANY: (D) Heard of any drugs (excluding volatile substances)

<table>
<thead>
<tr>
<th></th>
<th>Heard of</th>
<th>Not heard of</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPSS Syntax**

```spss
compute dghdstm=-1.
if any(2,dghdamp,dghdecs,dghdpop,dghdcrk,dghdcok) dghdstm=2.
if any(-9,dghdamp,dghdecs,dghdpop,dghdcrk,dghdcok) dghdstm=-9.
if any(1,dghdamp,dghdecs,dghdpop,dghdcrk,dghdcok) dghdstm=1.

compute dghdpsy=-1.
if any(2,dghdmsh,dghdlsd) dghdpsy=2.
if any(-9,dghdmsh,dghdlsd) dghdpsy=-9.
if any(1,dghdmsh,dghdlsd) dghdpsy=1.

compute dghdopi=-1.
if any(2,dghdher,dghdmth) dghdopi=2.
if any(-9,dghdher,dghdmth) dghdopi=-9.
if any(1,dghdher,dghdmth) dghdopi=1.

compute dghdany=-1.
if any(2,dghdcn,dghdamp,dghdecs,dghdpop,dghdttrn,dghdher,
       dghdmsh,dghdmth,dghdcrk,dghdcok,dghdana,dghdoth) dghdany=2.
if any(-9,dghdcn,dghdamp,dghdecs,dghdpop,dghdttrn,dghdher,
       dghdmsh,dghdmth,dghdcrk,dghdcok,dghdana,dghdoth) dghdany=-9.
if any(1,dghdcn,dghdamp,dghdecs,dghdpop,dghdttrn,dghdher,
       dghdmsh,dghdmth,dghdcrk,dghdcok,dghdana,dghdoth) dghdany=1.

var lab dghdstm "(D) Heard of any stimulants".
var lab dghdpsy "(D) Heard of any psychedelics".
var lab dghdopi "(D) Heard of any opiates".
var lab dghdany "(D) Heard of any drugs (excluding volatile substances)".
val lab dghdstm to dghdany
   1 "Heard of" 2 "Not heard of".
```
TFSCORE: (D) True/False scale score
TFSCOREG: (D) True/False scale score (grouped)

1 2 or less correct
2 3-4 correct
3 5 or more correct

**SPSS Syntax**

recode tfherad(1=1)(2=-1)(else=0) into tfx1.
recode tfinjhv(1=1)(2=-1)(else=0) into tfx2.
recode tfcokdr(1=1)(2=-1)(else=0) into tfx3.
recode tfsbfn(1=1)(2=-1)(else=0) into tfx4.
recode tfcancg(1=-1)(2=1)(else=0) into tfx5.
recode tfcanher(1=-1)(2=1)(else=0) into tfx6.
recode tfcsfl(1=-1)(2=1)(else=0) into tfx7.
compute tfscore=tfx1+tx2+tx3+tx4+tx5+tx6+tx7.
count xxx=tfherad to tfcancg(-9).
if xxx=7 tfscore=-99.
recode tfscore(-7 thru -1=0).
recode tfscore(0 thru 2=1)(3,4=2)(5,6,7=3) into tfscoreg.
variable label tfscore "(D) True/False scale score".
variable label tfscoreg "(D) True/False scale score (grouped)".
value labels tfscoreg
1 "2 or less correct"
2 "3-4 correct"
3 "5 or more correct".
Access to drugs

XDGOFPCAN: (D) Offered cannabis
XDGOFAMP: (D) Offered amphetamines
XDGOLFSLD: (D) Offered LSD
XDGOFECSC: (D) Offered ecstasy
XDGOFPOP: (D) Offered poppers
XDGOFSTM: (D) Offered tranquillisers
XDGOFHER: (D) Offered heroine
XDGOFMSH: (D) Offered magic mushrooms
XDGOFMTH: (D) Offered methadone
XDGOFCKR: (D) Offered crack
XDGOFCKO: (D) Offered cocaine
XDGOFANA: (D) Offered anabolic steroids
XDGOFGAS: (D) Offered glue, gas or other solvents
XDGOFOTH: (D) Offered other drugs
XDGOFSTM: (D) Offered any stimulants
XDGOFPSY: (D) Offered any psychedelics
XDGOFOPPI: (D) Offered any opiates
XDGOFANY: (D) Offered any drugs

1 Offered
2 Not offered

**SPSS Syntax**

```spss
DO REPEAT
   xxx=dgofcan dgofamp dgoflsd dgofecs dgofpop dgofher
dofofcok dgofmsh dgofmth dgofcrk dgofana dgofgas dgofoth
   /yyy=xdgofcan xdgofamp xdgoflsd xdgofecs xdgofpop xdgoftrn xdgofher
   xdgofmsh xdgofmth xdgofcrk xdgofck xdgofana xdgofgas xdgofoth
   /zzz=dghdcan dghdamp dghdlsd dghdecs dghdpop dghdtrn dghdher
   dghdmsh dghdmth dghdcck dghdcm dghdms dghdmc.
   compute yyy=xxx.
   recode zzz(2,-9=copy) into yyy.
end repeat.
compute xdgofstm=-1.
if any(2,xdgofamp,xdgofecs,xdgofpop,xdgofcrk,xdgofck) xdgofstm=2.
if any(-9,xdgofamp,xdgofecs,xdgofpop,xdgofcrk,xdgofck) xdgofstm=-9.
if any(1,xdgofamp,xdgofecs,xdgofpop,xdgofcrk,xdgofck) xdgofstm=1.
compute xdgofpsy=-1.
if any(2,xdgofmsh,xdgoflsd) xdgofpsy=2.
if any(-9,xdgofmsh,xdgoflsd) xdgofpsy=-9.
if any(1,xdgofmsh,xdgoflsd) xdgofpsy=1.
compute xdgofoppi=-1.
if any(2,xdgofher,xdgofmth) xdgofoppi=2.
if any(-9,xdgofher,xdgofmth) xdgofoppi=-9.
if any(1,xdgofher,xdgofmth) xdgofoppi=1.
compute xdgofany=-1.
if any(2,xdgofcan,xdgofamp,xdgoflsd,xdgofecs,xdgofpop,xdgoftrn,xdgofher,
   xdgofmsh,xdgofmth,xdgofcrk,xdgofck,xdgofana,xdgofgas,xdgofoth) xdgofany=2.
if any(-9,xdgofcan,xdgofamp,xdgoflsd,xdgofecs,xdgofpop,xdgoftrn,xdgofher,
   xdgofmsh,xdgofmth,xdgofcrk,xdgofck,xdgofana,xdgofgas,xdgofoth) xdgofany=-9.
if any(1,xdgofcan,xdgofamp,xdgoflsd,xdgofecs,xdgofpop,xdgoftrn,xdgofher,
   xdgofmsh,xdgofmth,xdgofcrk,xdgofck,xdgofana,xdgofgas,xdgofoth) xdgofany=1.
variable label xdgofcan "Offered cannabis".
variable label xdgofamp "Offered amphetamines".
variable label xdgoflsd "Offered LSD".
variable label xdgofecs "Offered ecstasy".
variable label xdgofpop "Offered poppers".
variable label xdgoftrn "Offered tranquillisers".
variable label xdgofher "Offered heroin".
```

SDD01 Derived Variables
variable label xdgofmsh "Offered magic mushrooms".
variable label xdgofmth "Offered methadone".
variable label xdgofcrk "Offered crack".
variable label xdgofcok "Offered cocaine".
variable label xdgofana "Offered anabolic steroids".
variable label xdgofgas "Offered glue, gas or other solvents".
variable label xdgofoth "Offered other drugs".
variable label xdgofstm "(D) Offered any stimulants".
variable label xdgofpsy "(D) Offered any psychedelics".
variable label xdgofopi "(D) Offered any opiates".
variable label xdgofany "(D) Offered any drugs".
value labels xdgofstm to xdgofany
1 "Offered" 2 "Not offered".

Ever taken drugs

DEVRSTM: (D) Ever Used stimulants
DEVRPSY: (D) Ever Used psychodelics
DEVROPI: (D) Ever Used opiates
DEVRCLA: (D) Ever Used class A drugs
1 Used drugs
2 Not used

SPSS Syntax

compute devrstm=-1.
if any(4,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=2.
if any(3,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=1.
if any(2,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=1.
if any(1,duseamp,duseecs,dusepop,dusecrk,dusecok) devrstm=1.
if any(4,dusemsh,duselsd) devrpsy=2.
if any(-9,dusemsh,duselsd) devrpsy=-9.
if any(3,dusemsh,duselsd) devrpsy=1.
if any(2,dusemsh,duselsd) devrpsy=1.
if any(1,dusemsh,duselsd) devrpsy=1.
compute devropi=-1.
if any(4,duseher,dusemth) devropi=2.
if any(-9,duseher,dusemth) devropi=-9.
if any(3,duseher,dusemth) devropi=1.
if any(2,duseher,dusemth) devropi=1.
if any(1,duseher,dusemth) devropi=1.
compute devrcla=-1.
if any(4,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp) devrcla=2.
if any(duseamp,1,2,3) & dgampij=0 devrcla=2.
if any(-9,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp,dgampij) devrcla=-9.
if any(3,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) devrcla=1.
if any(2,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) devrcla=1.
if any(1,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) devrcla=1.
if any(duseamp,1,2,3) & dgampij=1 devrcla=1.

variable label devrstm "(D) Ever Used stimulants".
variable label devrpsy "(D) Ever Used psychodelics".
variable label devropi "(D) Ever Used opiates".
variable label devrcla "(D) Ever Used Class A drugs".
value labels devrstm devrpsy devropi devrcla dgany ddganyvs
1 "Used drugs" 2 "Not used".
DDGANY: (D) Ever Used any drugs
DDGANYVS: (D) Ever Used any drugs (excluding volatile substance)

1  Used drugs
2  Not used

**SPSS Syntax**

```spss
compute ddgany=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=-9.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=-9.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgany=1.
compute ddganyvs=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddganyvs=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddganyvs=-9.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddganyvs=1.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddganyvs=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
  dusemah,duseinth,dusecrk,dusecok,duseana,dusegas,duseoth) ddganyvs=1.
variable label ddgany "(D) Ever used any drugs"
variable label ddganyvs "(D) Ever used any drugs (excluding volatile substances)"
value labels ddgany ddganyvs
  1 "Used drugs"
  2 "Not used".
```

**First occasion tried drugs**

DDGAGE: (D) Age first tried drugs

**SPSS Syntax**

```spss
compute ddgage=999.
if dgageamp>0 & dgageamp<ddgage ddgage=dgageamp.
if dgagecan>0 & dgagecan<ddgage ddgage=dgagecan.
if dgagecok>0 & dgagecok<ddgage ddgage=dgagecok.
if dgagecrk>0 & dgagecrk<ddgage ddgage=dgagecrk.
if dgageecs>0 & dgageecs<ddgage ddgage=dgageecs.
if dgagelglu>0 & dgagelglu<ddgage ddgage=dgagelglu.
if dgageher>0 & dgageher<ddgage ddgage=dgageher.
if dgagelsd>0 & dgagelsd<ddgage ddgage=dgagelsd.
if dgagemth>0 & dgagemth<ddgage ddgage=dgagemth.
if any(-9,dgageamp,dgagecan,dgagecok,dgagecrk,dgageecs,dgagelglu,dgageher,dgagelsd,dgagemth)
  ddgage=9.
recode ddgage(999=-1).
var lab ddgage "(D) Age first tried drugs".
```
DDGFTTYP: (D) Type of drugs used on first occasion
1. Cannabis only
2. Volatile substance only
3. Any class A
4. Other drugs

**SPSS Syntax**

```
recode dgfttd01(-1,-9=copy) into ddgfttyp.
count temptyp=dgfttd01 to dgfttd15(1).
if temptyp>0 ddgfttyp=4.
if temptyp=1 & dgfttd01=1 ddgfttyp=1.
if temptyp=1 & dgfttd14=1 ddgfttyp=2.
if any(1,dgfttd02,dgfttd03,dgfttd04,dgfttd08,dgfttd09,dgfttd10,dgfttd11,dgfttd12)
   ddgfttyp=3.
var lab ddgfttyp "(D) Type of drugs used on first occasion (cannabis/volatile/class a split)".
val lab ddgfttyp
1 "Cannabis only"
2 "Volatile substances only"
3 "Any Class A"
4 "Other drugs".
```

XDGLTYP: (D) Type of drugs used on last occasion (cannabis/volatile/class a split)
1. Cannabis only
2. Volatile substance only
3. Any class A
4. Other drugs

**SPSS Syntax**

```
recode dgltt01(-1,-9=copy) into xdglttyp.
count temptyp=dgltt01 to dgltt15(1).
if temptyp>0 xdglttyp=4.
if temptyp=1 & dgltt01=1 xdglttyp=1.
if temptyp=1 & dgltt14=1 xdglttyp=2.
if any(1,dgltt02,dgltt03,dgltt04,dgltt08,dgltt09,dgltt10,dgltt11,dgltt12)
   xdglttyp=3.
variable label xdglttyp "(D) Type of drugs used on last occasion
   (cannabis/volatile/class a split)".
value labels xdglttyp
1 "Cannabis only"
2 "Volatile substances only"
3 "Any Class A"
4 "Other drugs".
```

DDGLTYP: (D) Type of drugs used on last occasion (cannabis/class a split)
1. Cannabis only
2. Any class A drugs
3. Other drugs

**SPSS Syntax**

```
recode dgltt01(-1,-9=copy) into ddglttyp.
count temptyp=dgltt01 to dgltt15(1).
if temptyp>0 ddglttyp=3.
if dgltt01=1 & temptyp=1 ddglttyp=1.
if any(1,dgltt02,dgltt03,dgltt04,dgltt08,dgltt09,dgltt10,dgltt11,dgltt12)
   ddglttyp=2.
variable label ddglttyp "(D) Type of drugs used on last occasion (cannabis/class a split)".
value labels ddglttyp
1 "Cannabis only"
2 "Any Class A drugs"
3 "Other drugs".
```
DDGFTFEE: (D) Summary of feelings: first drug use
1 Positive (incl neutral)
2 Positive and negative
3 Neutral
4 Negative (incl neutral)

SPSS Syntax

compute xxpos=dgftf101.
if any(1,dgftf101,dgftf102,dgftf107,dgftf109) xxpos=1.
compute xxneg=dgftf103.
if any(1,dgftf103,dgftf104,dgftf105,dgftf106,dgftf110) xxneg=1.
recode xxpos(-1,-9=copy) into ddgftfee.
if xxpos=1 & xxneg=0 ddgftfee=1.
if xxpos=1 & xxneg=1 ddgftfee=2.
if xxpos=0 & xxneg=0 ddgftfee=3.
if xxpos=0 & xxneg=1 ddgftfee=4.
variable label ddgftfee "(D) Summary of feelings: first drug use".
value labels ddgftfee
1 "Positive (incl neutral)"
2 "Positive and Negative"
3 "Neutral"
4 "Negative (incl neutral)".
When last took drugs

DUSECAN: (D) Last used cannabis
DUSEAMP: (D) Last used amphetamines
DUSELSD: (D) Last used LSD
DUSEECS: (D) Last used ecstasy
DUSEPOP: (D) Last used poppers
DUSETRN: (D) Last used tranquillisers
DUSEHER: (D) Last used heroin
DUSEMSH: (D) Last used magic mushrooms
DUSEMTH: (D) Last used methadone
DUSECRK: (D) Last used crack
DUSECOK: (D) Last used cocaine
DUSEANA: (D) Last used anabolic steroids
DUSEOTH: (D) Last used other drugs
DUSEGAS: (D) Last used glue

1 Used in the last month
2 Used in the last year
3 Used longer ago
4 Never used

SPSS Syntax

do repeat
    www=dgtdcan dgtdamp dgtdlsd dgtdecs dgtdpop dgtdtrn dgtdher
dgtdmsh dgtdmth dgtdcrk dgtdcok dgtdana dgtdgas dgtdoch
/xxx=dgfqcan dgfqamp dgfqlsd dgfqecs dgfqpop dgfqttrn dgfqher
dgfqmsh dgfqmth dgfqcrk dgfqcok dgfqana dgfqcag dgfqcqoch
/yyy=dusecan duseamp duselsd duseecs dusepop dusetrn duseher
dusemsh dusemth dusecrk dusecok duseana dusegas duseoth
/zzz=dghdcan dghdamp dghdlsd dghdecs dghdpop dghdtrn dghdher
dghdndo dghdndo dghndcrk dghdncok dghdchana dghdchgas dghdcoh.
compute yyy=xxx.
recode www(2=4)(-9=copy) into yyy.
recode zzz(2=4)(-9=copy) into yyy.
end repeat.

variable label dusecan "(D) Last used cannabis".
variable label duseamp "(D) Last used amphetamines".
variable label duselsd "(D) Last used lsd".
variable label duseecs "(D) Last used ecstasy".
variable label dusepop "(D) Last used poppers".
variable label dusetrn "(D) Last used tranquillisers".
variable label duseher "(D) Last used heroin".
variable label dusemsh "(D) Last used magic mushrooms".
variable label dusemth "(D) Last used methadone".
variable label dusecrk "(D) Last used crack".
variable label dusecok "(D) Last used cocaine".
variable label duseana "(D) Last used anabolic steroids".
variable label duseoth "(D) Last used other drugs".
variable label dusegas "(D) Last used glue".

value labels dusecan to duseoth
    1 "Used in last month"
    2 "Used in last year"
    3 "Used longer ago"
    4 "Never used".
DUSEGASF: (D) When last used volatile substances (expanded)

1. Used in the last year, first used more than a year ago
2. Used in the last year, don't know when first used
3. Used in the last year, first use in last year
4. Used longer than a year ago
5. Never used

**SPSS Syntax**

recode dusegas(1,2=1)(3=4)(4=5)(-9=-9) into dusegasf.
do if dusegasf=1.
if dgageglu=age dusegasf=3.
if dgageglu=age-1 dusegasf=2.
if dgageglu=-9 dusegasf=2.
end if.
do if dusegasf=2.
if (bmon>imon) | (bmon=imon & bday>iday) byr=2000.
recode xxdays(0 thru 182=3)(183 thru hi=1)(else=-9) into dusegasf.
end if.

variable label dusegasf "(D) When last used volatile substances (expanded)".
value labels dusegasf
1 "Used in last year, first used more than a year ago"
2 "Used in last year, dk when first used"
3 "Used in last year, first use in last year"
4 "Used longer than a year ago"
5 "Never used".

DUSECANF: (D) When last used cannabis (expanded)

1. Used in the last year, first used more than a year ago
2. Used in the last year, don't know when first used
3. Used in the last year, first use in last year
4. Used longer than a year ago
5. Never used

**SPSS Syntax**

recode dusecan(1,2=1)(3=4)(4=5)(-9=-9) into dusecanf.
do if dusecanf=1.
if dgagecan=age dusecanf=3.
if dgagecan=age-1 dusecanf=2.
if dgagecan=-9 dusecanf=2.
end if.
do if dusecanf=2.
if (bmon>imon) | (bmon=imon & bday>iday) byr=2000.
recode xxdays(0 thru 182=3)(183 thru hi=1)(else=-9) into dusecanf.
end if.

variable label dusecanf "(D) When last used cannabis (expanded)".
value labels dusecanf
1 "Used in last year, first used more than a year ago"
2 "Used in last year, dk when first used"
3 "Used in last year, first use in last year"
4 "Used longer than a year ago"
5 "Never used".
DYRSTM: (D) Used stimulants in the last year
DYRPSY: (D) Used psychodelics in the last year
DYROPI: (D) Used opiates in the last year
DYRCLA: (D) Used class A drugs in the last year

1  Used drugs
2  Not used

SPSS Syntax

compute dyrstm=-1.
if any(4,duseamp,duseecs,dusepop,dusecok) dyrstm=2.
if any(3,duseamp,duseecs,dusepop,dusecok) dyrstm=2.
if any(-9,duseamp,duseecs,dusepop,dusecok) dyrstm=-9.
if any(2,duseamp,duseecs,dusepop,dusecok) dyrstm=1.
if any(1,duseamp,duseecs,dusepop,dusecok) dyrstm=1.

compute dyrpsy=-1.
if any(4,dusemsh,duselsd) dyrpsy=2.
if any(3,dusemsh,duselsd) dyrpsy=2.
if any(-9,dusemsh,duselsd) dyrpsy=-9.
if any(2,dusemsh,duselsd) dyrpsy=1.
if any(1,dusemsh,duselsd) dyrpsy=1.

compute dyropi=-1.
if any(4,duseher,dusemth) dyropi=2.
if any(3,duseher,dusemth) dyropi=2.
if any(-9,duseher,dusemth) dyropi=-9.
if any(2,duseher,dusemth) dyropi=1.
if any(1,duseher,dusemth) dyropi=1.

compute dyrcla=-1.
if any(4,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp) dyrcla=2.
if any(3,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp) dyrcla=2.
if any(2,duseamp,1,2) & dgampij=0 dyrcla=2.
if any(-9,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth,duseamp,dgampij) dyrcla=2.
if any(2,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) dyrcla=1.
if any(1,duseecs,dusecok,dusecrk,duseher,duselsd,dusemsh,dusemth) dyrcla=1.

variable label dyrstm "(D) Used stimulants in last year".
variable label dyrpsy "(D) Used psychodelics in last year".
variable label dyropi "(D) Used opiates in last year".
variable label dyrcla "(D) Used Class A drugs in last year".
value labels dyrstm dyrpsy dyropi dyrcla
1 "Used drugs" 2 "Not used".
DDGYR: (D) Used any drugs in the last year
DDGYRVS: (D) Used any drugs in the last year (excluding volatile substance)

1 Used drugs
2 Not used

**SPSS Syntax**

```spss
compute ddgyr=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=2.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=-9.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,dusegas,duseoth) ddgyr=1.

compute ddgyrvs=-1.
if any(4,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=2.
if any(3,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=2.
if any(-9,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=-9.
if any(2,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=1.
if any(1,dusecan,duseamp,duselsd,duseecs,dusepop,dusetrn,duseher,
    dusemsh,dusemth,dusecrk,dusecok,duseana,duseoth) ddgyrvs=1.

variable label ddgyr  "(D) Used any drugs in last year".
variable label ddgyrvs "(D) Used any drugs in last year (excluding volatile substances)".
value labels ddgyr ddgyrvs
1 "Used drugs" 2 "Not used".
```
DMONSTM: (D) Used stimulants in the last month
DMONPSY: (D) Used psychodelics in the last month
DMONOPI: (D) Used opiates in the last month
DMONCLA: (D) Used class A drugs in the last month

1  Used drugs
2  Not used

**SPSS Syntax**

```spss
compute dmonstm=-1.
if any(4,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=2.
if any(3,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=2.
if any(2,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=2.
if any(-9,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=-9.
if any(1,duseamp,duseecs,dusepop,dusecrk,dusecok) dmonstm=1.

compute dmonpsy=-1.
if any(4,dusemsh,duselsd) dmonpsy=2.
if any(3,dusemsh,duselsd) dmonpsy=2.
if any(2,dusemsh,duselsd) dmonpsy=2.
if any(-9,dusemsh,duselsd) dmonpsy=-9.
if any(1,dusemsh,duselsd) dmonpsy=1.

compute dmonopi=-1.
if any(4,duseher,dusemth) dmonopi=2.
if any(3,duseher,dusemth) dmonopi=2.
if any(2,duseher,dusemth) dmonopi=2.
if any(-9,duseher,dusemth) dmonopi=-9.
if any(1,duseher,dusemth) dmonopi=1.

compute dmoncla=-1.
if any(4,duseamp,duseecs,dusecok,dusecrk,dusemsh,duseamp) dmoncla=2.
if any(3,duseamp,duseecs,dusecok,dusecrk,dusemsh,duseamp,duseamp) dmoncla=2.
if any(2,duseamp,duseecs,dusecok,dusecrk,dusemsh,duseamp,duseamp) dmoncla=2.
if any(-9,duseamp,duseecs,dusecok,dusecrk,dusemsh,duseamp,duseamp) dmoncla=-9.
if any(1,duseamp,duseecs,dusecok,dusecrk,dusemsh,duseamp,duseamp) dmoncla=-9.
if duseamp=1 & dgampij=0 dyrcla=2.
if any(-9,duseamp,duseecs,dusecok,dusecrk,dusemsh,duseamp,duseamp,dgampij) dmoncla=-9.
if any(1,duseamp,duseecs,dusecok,dusecrk,dusemsh,duseamp,duseamp,duseamp) dmoncla=1.
if duseamp=1 & dgampij=1 dyrcla=1.
variable label dmonstm "(D) Used stimulants in last month".
variable label dmonpsy "(D) Used psychodelics in last month".
variable label dmonopi "(D) Used opiates in last month".
variable label dmoncla "(D) Used Class A drugs in last month".
value labels dmoncla dmonstm dmonpsy dmonopi dmoncla
1 "Used drugs" 2 "Not used".
```
DDGMON: (D) Used any drugs in the last month
DDGMONVS: (D) Used any drugs in the last month (excluding volatile substance)

1  Used drugs
2  Not used

SPSS Syntax

compute ddgmon=-1. 
if any(4, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, dusegas, duseoth) ddgmon=2. 
if any(3, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, dusegas, duseoth) ddgmon=2. 
if any(2, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, dusegas, duseoth) ddgmon=2. 
if any(-9, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, dusegas, duseoth) ddgmon=-9. 
if any(1, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, dusegas, duseoth) ddgmon=1. 
compute ddgmonvs=-1. 
if any(4, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, duseoth) ddgmonvs=2. 
if any(3, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, duseoth) ddgmonvs=2. 
if any(2, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, duseoth) ddgmonvs=2. 
if any(-9, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, duseoth) ddgmonvs=-9. 
if any(1, dusecan, duseamp, duselsd, duseecs, dusepop, dusetrn, duseher, dusemsh, dusemth, dusecrk, dusecok, duseana, duseoth) ddgmonvs=1. 
variable label ddgmon "(D) Used any drugs in last month". 
variable label ddgmonvs "(D) Used any drugs in last month (excluding volatile substances)". 
value labels ddgmon ddgmonvs 
 1 "Used drugs" 2 "Not used".

DDGFQ4: (D) When last took drugs

1  Last month
2  Last year
3  More than a year ago
4  Never taken drugs

SPSS Syntax

compute ddgfq4=-1. 
recode ddgany(-9=copy)(2=4)(1=3) into ddgfq4. 
recode ddgyr(-9=copy)(1=2) into ddgfq4. 
recode ddgmon(-9=copy)(1=1) into ddgfq4. 
variable label ddgfq4 "(D) When last took drugs". 
value labels ddgfq4 
 1 "Last month" 
 2 "Last year" 
 3 "More than a year ago" 
 4 "Never taken drugs".
Last occasion took drugs (in last month)

DGSHAR1: (D) Last time used drugs with girlfriend/boyfriend
DGSHAR2: (D) Last time used drugs with same sex friends
DGSHAR3: (D) Last time used drugs with opposite sex friends
DGSHAR4: (D) Last time used drugs with group friends of both sexes
DGSHAR5: (D) Last time used drugs with parents
DGSHAR6: (D) Last time used drugs with brother, sister or other relatives
DGSHAR7: (D) Last time used drugs with someone else
DGSHAR8: (D) Last time used drugs with no one
DGSHARF: (D) Last time used drugs with any friends

0 No
1 Yes

**SPSS Syntax**

do repeat xxx=dgltwo1 to dgltwo7
   /yyy=dgshar1 dgshar2 dgshar3 dgshar4 dgshar5 dgshar6 dgshar7.
   recode xxx(1 thru hi=copy) into yyy.
   if dgltown=2 yyy=0.
end repeat.
recode dgshar1(0,1=0)(-9 thru -1=copy) into dgshar8.
if dgltown=2 dgshar8=1.
compute dgsharf=dgshar1.
if any(1,dgshar2,dgshar3,dgshar4) dgsharf=1.
variable label dgshar1 "(D) Last time used drugs with: Girlfriend/boyfriend".
variable label dgshar2 "(D) Last time used drugs with: Same sex friends".
variable label dgshar3 "(D) Last time used drugs with: Opposite sex friends".
variable label dgshar4 "(D) Last time used drugs with: Group friends of both sexes".
variable label dgshar5 "(D) Last time used drugs with: Parents".
variable label dgshar6 "(D) Last time used drugs with: Brother, sister or other relatives".
variable label dgshar7 "(D) Last time used drugs with: Someone else".
variable label dgshar8 "(D) Last time used drugs with: No-one".
variable label dgsharf "(D) Last time used drugs with: Any friends".
value labels dgshar1 to dgsharf
   0 "No" 1 "Yes".

DDGLTFEE: (D) Summary of feelings: last drug use

1 Positive (incl neutral)
2 Positive and negative
3 Neutral
4 Negative (incl neutral)

**SPSS Syntax**

compute xxpos=dgltf101.
if any(1,dgltf101,dgltf102,dgltf107,dgltf109) xxpos=1.
compute xxneg=dgltf103.
if any(1,dgltf103,dgltf104,dgltf105,dgltf106,dgltf110) xxneg=1.
recode xxpos(-1,-9=copy) into ddgltftee.
if xxpos=1 & xxneg=0 ddgltftee=1.
if xxpos=1 & xxneg=1 ddgltftee=2.
if xxpos=0 & xxneg=0 ddgltftee=3.
if xxpos=0 & xxneg=1 ddgltftee=4.
variable label ddgltftee "(D) Summary of feelings: last drug use".
value labels ddgltftee
   1 "Positive (inc neutral)"
   2 "Positive and Negative"
   3 "Neutral"
   4 "Negative (inc neutral)".

SDD01 Derived Variables 18
### Attitudes to drugs

**DDGOPSUM: (D) Whether agree or disagree that listen to any adults**

1. Agree
2. Disagree
3. Don't know

**SPSS Syntax**

```spss
if any(2,dgoptchr,dgoppol,dgopdoc,dgoppar) ddgopsum=2.
if any(3,dgoptchr,dgoppol,dgopdoc,dgoppar) ddgopsum=3.
if any(-9,dgoptchr,dgoppol,dgopdoc,dgoppar) ddgopsum=-9.
if any(1,dgoptchr,dgoppol,dgopdoc,dgoppar) ddgopsum=1.
variable label ddgopsum "(D) Whether agree or disagree that listen to any adults".
value labels ddgopsum
1 "Agree"
2 "Disagree"
3 "Don't know".
```

### Family and Peers

**DDGFAM: (D) Family attitudes to pupil taking drugs**

1. Try to stop me
2. Try to persuade me not to
3. Do nothing
4. Encourage me
5. Don't know

**SPSS Syntax**

```spss
compute ddgfam=-1.
recode dgfamst(1 thru 5,-9=copy) into ddgfam.
recode dgfamfl(1 thru 4,-9=copy)(6=5) into ddgfam.
recode dgfamedt(1 thru 5,-9=copy) into ddgfam.
variable label ddgfam "(D) Family attitudes to pupil taking drugs".
value labels ddgfam
1 "Try to stop me"
2 "Try to persuade me not to"
3 "Do nothing"
4 "Encourage me"
5 "Don't know".
```

**DDGSIB: (D) Whether siblings use drugs**

1. At least one sibling takes drugs
2. No siblings take drugs
3. Only child

**SPSS Syntax**

```spss
compute ddgsib=-1.
recode nosbhm(0=3)(1 thru hi=2)(-9=copy) into ddgsib.
recode nosbdg(1 thru hi=1)(-9=copy) into ddgsib.
variable label ddgsib "(D) Whether siblings use drugs".
value labels ddgsib
1 "At least one sibling takes drugs"
2 "No siblings take drugs"
3 "Only child".
```
DDGPEER: (D) Drug use among friends and siblings

1. Friends and/or siblings take drugs
2. Neither friends nor siblings take drugs

**SPSS Syntax**

compute ddgpeer=-1.
recode ddgsib(1=1)(2,3=2)(else=copy) into ddgpeer.
do if ddgpeer<1.
recode nofrdg(1 thru 4=1)(-9=copy) into ddgpeer.
end if.
variable label ddgpeer "(D) Drug use among friends and siblings".
value labels ddgpeer
  1 "Friends and/or siblings take drugs"
  2 "Neither friends nor siblings take drugs".
Smoking

Smoking status

DCGSTG6: (D) Recoded cigarette smoking status, 6 categories
1 \ Regular smoker (more than 6 a week)
2 \ Regular smoker (1-6 a week)
3 \ Occasional smoker (less than 1 a week)
4 \ Used to smoke
5 \ Tried smoking
6 \ Never smoked

DCGSTG5: (D) Recoded cigarette smoking status, 5 categories
1 \ Regular smoker (more than 6 a week)
2 \ Occasional smoker (less than 1 a week)
3 \ Used to smoke
4 \ Tried smoking
5 \ Never smoked

DCGSTG3: (D) Recoded cigarette smoking status, 3 categories
1 \ Regular smoker
3 \ Occasional smoker
4 \ Non smoker

SPSS Syntax
if cgireg=2 dcgstg6=5.
if cgireg=3 dcgstg6=3.
if sdwkcig>0 & any(dcgstg6,4,5,6) dcgstg6=3.
recode dcgstg6(1,2=1)(else=copy) into dcgstg5.
recode dcgstg6(1,2=1)(4,5,6=4)(else=copy) into dcgstg3.
variable label dcgstg6 '(D) Recoded cigarette smoking status (6 cat)'.
variable label dcgstg5 '(D) Recoded cigarette smoking status (5 cat)'.
variable label dcgstg3 '(D) Recoded cigarette smoking status (3 cat)'.
value labels dcgstg6
1 'Regular smoker (more than 6 a week)'
2 'Regular smoker (1-6 a week)'
3 'Occasional smoker (less than 1 a week)'
4 'Used to smoke'
5 'Tried smoking'
6 'Never smoked'.
value labels dcgstg5
1 'Regular smoker'
3 'Occasional smoker'
4 'Used to smoke'
5 'Tried smoking'
6 'Never smoked'.
value labels dcgstg3
1 'Regular smoker'
3 'Occasional smoker'
4 'Non smoker'.
# Cigarettes smoked in last week

**SDWKCIG:** (D) Number of Cigarettes smoked  
**SDWKCIGG:** (D) Cigarettes smoked last week

- 1. Less than 7 a week  
- 2. 7, less than 14 a week  
- 3. 14, less than 21 a week  
- 4. 21, less than 35 a week  
- 5. 35, less than 70 a week  
- 6. 70 a week or more

### SPSS Syntax

```spss
compute sdwkcig=0.
if nocgmon>0 sdwkcig=sdwkcig+nocgmon.
if nocgtue>0 sdwkcig=sdwkcig+nocgtue.
if nocgwed>0 sdwkcig=sdwkcig+nocgwed.
if nocgthu>0 sdwkcig=sdwkcig+nocgthu.
if nocgfri>0 sdwkcig=sdwkcig+nocgfri.
if nocgsat>0 sdwkcig=sdwkcig+nocgsat.
if nocgsun>0 sdwkcig=sdwkcig+nocgsun.
if any(-9,nocgmon,nocgtue,nocgwed,nocgthu,nocgfri,nocgsat,nocgsun) sdwkcig=-9.
recode sdwkcig(0=0)(1 thru 6=1)(7 thru 13=2)(14 thru 20=3)(21 thru 34=4)(35 thru 69=5)(70 thru hi=6) into sdwkcigg.
variable label sdwkcigg "Smoking Diary: Cigs smoked last week".
value labels sdwkcigg
  0 "None"
  1 "Less than 7 a week"
  2 "7, less than 14 a week"
  3 "14, less than 21 a week"
  4 "21, less than 35 a week"
  5 "35, less than 70 a week"
  6 "70 a week or more".
```

**SDDONE:** (D) Smoking Diary Completed

- 1. Yes  
- 2. No

### SPSS Syntax

```spss
recode sdwkcig(0 thru hi=1)(else=0) into sddone.
variable label sddone "Smoking Diary completed".
value labels sddone 1 "Yes" 0 "No".
```
Drinking

Drinking Status

DALLAST5: (D) When last had a drink

1  During the last week
2  One to four weeks ago
3  One to six months ago
4  More than six months ago
5  Never had a drink

SPSS Syntax

recode allast(1,2,3=1)(4,5=2)(6=3)(7=4)(-9,-8=copy) into dallast5.
recode alevr(2=5)(-9,-8=copy) into dallast5.
variable label dallast5 "(D) When last had a drink".
value labels dallast5
  1 "During the last week"
  2 "One to four weeks ago"
  3 "One to six months ago"
  4 "More than six months ago"
  5 "Never had a drink".

DALFRQ3: (D) Usual drinking frequency in 3 categories

1  At least once a week
2  About once a month
3  Less frequently/never drinks

SPSS Syntax

recode dalfrq5 (1=1)(2,3=2)(4,5=3) into dalfrq3.
variable label dalfrq3 "(D) Usual drinking frequency (3 cat)".
value labels dalfrq3
  1 "At least once a week"
  2 "At least once a month"
  3 "Less frequently/never drinks".

DALFRQ5: (D) Usual drinking frequency in 5 categories

1  At least once a week
2  About once a fortnight
3  About once a month
4  A few times a year
5  Doesn't drink

SPSS Syntax

compute dalfrq5=-1.
recode alevr(1,2,3=1)(4=2)(5=3)(6=4)(7=5)(-8,-9=copy) into dalfrq5.
variable label dalfrq5 "(D) Usual drinking frequency (5 cat)".
value labels dalfrq5
  1 "At least once a week"
  2 "About once a fortnight"
  3 "About once a month"
  4 "A few times a year"
  5 "Doesn’t drink".
DALFRQ6: (D) Usual drinking frequency in 6 categories
1  At least twice a week
2  Once a week
3  About once a fortnight
4  About once a month
5  A few times a year
6  Doesn't drink

SPSS Syntax
compute dalfrq6=-1.
recode alfreq(1,2=1)(3=2)(4=3)(5=4)(6=5)(7=6)(-8,-9=copy) into dalfrq6.
recode alevr(2=6)(-8,-9=copy) into dalfrq6.
variable label dalfrq6 "(D) Usual drinking frequency (6 cat)".
value labels dalfrq6
1  "At least twice a week"
2  "Once a week"
3  "About once a fortnight"
4  "About once a month"
5  "A few times a year"
6  "Doesn't drink".

DALFRQ6X: (D) Usual drinking frequency in 6 categories
1  At least once a week
2  About once a fortnight
3  About once a month
4  A few times a year
5  Doesn't drink now
6  Never drunk

SPSS Syntax
compute dalfrq6x=-1.
recode alfreq(1,2,3=1)(4=2)(5=3)(6=4)(7=5)(-8,-9=copy) into dalfrq6x.
recode alevr(2=6)(-8,-9=copy) into dalfrq6x.
variable label dalfrq6x "(D) Usual drinking frequency (6 cat)".
value labels dalfrq6x
1  "At least once a week"
2  "About once a fortnight"
3  "About once a month"
4  "A few times a year"
5  "Doesn't drink now"
6  "Never drunk".

DALFRQ8: (D) Usual drinking frequency in 8 categories
1  Almost everyday
2  About twice a week
3  About once a week
4  About once a fortnight
5  About once a month
6  A few times a year
7  Never drinks now
8  Never had a drink

SPSS Syntax
compute dalfrq8=-1.
recode alfreq(1 thru 7=copy)(-8,-9=copy) into dalfrq8.
recode alevr(2=8)(-8,-9=copy) into dalfrq8.
variable label dalfrq8 "(D) Usual drinking frequency (8 cat)".
value labels dalfrq8
1  "Almost every day"
2  "About twice a week"
3  "About once a week"
4  "About once a fortnight"
5  "About once a month"
6  "A few times a year"
7  "Never drinks now"
8  "Never had a drink".
Units of drink in last week

DAL7BR: (D) Units of beer drank in last 7 days
DAL7SD: (D) Units of shandy drank in last 7 days
DAL7WN: (D) Units of wine drank in last 7 days
DAL7SR: (D) Units of sherry drank in last 7 days
DAL7SP: (D) Units of spirits drank in last 7 days
DAL7PP: (D) Units of alcopops drank in last 7 days
DAL7UT: (D) Units of alcohol drank in last 7 days

DAL7UTG: (D) Units of alcohol drank in last 7 days, (grouped)

 Uns 1 2 3 4
   a less than 1 unit over the week
   b 1 unit per week, less than 1 unit per day
   c 1 nit per day, less than 2 units per day
   d 2 units per day or more

SPSS Syntax

compute dal7br=0.
if a17brpt>0 dal7br=dal7br+a17brpt*2.
if a17brhp>0 dal7br=dal7br+a17brhp*1.5.
if a17brlg>0 dal7br=dal7br+a17brlg*1.5.
if a17brsm>0 dal7br=dal7br+a17brsm.
if a17brbt>0 dal7br=dal7br+a17brbt.
if al7beer=2 dal7br=0.5.
if albrsr=2 dal7br=dal7br*1.5.
count xbr=a17brpt a17brhp a17brlg a17brsm a17brbt(-9).
if xbr=5 | any(a17beer,-8,-9,4) | any(al7wr,-8,-9) | any(al7ast,-8,-9) dal7br=-9.
variable label dal7br "(D) Units of beer drank in last 7 days".

compute dal7sd=0.
if a17sdpt=0 dal7sd=dal7sd+a17sdpt.
if a17sdhp=0 dal7sd=dal7sd+a17sdhp*0.5.
if a17sdlg=0 dal7sd=dal7sd+a17sdlg*0.75.
if a17sdlg=0 dal7sd=dal7sd+a17sdlg*0.5.
if a17sham=2 dal7sd=0.25.
count xsd=a17sdpt a17sdhp a17sdlg a17sdlg(-9,-8).
if xsd=4 | any(a17sham,-8,-9,4) | any(al7wr,-8,-9) | any(al7ast,-8,-9) dal7sd=-9.
variable label dal7sd "(D) Units of shandy drank in last 7 days".

recode a17wngs(0 thru hi=copy)(-9,-8,4=-9)(else=0) into dal7wn.
recode a17wine(2=0.5)(-9,-8,4=-9) into dal7wn.
variable label dal7wn "(D) Units of wine drank in last 7 days".

recode a17srgs(0 thru hi=copy)(-9,-8,4=-9)(else=0) into dal7sr.
recode a17sher(2=0.5)(-9,-8,4=-9) into dal7sr.
variable label dal7sr "(D) Units of sherry drank in last 7 days".

recode a17spgs(0 thru hi=copy)(-9,-8,4=-9)(else=0) into dal7sp.
recode a17spir(2=0.5)(-9,-8,4=-9) into dal7sp.
variable label dal7sp "(D) Units of spirits drank in last 7 days".

compute dal7pp=0.
if a17ppsm=0 dal7pp=dal7pp+a17ppsm.
if a17ppbt=0 dal7pp=dal7pp+a17ppbt.
if a17ppbt=2 dal7pp=0.5.
count xpp=a17ppsm a17ppbt(-8,-9).
if xpp=2 | any(a17ppbt,-8,-9,4) | any(al7wr,-8,-9) | any(al7ast,-8,-9) dal7pp=-9.
variable label dal7pp "(D) Units of alcopops drank in last 7 days".

compute dal7ut=dal7br+dal7sd+dal7wn+dal7sr+dal7sp+dal7pp.
if any(-9,al7wr,allast,dal7br,dal7sd,dal7wn,dal7sr,dal7sp,dal7pp) dal7ut=-9.
if any(-8,al7wr,allant) dal7ut=-9.
variable label dal7ut "(D) Units of alcohol drank in last 7 days".

recode dal7ut(1 thru hi=4)(7 thru 14=3)(1 thru 7=2)(0 thru 1=1) into dal7utg.
variable label dal7utg "(D) Units of alcohol drank in last 7 days (grouped)".
value labels dal7utg
  1 "Less than 1 unit over the week"
  2 "1 Unit per week, less than 1 unit per day"
  3 "1 unit per day, less than 2 units per day"
  4 "2 units per day or more".
Education

DLSSMK: (D) Whether had any lessons on smoking in last 12 months
DLSALC: (D) Whether had any lessons on alcohol in last 12 months
DLSHER: (D) Whether had any lessons on heroin in last 12 months
DLSCRK: (D) Whether had any lessons on crack/cocaine in last 12 months
DLSSOL: (D) Whether had any lessons on solvent abuse/glue sniffing in last 12 months
DLSECS: (D) Whether had any lessons on ecstasy in last 12 months
DLSDRG: (D) Whether had any lessons on drugs in general in last 12 months
DLSANYDG: (D) Whether had any lessons on any drugs in last 12 months

1 Yes
2 No

SPSS Syntax

do repeat xxx=lssmk lsalc lsher lscrk lssol lsecs lsdrg
    /yyy=dlssmk dlsalc dlsher dlscrk dlssol dlsecs dlsdrg.
recode xxx(-9,-3,2=2)(1=1) into yyy.
end repeat.
recode lsher(1=1)(2,-9,-3=2) into dlsanydg.
if any(1,lsher,dlscrk,dlssol,dlsecs,dlsdrg) dlsanydg=1.
count yyy=lsher lscrk lssol lsecs lsdrg (-9).
if yyy=5 dlsanydg=-9.
variable label dlssmk "(D) Whether had any lessons on smoking in last 12 months".
variable label dlsalc "(D) Whether had any lessons on alcohol in last 12 months".
variable label dlsher "(D) Whether had any lessons on heroin in last 12 months".
variable label dlscrk "(D) Whether had any lessons on crack/cocaine in last 12 months".
variable label dlssol "(D) Whether had any lessons on solvent abuse/glue sniffing in last 12 months".
variable label dlsecs "(D) Whether had any lessons on ecstasy in last 12 months".
variable label dlsdrg "(D) Whether had any lessons on drugs in general in last 12 months".
variable label dlsanydg "(D) Whether had any lessons on any drugs in last 12 months".
value labels dlssmk to dlsanydg 1 "Yes" 2 "No".
List of Variables

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Admin

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<td>School Type</td>
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<td>Time of interview</td>
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<td>IVISIT</td>
<td>1st or 2nd visit</td>
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<td>CARD NUMBER</td>
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<tr>
<td>BATCH</td>
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<td>IDAY</td>
<td>Day of Interview</td>
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<td>GOR</td>
<td>Government Office Region</td>
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Demographics

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<td>SEX</td>
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<td>Age</td>
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<tr>
<td>AGE1115</td>
<td>(D) Grouped Age: 11, 12, 13, 14, 15</td>
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<tr>
<td>AGE1215</td>
<td>(D) Grouped Age: 11-12, 13, 14, 15</td>
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<td>AGE1315</td>
<td>(D) Grouped Age: 11-13, 14, 15</td>
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<td>ETHNIC</td>
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<tr>
<td>POLA</td>
<td>Whether ever been in trouble with the police</td>
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<tr>
<td>POLB</td>
<td>Last time in trouble with police</td>
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<tr>
<td>FSM</td>
<td>Whether get free school meals</td>
</tr>
<tr>
<td>TRUANT</td>
<td>Whether ever traunted</td>
</tr>
<tr>
<td>EXCLA</td>
<td>Whether ever been excluded</td>
</tr>
<tr>
<td>EXCLB</td>
<td>Type of exclusion</td>
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### Awareness and knowledge of drugs

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<tr>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>DGHDCAN</td>
<td>Ever heard of cannabis</td>
</tr>
<tr>
<td>DGHDAMP</td>
<td>Ever heard of amphetamines</td>
</tr>
<tr>
<td>DGHDLSD</td>
<td>Ever heard of LSD</td>
</tr>
<tr>
<td>DGHDECS</td>
<td>Ever heard of Ecstasy</td>
</tr>
<tr>
<td>DGHDSEM</td>
<td>Ever heard of semeron</td>
</tr>
<tr>
<td>DGHDPOP</td>
<td>Ever heard of poppers</td>
</tr>
<tr>
<td>DGHDTRN</td>
<td>Ever heard of tranquillisers</td>
</tr>
<tr>
<td>DGHDHER</td>
<td>Ever heard of heroin</td>
</tr>
<tr>
<td>DGHDMSH</td>
<td>Ever heard of magic mushrooms</td>
</tr>
<tr>
<td>DGHDMTH</td>
<td>Ever heard of methadone</td>
</tr>
<tr>
<td>DGHDCRK</td>
<td>Ever heard of crack</td>
</tr>
<tr>
<td>DGHDCOK</td>
<td>Ever heard of cocaine</td>
</tr>
<tr>
<td>DGHDANA</td>
<td>Ever heard of anaboloc steroids</td>
</tr>
<tr>
<td>DGHDGAS</td>
<td>Ever heard of glue</td>
</tr>
<tr>
<td>DGHDOTH</td>
<td>Ever heard of other drugs</td>
</tr>
<tr>
<td>DGHDSYM</td>
<td>(D) Heard of any stimulants</td>
</tr>
<tr>
<td>DGHDPHY</td>
<td>(D) Heard of any psychedelics</td>
</tr>
<tr>
<td>DGHDOP</td>
<td>(D) Heard of any opiates</td>
</tr>
<tr>
<td>DGHDANY</td>
<td>(D) Heard of any drugs (excluding volatile substances)</td>
</tr>
<tr>
<td>TFHERAD</td>
<td>Whether true or false: heroin addictive</td>
</tr>
<tr>
<td>TFINJ</td>
<td>Whether true or false: injecting leads to HIV</td>
</tr>
<tr>
<td>TFECSCF</td>
<td>Whether true or false: ecstasy always feels great, no side e</td>
</tr>
<tr>
<td>TFCOKDR</td>
<td>Whether true or false: cocaine is dangerous</td>
</tr>
<tr>
<td>TFCANHER</td>
<td>Whether true or false: cannabis more dangerous than heroin</td>
</tr>
<tr>
<td>TFSFBN</td>
<td>Whether true or false: sniffing solvents cause brain damage</td>
</tr>
<tr>
<td>TFCANCNG</td>
<td>Whether true or false: smoking cannabis less damage than cig</td>
</tr>
<tr>
<td>TFSCORE</td>
<td>(D) True/False scale score</td>
</tr>
<tr>
<td>TFSCOREG</td>
<td>(D) True/False scale score (grouped)</td>
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## Access to drugs

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>XDGOFCAN</td>
<td>Offered cannabis</td>
</tr>
<tr>
<td>XDGOFAMP</td>
<td>Offered amphetamines</td>
</tr>
<tr>
<td>XDGOFLSD</td>
<td>Offered lsd</td>
</tr>
<tr>
<td>XDGOFECS</td>
<td>Offered ecstasy</td>
</tr>
<tr>
<td>XDGOFPOP</td>
<td>Offered poppers</td>
</tr>
<tr>
<td>XDGOFTRN</td>
<td>Offered tranquillisers</td>
</tr>
<tr>
<td>XDGOFHER</td>
<td>Offered heroin</td>
</tr>
<tr>
<td>XDGOFMSH</td>
<td>Offered magic mushrooms</td>
</tr>
<tr>
<td>XDGOFMTH</td>
<td>Offered methadone</td>
</tr>
<tr>
<td>XDGOFCRK</td>
<td>Offered crack</td>
</tr>
<tr>
<td>XDGOFCOK</td>
<td>Offered cocaine</td>
</tr>
<tr>
<td>XDGOFANA</td>
<td>Offered anabolic steroids</td>
</tr>
<tr>
<td>XDGOFGAS</td>
<td>Offered glue, gas or other solvents</td>
</tr>
<tr>
<td>XDGOFOTH</td>
<td>Offered other drugs</td>
</tr>
<tr>
<td>XDGOFSTM</td>
<td>Offered any stimulants</td>
</tr>
<tr>
<td>XDGOFPSY</td>
<td>Offered any psychedelics</td>
</tr>
<tr>
<td>XDGOFOP1</td>
<td>Offered any opiates</td>
</tr>
<tr>
<td>XDGOFANY</td>
<td>Offered any drugs</td>
</tr>
<tr>
<td>DGOFCAN</td>
<td>Ever been offered cannabis</td>
</tr>
<tr>
<td>DGOFAMP</td>
<td>Ever been offered amphetamines</td>
</tr>
<tr>
<td>DGOFLSD</td>
<td>Ever been offered lsd</td>
</tr>
<tr>
<td>DGOFECES</td>
<td>Ever been offered ecstasy</td>
</tr>
<tr>
<td>DGOFSE9M</td>
<td>Ever been offered semeron</td>
</tr>
<tr>
<td>DGOFPOP</td>
<td>Ever been offered poppers</td>
</tr>
<tr>
<td>DGOFTRN</td>
<td>Ever been offered tranquillisers</td>
</tr>
<tr>
<td>DGOFHER</td>
<td>Ever been offered heroin</td>
</tr>
<tr>
<td>DGOFMSH</td>
<td>Ever been offered magic mushrooms</td>
</tr>
<tr>
<td>DGOFMTH</td>
<td>Ever been offered methadone</td>
</tr>
<tr>
<td>DGOFRCR</td>
<td>Ever been offered Crack?</td>
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<tr>
<td>DGOFCKO</td>
<td>Ever been offered cocaine</td>
</tr>
<tr>
<td>DGOFANA</td>
<td>Ever been offered anabolic steroids</td>
</tr>
<tr>
<td>DGOFGAS</td>
<td>Ever been offered glue</td>
</tr>
<tr>
<td>DGOFOTH</td>
<td>Ever been offered other drugs</td>
</tr>
<tr>
<td>DGGET</td>
<td>Whether easy to get drugs</td>
</tr>
<tr>
<td>DGGETHER</td>
<td>Whether easy to get heroin</td>
</tr>
<tr>
<td>DGGETCOK</td>
<td>Whether easy to get cocaine</td>
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</tbody>
</table>
## Ever taken drugs

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DGTDCAN</td>
<td>Ever tried cannabis</td>
</tr>
<tr>
<td>DGTDAMP</td>
<td>Ever tried amphetamines</td>
</tr>
<tr>
<td>DGTDLSD</td>
<td>Ever tried LSD</td>
</tr>
<tr>
<td>DGTDIBLE</td>
<td>Ever tried Ecstasy</td>
</tr>
<tr>
<td>DGTDSELM</td>
<td>Ever tried semeron</td>
</tr>
<tr>
<td>DGTDPOP</td>
<td>Ever tried sniffing poppers</td>
</tr>
<tr>
<td>DGTDTRN</td>
<td>Ever tried tranquilisers</td>
</tr>
<tr>
<td>DGTDHER</td>
<td>Ever tried heroin</td>
</tr>
<tr>
<td>DGTDMSH</td>
<td>Ever tried magic mushrooms</td>
</tr>
<tr>
<td>DGTDWTH</td>
<td>Ever tried methadone</td>
</tr>
<tr>
<td>DGTDCK</td>
<td>Ever tried crack</td>
</tr>
<tr>
<td>DGTDCKOC</td>
<td>Ever tried cocaine</td>
</tr>
<tr>
<td>DGTDANA</td>
<td>Ever tried anabolic steroids</td>
</tr>
<tr>
<td>DGTGAS</td>
<td>Ever tried sniffing glues</td>
</tr>
<tr>
<td>DGTDOTH</td>
<td>Ever tried other drugs</td>
</tr>
<tr>
<td>DGTKNY</td>
<td>Whether ever used any drugs</td>
</tr>
<tr>
<td>DEVRSTM</td>
<td>(D) Ever Used stimulants</td>
</tr>
<tr>
<td>DEVRPSY</td>
<td>(D) Ever Used psychodelics</td>
</tr>
<tr>
<td>DEVROPI</td>
<td>(D) Ever Used opiates</td>
</tr>
<tr>
<td>DEVRCLA</td>
<td>(D) Ever Used Class A drugs</td>
</tr>
<tr>
<td>DDGANY</td>
<td>(D) Ever used any drugs</td>
</tr>
<tr>
<td>DDGANYVS</td>
<td>(D) Ever used any drugs (excluding volatile substances)</td>
</tr>
<tr>
<td>DDGEVTY</td>
<td>(D) Types of drugs ever tried</td>
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## Ever refused drugs

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<tr>
<td>DGREF</td>
<td>Ever refused drug</td>
</tr>
<tr>
<td>DGREFW</td>
<td>Why drug was refused</td>
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<tr>
<td>DGREFW01</td>
<td>It was too expensive</td>
</tr>
<tr>
<td>DGREFW02</td>
<td>I was frightened of taking it</td>
</tr>
<tr>
<td>DGREFW03</td>
<td>I thought it was dangerous</td>
</tr>
<tr>
<td>DGREFW04</td>
<td>I didn't want to get addicted</td>
</tr>
<tr>
<td>DGREFW05</td>
<td>I didn't know enough about it</td>
</tr>
<tr>
<td>DGREFW06</td>
<td>I thought I would get into trouble if I took drugs</td>
</tr>
<tr>
<td>DGREFW07</td>
<td>I think that taking drugs is wrong</td>
</tr>
<tr>
<td>DGREFW08</td>
<td>I just didn't want to take it</td>
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</table>
First occasion tried drugs

DDGAGE (D) Age first tried drugs
DDGFTYP (D) Type of drugs used on first occasion (cannabis/volatile/
XDGLTTYP (D) Type of drugs used on last occasion (cannabis/volatile/c
DDGLTTYP (D) Type of drugs used on last occasion (cannabis/class a sp
DDGFTFEE (D) Summary of feelings: first drug use
DDGFTCAN (D) Tried cannabis at age when first used drugs
DDGF TAMP (D) Tried amphetamines at age when first used drugs
DDGFTLSD (D) Tried LSD at age when first used drugs
DDGFTEC5 (D) Tried ecstasy at age when first used drugs
DDGFTHER (D) Tried heroin at age when first used drugs
DDGFTMTH (D) Tried methadone at age when first used drugs
DDGF CRK (D) Tried crack at age when first used drugs
DDGFTCOK (D) Tried cocaine at age when first used drugs
DDGF LGU (D) Tried volatile substances at age when first used drugs
DDGFI RST (D) Drugs taken at age when first tried drugs
DGAG ECAN How old when first tried cannabis
DGAG EAMP How old when first tried amphetamines
DGAGELSD How old when first tried LSD
DGAGEECS How old when first tried Ecs
DGAGEHER How old when first tried heroin
DGAGEMTH How old when first tried methadone
DGAGECRK How old when first tried crack
DGAGECOK How old when first tried cocaine
DGAGEGLU How old when first tried sniffing glue
DGFTAGE Age when first tried drugs
DGFTTD Which drug tried first time
DGFTTD01 Cannabis, also called Marijuana, Dope, Pot, Blow, Hash, Skunk
DGFTTD02 Amphetamines, also called speed, Uppers, Whizz, Sulphate, Bi
DGFTTD03 LSD, also called Acid, Tabs, Trips, Dots
DGFTTD04 Ecstasy, also called 'E', Mitsibishis/Mitzis, Rolexes, Doves
DGFTTD05 Se ron, also called Sem
DGFTTD06 Poppers, also called Amyl Nitrates, Liquid Gold, Rush
DGFTTD07 Tranquilisers, also called Downers, Barbiturates, Blues, Tem
DGFTTD08 Heroin, also called Brown, Smack, Skag, Junk, Gear, 'H'
DGFTTD09 Magic Mushrooms, also called Shrooms
DGFTTD10 Methadone, also called Linctus, Physeptone, Meth
DGFTTD11 Crack, also called Rock, Stone
DGFTTD12 Cocaine, also called Charlie, 'C'
DGFTTD13 Anabolic Steroids, also called Roids
DGFTTD14 Glue, gas (butane, lighter refills), aerosols or solvents (t
DGFTTD15 Other drugs that would not be given to you by a doctor or ch
DGFTWH Who drug was from first time
DGFTPAY Whether drug given or paid for
DGFTAM How much drug cost first time
DGFTWY Reason for trying drug first time
DGFTWYO I wanted to get high or feel good
DGFTWY02 Because my friends were doing it
DGFTWY03 Because it's cool
DGFTWY04 It was a dare
DGFTWY05 I had nothing better to do
I wanted to see what it was like
I wanted to forget my problems
Just because I was offered
Other reasons (please tick the box and write in below)
I don't remember
I dont know
How drug felt first time
I felt high
I felt fantastic
I felt awful
I felt sick
I felt scared
I felt dizzy
I felt relaxed
I felt tired or sleepy
I felt happy or giggly
I felt guilty
I didn't feel any different
Other (please tick the box and write in below)

When last took drugs

When last used cannabis
When last used amphetamines
When last used LSD
When last used ecstasy
When last used semeron
When last sniffed poppers
When last used tranquillisers
When last used heroin
When last used magic mushrooms
When last used methadone
When last use crack
When last used cocaine
When last used anabolic steroids
When last sniffed glue
When last used other drugs
(D) Last used cannabis
(D) Last used amphetamines
(D) Last used LSD
(D) Last used ecstasy
(D) Last used poppers
(D) Last used tranquillisers
(D) Last used heroin
(D) Last used magic mushrooms
(D) Last used methadone
(D) Last used crack
(D) Last used cocaine
(D) Last used anabolic steroids
(D) Last used glue
(D) Last used other drugs
(D) When last used volatile substances (expanded)
<table>
<thead>
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<th>Description</th>
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</thead>
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<tr>
<td>DUSECANF</td>
<td>(D) When last used cannabis (expanded)</td>
</tr>
<tr>
<td>DYRSTM</td>
<td>(D) Used stimulants in last year</td>
</tr>
<tr>
<td>DYRPSY</td>
<td>(D) Used psychedelics in last year</td>
</tr>
<tr>
<td>DYROPI</td>
<td>(D) Used opiates in last year</td>
</tr>
<tr>
<td>DYRCLA</td>
<td>(D) Used Class A drugs in last year</td>
</tr>
<tr>
<td>DMONSTM</td>
<td>(D) Used stimulants in last month</td>
</tr>
<tr>
<td>DMONPSY</td>
<td>(D) Used psychedelics in last month</td>
</tr>
<tr>
<td>DMONOPI</td>
<td>(D) Used opiates in last month</td>
</tr>
<tr>
<td>DMONCLA</td>
<td>(D) Used Class A drugs in last month</td>
</tr>
<tr>
<td>DDGMON</td>
<td>(D) Used any drugs in last month</td>
</tr>
<tr>
<td>DDGMONVS</td>
<td>(D) Used any drugs in last month (excluding volatile substances)</td>
</tr>
<tr>
<td>DDGYR</td>
<td>(D) Used any drugs in last year</td>
</tr>
<tr>
<td>DDGYRVS</td>
<td>(D) Used any drugs in last year (excluding volatile substances)</td>
</tr>
<tr>
<td>DDMONL</td>
<td>(D) When last took drugs</td>
</tr>
<tr>
<td>DDMONLVS</td>
<td>(D) Types of drugs taken in last month</td>
</tr>
<tr>
<td>DDMNTY</td>
<td>(D) Types of drugs taken in last month</td>
</tr>
<tr>
<td>DGANYLM</td>
<td>Whether any drugs taken in last month</td>
</tr>
<tr>
<td>DGLTLD</td>
<td>Which drug taken last time</td>
</tr>
<tr>
<td>DGLTDD01</td>
<td>Cannabis, also called Marijuana, Dope, Pot, Blow, Hash, Skun</td>
</tr>
<tr>
<td>DGLTDD02</td>
<td>Amphetamines, also called speed, uppers, Whizz, Sulphate, Bi</td>
</tr>
<tr>
<td>DGLTDD03</td>
<td>LSD, also called Acid, Tabs, Trips, Dots</td>
</tr>
<tr>
<td>DGLTDD04</td>
<td>Ecstasy, also called ‘E’, Mitsubishis/Mitzis, Rolexes, Doves</td>
</tr>
<tr>
<td>DGLTDD05</td>
<td>Semeron, also called Sem</td>
</tr>
<tr>
<td>DGLTDD06</td>
<td>Poppers, also called Amyl Nitrates, Liquid Gold, Rush</td>
</tr>
<tr>
<td>DGLTDD07</td>
<td>Tranquillisers, also called Downers, Barbiturates, Blues, Tem</td>
</tr>
<tr>
<td>DGLTDD08</td>
<td>Heroin, also called Brown, Smack, Skag, junk, Gear, ‘H’</td>
</tr>
<tr>
<td>DGLTDD09</td>
<td>Magic Mushrooms, also called Shrooms</td>
</tr>
<tr>
<td>DGLTDD10</td>
<td>Methadone, also called Linctus, Physeptone, Meth</td>
</tr>
<tr>
<td>DGLTDD11</td>
<td>Crack, also called Rock, Stone</td>
</tr>
<tr>
<td>DGLTDD12</td>
<td>Cocaine, also called Charlie, ‘C’</td>
</tr>
<tr>
<td>DGLTDD13</td>
<td>Anabolic Steroids, also called Roids</td>
</tr>
<tr>
<td>DGLTDD14</td>
<td>Glue, gas (butane, lighter refills), aerosols or solvents (t</td>
</tr>
<tr>
<td>DGLTDD15</td>
<td>Other drugs that would not be given to you by a doctor or ch</td>
</tr>
<tr>
<td>DGLTAL</td>
<td>Whether last time took drug with alcohol</td>
</tr>
<tr>
<td>DGLTWH</td>
<td>Who drug was from last time</td>
</tr>
<tr>
<td>DGLTPAY</td>
<td>Whether drug paid for or given last time</td>
</tr>
<tr>
<td>DGLTAM</td>
<td>How much drug cost last time</td>
</tr>
<tr>
<td>DGLTUSE</td>
<td>Whether last time took drugs used all</td>
</tr>
<tr>
<td>DGLTWHHR</td>
<td>Place Where last drugs bought</td>
</tr>
<tr>
<td>DGLTWHY</td>
<td>Reason why took drug last time</td>
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<tr>
<td>DGLTWY01</td>
<td>I wanted to get high or feel good</td>
</tr>
<tr>
<td>DGLTWY02</td>
<td>Because my friends were doing it</td>
</tr>
<tr>
<td>DGLTWY03</td>
<td>Because it's cool</td>
</tr>
<tr>
<td>DGLTWY04</td>
<td>It was a dare</td>
</tr>
<tr>
<td>DGLTWY05</td>
<td>I had nothing better to do</td>
</tr>
<tr>
<td>DGLTWY06</td>
<td>I wanted to see what it was like</td>
</tr>
<tr>
<td>DGLTWY07</td>
<td>I wanted to forget my problems</td>
</tr>
<tr>
<td>DGLTWY08</td>
<td>Just because I was offered it</td>
</tr>
<tr>
<td>DGLTWY09</td>
<td>Other reasons (please tick the box and write in below)</td>
</tr>
</tbody>
</table>

Last occasion took drugs (in last month)

<table>
<thead>
<tr>
<th>DGANYLM</th>
<th>Whether any drugs taken in last month</th>
</tr>
</thead>
<tbody>
<tr>
<td>DGLTLD</td>
<td>Which drug taken last time</td>
</tr>
<tr>
<td>DGLTDD01</td>
<td>Cannabis, also called Marijuana, Dope, Pot, Blow, Hash, Skun</td>
</tr>
<tr>
<td>DGLTDD02</td>
<td>Amphetamines, also called speed, uppers, Whizz, Sulphate, Bi</td>
</tr>
<tr>
<td>DGLTDD03</td>
<td>LSD, also called Acid, Tabs, Trips, Dots</td>
</tr>
<tr>
<td>DGLTDD04</td>
<td>Ecstasy, also called ‘E’, Mitsubishis/Mitzis, Rolexes, Doves</td>
</tr>
<tr>
<td>DGLTDD05</td>
<td>Semeron, also called Sem</td>
</tr>
<tr>
<td>DGLTDD06</td>
<td>Poppers, also called Amyl Nitrates, Liquid Gold, Rush</td>
</tr>
<tr>
<td>DGLTDD07</td>
<td>Tranquillisers, also called Downers, Barbiturates, Blues, Tem</td>
</tr>
<tr>
<td>DGLTDD08</td>
<td>Heroin, also called Brown, Smack, Skag, junk, Gear, ‘H’</td>
</tr>
<tr>
<td>DGLTDD09</td>
<td>Magic Mushrooms, also called Shrooms</td>
</tr>
<tr>
<td>DGLTDD10</td>
<td>Methadone, also called Linctus, Physeptone, Meth</td>
</tr>
<tr>
<td>DGLTDD11</td>
<td>Crack, also called Rock, Stone</td>
</tr>
<tr>
<td>DGLTDD12</td>
<td>Cocaine, also called Charlie, ‘C’</td>
</tr>
<tr>
<td>DGLTDD13</td>
<td>Anabolic Steroids, also called Roids</td>
</tr>
<tr>
<td>DGLTDD14</td>
<td>Glue, gas (butane, lighter refills), aerosols or solvents (t</td>
</tr>
<tr>
<td>DGLTDD15</td>
<td>Other drugs that would not be given to you by a doctor or ch</td>
</tr>
<tr>
<td>DGLTAL</td>
<td>Whether last time took drug with alcohol</td>
</tr>
<tr>
<td>DGLTWH</td>
<td>Who drug was from last time</td>
</tr>
<tr>
<td>DGLTPAY</td>
<td>Whether drug paid for or given last time</td>
</tr>
<tr>
<td>DGLTAM</td>
<td>How much drug cost last time</td>
</tr>
<tr>
<td>DGLTUSE</td>
<td>Whether last time took drugs used all</td>
</tr>
<tr>
<td>DGLTWHHR</td>
<td>Place Where last drugs bought</td>
</tr>
<tr>
<td>DGLTWHY</td>
<td>Reason why took drug last time</td>
</tr>
<tr>
<td>DGLTWY01</td>
<td>I wanted to get high or feel good</td>
</tr>
<tr>
<td>DGLTWY02</td>
<td>Because my friends were doing it</td>
</tr>
<tr>
<td>DGLTWY03</td>
<td>Because it’s cool</td>
</tr>
<tr>
<td>DGLTWY04</td>
<td>It was a dare</td>
</tr>
<tr>
<td>DGLTWY05</td>
<td>I had nothing better to do</td>
</tr>
<tr>
<td>DGLTWY06</td>
<td>I wanted to see what it was like</td>
</tr>
<tr>
<td>DGLTWY07</td>
<td>I wanted to forget my problems</td>
</tr>
<tr>
<td>DGLTWY08</td>
<td>Just because I was offered it</td>
</tr>
<tr>
<td>DGLTWY09</td>
<td>Other reasons (please tick the box and write in below)</td>
</tr>
</tbody>
</table>
DGLTWY10  I don't remember
DGLTWY11  I don't know
DGLTOWN  Whether on own last time drug taken
DGLTWO  Who with last time drug used
DGLTWO1  My girlfriend or boyfriend
DGLTWO2  Friends of the same sex as me
DGLTWO3  Friends of the opposite sex
DGLTWO4  A group of friends of both sexes
DGLTWO5  My parents (or step-parents)
DGLTWO6  My brother, sister or other relatives
DGLTWO7  Someone else (please tick the box and write below how you kn
DGLTFL  How drug felt last time
DGLTFL01  I felt high
DGLTFL02  I felt fantastic
DGLTFL03  I felt awful
DGLTFL04  I felt sick
DGLTFL05  I felt scared
DGLTFL06  I felt dizzy
DGLTFL07  I felt relaxed
DGLTFL08  I felt tired or sleepy
DGLTFL09  I felt happy or giggly
DGLTFL10  I felt guilty
DGLTFL11  I didn't feel any different
DGLTFL12  Other (please tick the box and write in below)
DGSTOP  Would person like to stop taking drugs
DG5USE  Whether still using drugs in 5 years
DGTRT  Whether felt needed treatment for drug use
DGSHAR1  (D) Last time used drugs with: Girlfriend/boyfriend
DGSHAR2  (D) Last time used drugs with: Same sex friends
DGSHAR3  (D) Last time used drugs with: Opposite sex friends
DGSHAR4  (D) Last time used drugs with: Group friends of both sexes
DGSHAR5  (D) Last time used drugs with: Parents
DGSHAR6  (D) Last time used drugs with: Brother, sister or other rela
DGSHAR7  (D) Last time used drugs with: Someone else
DGSHAR8  (D) Last time used drugs with: No-one
DGSHARF  (D) Last time used drugs with: Any friends
DDGLTFEE  (D) Summary of feelings: last drug use
## Usual drug taking

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DGCANOR</td>
<td>Usually smoke cannabis</td>
</tr>
<tr>
<td>DGANOR</td>
<td>Usually swallow cannabis</td>
</tr>
<tr>
<td>DGAMPOR</td>
<td>Usually sniff or swallow amphetamines</td>
</tr>
<tr>
<td>DGAMPIJ</td>
<td>Usually inject amphetamines</td>
</tr>
<tr>
<td>DGTRNOR</td>
<td>Usually swallow tranquillisers</td>
</tr>
<tr>
<td>DGTRNIJ</td>
<td>Usually inject tranquillisers</td>
</tr>
<tr>
<td>DGHEROR</td>
<td>Usually smoke heroin</td>
</tr>
<tr>
<td>DGHERSF</td>
<td>Usually sniff heroin</td>
</tr>
<tr>
<td>DGHERIJ</td>
<td>Usually inject heroin</td>
</tr>
<tr>
<td>DGCROKOR</td>
<td>Usually smoke crack</td>
</tr>
<tr>
<td>DCRKIJ</td>
<td>Usually inject crack</td>
</tr>
<tr>
<td>DGCOKSF</td>
<td>Usually sniff cocaine</td>
</tr>
<tr>
<td>DGOKIJ</td>
<td>Usually inject cocaine</td>
</tr>
<tr>
<td>DGANAOR</td>
<td>Usually swallow anabolic steroids</td>
</tr>
<tr>
<td>DGNAIJ</td>
<td>Usually inject anabolic steroids</td>
</tr>
<tr>
<td>DGFQ</td>
<td>How often drugs usually taken</td>
</tr>
</tbody>
</table>
Attitudes to drugs

- **DGWYSICK**: Whether worry about being sick
- **DGWYSCRD**: Whether worry about being scared
- **DGWYNORM**: Whether worry about doing things don't normally do
- **DGWYPOL**: Whether worry about getting in trouble with police
- **DGWYSECHL**: Whether worry about getting in trouble at school
- **DGWYMONY**: Whether worry about spending too much money
- **DGWPYPAR**: Whether worry about in trouble with parents
- **DGWYFRND**: Whether worry about getting in trouble with friends
- **DGWYSWRK**: Whether worry about falling behind in school
- **DGWYDNGR**: Whether worry about getting into danger
- **DGWYADCT**: Whether worry about becoming addicted
- **DGWYHELF**: Whether worry about getting health problems
- **DGWYDIE**: whether worry about dying
- **DGOPEXCT**: Whether agree or disagree that drugs are exciting
- **DGOPHELF**: Whether agree or disagree that drugs harm health
- **DGOPDNGR**: Whether agree or disagree that know enough about dangers
- **DGOPYUNG**: Whether agree or disagree that most young people try drugs
- **DGOPTCHR**: Whether agree or disagree that listen to teachers
- **DGOPADTS**: Whether agree or disagree that know enough about dangers
- **DGOPRELX**: Whether agree or disagree that people take drugs to relax
- **DGOPPOL**: Whether agree or disagree that listen to police
- **DGOPSSELL**: Whether agree or disagree that all people who sell be punish
- **DGOPDOC**: Whether agree or disagree that listen to doctors
- **DGOPESCP**: Whether agree or disagree that people take drugs to escape
- **DGOPHER**: Whether agree or disagree that heroin takers are junkies
- **DGOPHLP**: Whether agree or disagree that people need help
- **DGOPSTPD**: Whether agree or disagree that people are stupid
- **DGOPPAR**: Whether agree or disagree that listen to parents
- **DGOPPNPSD**: Whether agree or disagree that people who take be punished

- **DDGOPSUM (D)**: Whether agree or disagree that listen to any adults

Family and Peers

- **DGFAMST**: Family's feelings if started taking drugs
- **DGFAMFL**: Family's feelings about taking drugs
- **DGFAMKN**: Family's feelings if knew about drugs
- **NOSBHM**: Number of siblings living at home
- **NOSBCG**: Number of siblings that smoke
- **NOSBAL**: Number of siblings that drink alcohol
- **NOSBDG**: Number of siblings that take drugs
- **NOFRCG**: Number of friends that smoke
- **NOFRAL**: Number of friends that drink alcohol
- **NOFRDG**: Number of friends that take drugs
- **DDGFAM (D)**: Family attitudes to pupil taking drugs
- **DDGSIB (D)**: Whether siblings use drugs
- **DDGPEER (D)**: Drug use among friends and siblings
## Smoking

### Smoking Status

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGNOW</td>
<td>Whether smokes cigarettes nowadays</td>
</tr>
<tr>
<td>CGSTAT</td>
<td>Cigarette smoking status</td>
</tr>
<tr>
<td>CGIREG</td>
<td>Cigarette smoking status of irregular smokers</td>
</tr>
<tr>
<td>DCGSTG6</td>
<td>(D) Recoded cigarette smoking status (6 cat)</td>
</tr>
<tr>
<td>DCGSTG5</td>
<td>(D) Recoded cigarette smoking status (5 cat)</td>
</tr>
<tr>
<td>DCGSTG3</td>
<td>(D) Recoded cigarette smoking status (3 cat)</td>
</tr>
</tbody>
</table>

### Cigarettes smoked in last week

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOCGSUN</td>
<td>Number of cigarettes smoked on Sunday</td>
</tr>
<tr>
<td>NOCGMON</td>
<td>Number of cigarettes smoked on Monday</td>
</tr>
<tr>
<td>NOCGTUE</td>
<td>Number of cigarettes smoked on Tuesday</td>
</tr>
<tr>
<td>NOCGWED</td>
<td>Number of cigarettes smoked on Wednesday</td>
</tr>
<tr>
<td>NOCGTHU</td>
<td>Number of cigarettes smoked on Thursday</td>
</tr>
<tr>
<td>NOCGFRI</td>
<td>Number of cigarettes smoked on Friday</td>
</tr>
<tr>
<td>NOCGSAT</td>
<td>Number of cigarettes smoked on Saturday</td>
</tr>
<tr>
<td>SDWKCIG</td>
<td>Smoking Diary: Cigs smoked last week</td>
</tr>
<tr>
<td>SDWKCIGG</td>
<td>Smoking Diary: Cigs smoked last week (grouped)</td>
</tr>
</tbody>
</table>

## Drinking

### Drinking Status

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALEVR</td>
<td>Ever had a proper alcoholic drink</td>
</tr>
<tr>
<td>ALFREQ</td>
<td>Frequency usually drink alcohol</td>
</tr>
<tr>
<td>DALFRQ5</td>
<td>(D) Usual drinking frequency (5 cat)</td>
</tr>
<tr>
<td>DALFRQ6X</td>
<td>(D) Usual drinking frequency (6 cat)</td>
</tr>
<tr>
<td>DALFRQ3</td>
<td>(D) Usual drinking frequency (3 cat)</td>
</tr>
<tr>
<td>DALFRQ6</td>
<td>(D) Usual drinking frequency (6 cat)</td>
</tr>
<tr>
<td>DALFRQ8</td>
<td>(D) Usual drinking frequency (8 cat)</td>
</tr>
<tr>
<td>ALLAST</td>
<td>When last had alcohol</td>
</tr>
<tr>
<td>DALLAST5</td>
<td>(D) When last had a drink</td>
</tr>
</tbody>
</table>
### Types of drink in last week

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL7BEER</td>
<td>Whether drunk beer in last 7 days</td>
</tr>
<tr>
<td>ALBRSTR</td>
<td>Whether drink normal or strong beer</td>
</tr>
<tr>
<td>AL7SHAN</td>
<td>Whether drunk shandy in last 7 days</td>
</tr>
<tr>
<td>AL7WINE</td>
<td>Whether drunk wine in last 7 days</td>
</tr>
<tr>
<td>AL7SHER</td>
<td>Whether drunk sherry in last 7 days</td>
</tr>
<tr>
<td>AL7SPIR</td>
<td>Whether drunk spirits in last 7 days</td>
</tr>
<tr>
<td>AL7POPS</td>
<td>Whether drunk alcopops in last 7 days</td>
</tr>
</tbody>
</table>

### Units of drink in last week

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAL7BR</td>
<td>(D) Units of beer drank in last 7 days</td>
</tr>
<tr>
<td>DAL7SD</td>
<td>(D) Units of shandy drank in last 7 days</td>
</tr>
<tr>
<td>DAL7WN</td>
<td>(D) Units of wine drank in last 7 days</td>
</tr>
<tr>
<td>DAL7SR</td>
<td>(D) Units of sherry drank in last 7 days</td>
</tr>
<tr>
<td>DAL7SP</td>
<td>(D) Units of spirits drank in last 7 days</td>
</tr>
<tr>
<td>DAL7PP</td>
<td>(D) Units of alcopops drank in last 7 days</td>
</tr>
<tr>
<td>DAL7UT</td>
<td>(D) Units of alcohol drank in last 7 days</td>
</tr>
<tr>
<td>DAL7UTG</td>
<td>(D) Units of alcohol drank in last 7 days (grouped)</td>
</tr>
<tr>
<td>AL7BRPT</td>
<td>Number of pints of beer drunk in last 7 days</td>
</tr>
<tr>
<td>AL7BRHP</td>
<td>Number of half pints of beer drunk in last 7 days</td>
</tr>
<tr>
<td>AL7LRG</td>
<td>Number of large cans of beer drunk in last 7 days</td>
</tr>
<tr>
<td>AL7BRSM</td>
<td>Number of small cans of beer drunk in last 7 days</td>
</tr>
<tr>
<td>AL7BRBT</td>
<td>Number of bottles of beer drunk in last 7 days</td>
</tr>
<tr>
<td>AL7SDPT</td>
<td>Number of pints of shandy drunk in last 7 days</td>
</tr>
<tr>
<td>AL7DHP</td>
<td>Number of half pints of shandy drunk in last 7 days</td>
</tr>
<tr>
<td>AL7DLG</td>
<td>Number of large cans of shandy drunk in last 7 days</td>
</tr>
<tr>
<td>AL7DSM</td>
<td>Number of small cans of shandy drunk in last 7 days</td>
</tr>
<tr>
<td>AL7WNGS</td>
<td>Number of glasses of wine drunk in last 7 days</td>
</tr>
<tr>
<td>AL7SRGS</td>
<td>Number of glasses of sherry drunk in last 7 days</td>
</tr>
<tr>
<td>AL7SPGS</td>
<td>Number of glasses of spirits drunk in last 7 days</td>
</tr>
<tr>
<td>AL7PPSM</td>
<td>Number of cans of alcopops drunk in last 7 days</td>
</tr>
<tr>
<td>AL7PPBT</td>
<td>Number of bottles of alcopops drunk in last 7 days</td>
</tr>
</tbody>
</table>
### General Attitudes

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OKCGON</td>
<td>Whether Ok to try smoking once</td>
</tr>
<tr>
<td>OKALFAM</td>
<td>Whether Ok to drink alcohol at home</td>
</tr>
<tr>
<td>OKCAN</td>
<td>Whether Ok to try cannabis once</td>
</tr>
<tr>
<td>OKECS</td>
<td>Whether Ok to take ecstasy</td>
</tr>
<tr>
<td>OKCGO</td>
<td>Whether Ok to smoke occasionally</td>
</tr>
<tr>
<td>OKALDK</td>
<td>Whether Ok to get drunk every week</td>
</tr>
<tr>
<td>OKHER</td>
<td>Whether Ok to try heroin once</td>
</tr>
<tr>
<td>OKCG10</td>
<td>Whether Ok to smoke 10 cigarettes or more a day</td>
</tr>
<tr>
<td>OKCANO</td>
<td>Whether Ok to smoke cannabis occasionally</td>
</tr>
</tbody>
</table>

### Education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSSMK</td>
<td>Whether had lessons on smoking in last 12 months</td>
</tr>
<tr>
<td>LSALC</td>
<td>Whether had lessons on alcohol in last 12 months</td>
</tr>
<tr>
<td>LSHER</td>
<td>Whether had lessons on heroin in last 12 months</td>
</tr>
<tr>
<td>LSCRK</td>
<td>Whether had lessons on crack or cocaine in last 12 months</td>
</tr>
<tr>
<td>LSSOL</td>
<td>Whether had lessons on solvent abuse in the last 12 months</td>
</tr>
<tr>
<td>LSECS</td>
<td>Whether had lessons on ecstasy in last 12 months</td>
</tr>
<tr>
<td>LSDRG</td>
<td>Whether had lessons on drugs in last 12 months</td>
</tr>
<tr>
<td>LSUSE</td>
<td>How useful lessons have been</td>
</tr>
<tr>
<td>INFOA</td>
<td>Whether school gives enough information</td>
</tr>
<tr>
<td>INFOB</td>
<td>Whether know where to get information</td>
</tr>
<tr>
<td>DLSMK</td>
<td>Whether had any lessons on smoking in last 12 months</td>
</tr>
<tr>
<td>DLALC</td>
<td>Whether had any lessons on alcohol in last 12 months</td>
</tr>
<tr>
<td>DLHER</td>
<td>Whether had any lessons on heroin in last 12 months</td>
</tr>
<tr>
<td>DLSRK</td>
<td>Whether had any lessons on crack/cocaine in last 12 months</td>
</tr>
<tr>
<td>DLSSOL</td>
<td>Whether had any lessons on solvent abuse/glue sniffing in last 12 months</td>
</tr>
<tr>
<td>DLSECS</td>
<td>Whether had any lessons on ecstasy in last 12 months</td>
</tr>
<tr>
<td>DLSRG</td>
<td>Whether had any lessons on drugs in general in last 12 months</td>
</tr>
<tr>
<td>DLSANYDG</td>
<td>Whether had any lessons on any drugs in last 12 months</td>
</tr>
</tbody>
</table>
2078: Smoking, Drinking & Drug Use
Coding of Other Drugs

<table>
<thead>
<tr>
<th>Drugs which can be backcoded into pre-listed drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acid .............. LSD</td>
</tr>
<tr>
<td>Aerosols ........ Gas/glue/solvents</td>
</tr>
<tr>
<td>Amyl Nitrate ...... Poppers</td>
</tr>
<tr>
<td>Barbiturates ...... Tranquilisers</td>
</tr>
<tr>
<td>Beans .............. Ecstasy</td>
</tr>
<tr>
<td>Billy .............. Amphetamines</td>
</tr>
<tr>
<td>Black ............. Cannabis</td>
</tr>
<tr>
<td>Blow .............. Cannabis</td>
</tr>
<tr>
<td>Blues ............. Tranquilisers</td>
</tr>
<tr>
<td>Bong .............. Cannabis</td>
</tr>
<tr>
<td>Brown ............. Heroin</td>
</tr>
<tr>
<td>Bud .............. Cannabis</td>
</tr>
<tr>
<td>Butane .......... Gas/glue/solvents</td>
</tr>
<tr>
<td>Cannabis ........... Cannabis</td>
</tr>
<tr>
<td>California Sunrise Ecstasy</td>
</tr>
<tr>
<td>Charlie .......... Cocaine</td>
</tr>
<tr>
<td>China White ...... Heroin</td>
</tr>
<tr>
<td>Coke ............. Cocaine</td>
</tr>
<tr>
<td>Crystal Meth ...... Amphetamines</td>
</tr>
<tr>
<td>Diazepan .......... Tranquilisers</td>
</tr>
<tr>
<td>Disco Biscuits ... Ecstasy</td>
</tr>
<tr>
<td>Dope ............. Cannabis</td>
</tr>
<tr>
<td>Dots .............. LSD</td>
</tr>
<tr>
<td>Downers .......... Tranquilisers</td>
</tr>
<tr>
<td>Draw ............. Cannabis</td>
</tr>
<tr>
<td>E .................. Ecstasy</td>
</tr>
<tr>
<td>Edge ............. Heroin</td>
</tr>
<tr>
<td>Ganja ............. Cannabis</td>
</tr>
<tr>
<td>Gear ............. Heroin</td>
</tr>
<tr>
<td>Grass ............. Cannabis</td>
</tr>
<tr>
<td>Green ............. Cannabis</td>
</tr>
<tr>
<td>H .............. Heroin</td>
</tr>
<tr>
<td>Hash ............. Cannabis</td>
</tr>
<tr>
<td>Haze ............. LSD</td>
</tr>
<tr>
<td>Hemp ............. Cannabis</td>
</tr>
<tr>
<td>Herbal Highs ...... Cannabis</td>
</tr>
<tr>
<td>Jellies .......... Tranquilisers</td>
</tr>
<tr>
<td>Joints ........... Cannabis</td>
</tr>
<tr>
<td>Junk ............. Heroin</td>
</tr>
<tr>
<td>Lighter fluid/refills Gas/glue/solvents</td>
</tr>
<tr>
<td>Linctus .......... Methadone</td>
</tr>
<tr>
<td>Liquid Gold ...... Poppers</td>
</tr>
<tr>
<td>Marijuana ....... Cannabis</td>
</tr>
<tr>
<td>MDMA ............ Ecstasy</td>
</tr>
<tr>
<td>Meth ............. Methadone</td>
</tr>
<tr>
<td>Mitsubishi/Mitzis Ecstasy</td>
</tr>
<tr>
<td>Moggies .......... Tranquilisers</td>
</tr>
<tr>
<td>Morning Glory ... LSD</td>
</tr>
<tr>
<td>Morphine ........ Heroin</td>
</tr>
<tr>
<td>Nandralone ...... Anabolic Steroids</td>
</tr>
<tr>
<td>Physteptone ...... Methadone</td>
</tr>
<tr>
<td>Pop ............. Poppers</td>
</tr>
<tr>
<td>Pot ............. Cannabis</td>
</tr>
<tr>
<td>Puff ............. Cannabis</td>
</tr>
<tr>
<td>Resin ............ Cannabis</td>
</tr>
<tr>
<td>Roaches .......... Cannabis</td>
</tr>
<tr>
<td>Rock ............. Crack</td>
</tr>
<tr>
<td>Roids ........... Anabolic Steroids</td>
</tr>
<tr>
<td>Rolexes .......... Ecstasy</td>
</tr>
<tr>
<td>Rolls ............. Ecstasy</td>
</tr>
<tr>
<td>Rush ............. Poppers</td>
</tr>
<tr>
<td>Shrooms .......... Magic Mushrooms</td>
</tr>
<tr>
<td>Skag ............. Heroin</td>
</tr>
<tr>
<td>Skins ........... Cannabis</td>
</tr>
<tr>
<td>Skunk .......... Cannabis</td>
</tr>
<tr>
<td>Sniff ........... Cocaine</td>
</tr>
<tr>
<td>Snow ........... Cocaine</td>
</tr>
<tr>
<td>Soap ........... Cannabis</td>
</tr>
<tr>
<td>Solids .......... Cannabis</td>
</tr>
<tr>
<td>Solvents ...... Gas/glue/solvents</td>
</tr>
<tr>
<td>Speed .......... Amphetamines</td>
</tr>
<tr>
<td>Spilff .......... Cannabis</td>
</tr>
<tr>
<td>Sprays .......... Gas/glue/solvents</td>
</tr>
<tr>
<td>Stone ........... Crack</td>
</tr>
<tr>
<td>Sulphate ....... Amphetamines</td>
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<tr>
<td>Sweats ......... Amphetamines</td>
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<tr>
<td>Tablets ....... LSD</td>
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<tr>
<td>Tabs ........... LSD</td>
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<tr>
<td>Temazapam ...... Tranquilisers</td>
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<tr>
<td>Temazies ....... Tranquilisers</td>
</tr>
<tr>
<td>Tems ........... Tranquilisers</td>
</tr>
<tr>
<td>Tipepx ......... Gas/glue/solvents</td>
</tr>
<tr>
<td>Tony Blairs ...... LSD</td>
</tr>
<tr>
<td>Tranz .......... Tranquilisers</td>
</tr>
<tr>
<td>Triangles ...... Ecstasy</td>
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<tr>
<td>Trips .......... LSD</td>
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<tr>
<td>Uppers .......... Amphetamines</td>
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<td>Valium .......... Tranquilisers</td>
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<td>Vaillies ...... Tranquilisers</td>
</tr>
<tr>
<td>Wacky Backy ... Cannabis</td>
</tr>
<tr>
<td>Weed .......... Cannabis</td>
</tr>
<tr>
<td>Whizz .......... Amphetamines</td>
</tr>
<tr>
<td>X .............. Ecstasy</td>
</tr>
</tbody>
</table>

Drugs which should be removed from other category

- Any mentions of alcohol or tobacco, including nicotine.
- Any mentions of caffeine, tea or coffee
- Any prescribed medicines or drugs including:
  - Anti-biotics
  - Asprins
  - Calpol
  - Codeine
  - Cough Medicine
  - Headache tablets
  - Inhalers
  - Insulin
  - Ludes
  - Nurofen
  - Painkillers
  - Paracetamol
  - Penicillin
  - Strepsils
  - Ventalin
  - Viagra
  - Vitamins

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1 From www.cascade.u-net.com & www.channel4.com/nextstep/abc/