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# SmokeFree Sports Project Report

## October 2011

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*A report produced by Liverpool John Moores University for Liverpool PCT*

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## Acronyms

CYP: Children and Young People

LJMU: Liverpool John Moores University

RISES: Research Institute for Sport and Exercise Sciences

SFS: SmokeFree Sports

YCM: Youth Club Managers

# Acknowledgments

## SmokeFree Sports Steering Group 2010-11

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 Mark Haig (Liverpool Football Club)

## SmokeFree Sports Role Models

Natasha Jonas (Boxing)  
 Anthony Fowler (Boxing)  
 Chris Foy (Premier League Referee)  
 Toni Duggan (Everton Ladies Football)  
 Rebecca Tunney (Gymnast)

## SmokeFree Sports would like to thank its supporting partners:



## SMOKEFREE SPORTS RE-AIM EVALUATION SUMMARY

### REACH

SFS formed a steering group comprised of health professionals and representatives from community sport and physical activity organisations to access the local infrastructure. Partners, potential adopters, implementers and recipients were consulted in formative work to develop the campaign. SFS linked with Roy Castle FagEnds to offer free brief intervention training for sports coaches and dance instructors.

SFS campaign was delivered for 12 weeks between February and June 2010. 243 Children and Young People aged between 6 and 18 years participated in SFS activities (Dance/Boxing/Dodgeball) within 5 youth clubs situated in areas of high deprivation in Liverpool City and North. Consent was received for 71 children (Age = 11±2.7; 56% boys; 89% British white, 1% black British, 4% mixed black and white, 3% mixed other) to participate in the research. Almost all participants (n=69) were non-smokers at baseline.

### EFFECTIVENESS

Self-report data revealed that the campaign had no effect on children and young people's smoking behaviour (due to ceiling effect). Significant positive educational effects were observed in relation to attitudes and beliefs around smoking and weight gain, and smoking addiction. Focus group data also revealed that children's awareness of smoking factors increased and participants stated that the campaign made them more determined to stay smoke free. This was reiterated by youth club managers & coaches.

Coaches' self-efficacy to deliver smoke free messages significantly increased following attendance at the 3 hour training workshop. However, interview data suggested more practical tips were needed. Coaches had mixed experiences delivering the smoke free messages with some finding the youth club environment challenging.

### ADOPTION

SFS invited 5 youth clubs in areas of high deprivation in Liverpool City and North to participate in SFS based on availability of sports facilities, low current provision of sport and physical activity and high attendance of target age range. All youth clubs consented to participate.

SFS advertised brief intervention training to all community coaches in Liverpool City and North via email and web advertisement through local networks. Youth club staff were also encouraged to adopt the programme. 24 coaches enrolled onto the training, received training materials and agreed to adopt the SFS campaign.

### IMPLEMENTATION

Some SFS Coaches indicated that they had been successful in implementing smoke free messages and had used a number of visual resources to convey health information to participants. Others said they could not deliver the smoke free messages as intended due to behavioural or setting issues. Some children and young people could not recall hearing coaches talk to them about smoking. Further, some settings had problems with SFS activities clashing with other physical activities and sports. More research is needed on implementation.

### MAINTENANCE

SFS did not include a follow up measure of smoking behaviour so long term abstinence from smoking cannot be confirmed. Nevertheless, 500 children and young people signed a pledge to be smoke free for life, including 110 from youth clubs.

Youth club managers stated that the SFS campaign has left a legacy within the youth clubs. Youth clubs have benefitted from new partnerships and will use the sports equipment to continue the activities provided and use the information learned to develop smoking prevention activities.

SFS training for community coaches offers a sustainable model for promoting the smoke free message to large numbers of children and young people.

# Chapter 1

## Introduction

### 1.1 Smoking and health

Smoking is one of the leading causes of preventable morbidity and death in England and is a risk factor for cardiovascular disease, chronic obstructive pulmonary disease and multiple cancers<sup>1</sup>. In Liverpool, there are almost 1000 smoking related deaths annually<sup>2</sup>. Further, the local economic impact of smoking on people's health and society is estimated to cost £160.1 million per year<sup>3</sup>.

### 1.2 Smoking prevalence

Smoking prevalence among adults in Liverpool is estimated to be 25.9%, which is higher than the national rate of 21.2%<sup>4</sup>. Synthetic estimates report that 8.1% of males and 12.7% of females aged 15-16 years smoke in Liverpool<sup>5</sup>. Whilst this number is lower than national estimates, smoking is an addiction largely taken up in childhood and adolescence, so it is crucial to reduce the number of young people taking up smoking in the first place.

### 1.3 Smoking in children and young people

Almost two-thirds (65%) of current and ex-smokers started smoking before the age of 18<sup>6</sup>. Children are mindful of smoking from an early age, with 75% of children being aware of smoking before they reach the age of five, regardless of whether or not their parents smoke<sup>7</sup>. Indeed many children undertake smoking for the first time in childhood with one-third of children having tried smoking by 11 years of age<sup>8</sup>.

Early experimentation with cigarettes can have serious repercussions. Research shows that smoking a single cigarette in childhood is highly predictive of regular smoking in adolescence<sup>9</sup>, as young people can show signs of nicotine dependence after just one puff on a cigarette<sup>10</sup>. Further, smoking initiation at an earlier age is a strong predictor of smoking behaviour later in life, and continuation of smoking for a longer period of time<sup>11</sup>.

Risk factors for youth smoking include: parental smoking; peer influence from older siblings and friends; low socioeconomic status; female sex; low parental education; living in a single parent household; poor academic performance; exposure to tobacco marketing activities; television and films; and mental illness<sup>1</sup>.

#### **1.4 National & Local Context**

The Dept. of Health strategy<sup>1</sup> aspires to reduce rates of regular smoking among 15 year olds to ≤12% by the end of 2015, and advocates the following objectives:

1. Stopping the promotion of tobacco
2. Making tobacco less affordable
3. Effective regulation of tobacco products
4. Reducing exposure to second hand smoke
5. Helping tobacco users to quit

Tobacco free futures (formally smokefree northwest) states that every child and young person has the right to a smoke free future<sup>12</sup>. This requires a societal shift in thinking, creating a culture where smoking is not the norm and does not represent adulthood. To achieve “social norm change” multiple strategies are needed within a tobacco control programme to reach every audience – a ‘swarm of bees’ effect.

Liverpool has led the country with a number of tobacco control campaigns under its ‘SmokeFree Liverpool’ banner. Prior initiatives that target young people include ‘SmokeFree kids’, which campaigns to reduce children’s exposure to second hand smoke, ‘SmokeFree families’, which aims to reduce children’s exposure to second hand smoke in the home, and ‘SmokeFree movies’, which campaigns to de-glamorise smoking by removing it from youth rated films.

#### **1.5 SmokeFree Sports**

In Autumn 2010, Liverpool John Moores University were successful in securing a tender from Liverpool PCT to develop a sports initiative for children and young people (CYP) in the Smokefree Liverpool tobacco control programme. This report provides an overview of the SmokeFree Sports (SFS) initiative and presents the research and evaluation findings from the first year of the campaign.

## Chapter 2

### SmokeFree Sports Overview

#### 2.1 Rationale

The available evidence suggests that smoking and physical activity/sport behaviours are inconsistent with one another. Participation in sport and physical activity is negatively associated with smoking<sup>13</sup>. Further, there is strong evidence recommending exercise as an aid to smoking cessation, primarily through reducing tobacco withdrawal and cravings<sup>14</sup>.

Typical reasons for smoking given by young people from Liverpool include: to fit in, be part of a social group, to enjoy the buzz, to relax, and to help slim<sup>15</sup> – all factors and feelings which participation in physical and sport can enhance too, but without the negative health consequences.

Health behaviours are usually established in childhood, making it important to educate CYP on how to make healthy lifestyle choices from an early age. Sports activities offer a positive alternative to engagement in risky behaviours such as smoking, and sport has the potential to influence large numbers of young people with information on how to make important health related decisions.

The US Centers for Disease Control and Prevention<sup>16</sup> advocates the inclusion of sports initiatives into community tobacco control programmes. The US state of Maine represents one locality which uses sport within a multi-faceted and comprehensive state-wide tobacco control programme (see [www.tobaccofreemaine.org](http://www.tobaccofreemaine.org)). The strategy has been highly effective and Maine has an impressive record in reducing smoking prevalence, particularly in young people. Smoking prevalence fell in high school students by 64% over ten years, and by 73% in middle school students<sup>17</sup>.

The sports initiative within the Maine strategy - 'Tobacco Free Athletes' seeks to promote and support tobacco free-living for youth participating in all recreational and public school sports programmes in Maine. To promote 'Tobacco-Free Athletes' a



number of materials were produced for coaches to use in order to keep their players tobacco free. Examples include coaches being encouraged to: adopt the tobacco-free team policy and invite members to sign a tobacco free pledge; make playing fields smokefree; talk to players about the health effects of tobacco; and use training drills to address tobacco issues.

The tobacco-free athletes initiative has been well received within the local community - since 2004, over 4000 coaching manuals have been distributed and over 8000 youth involved have signed a tobacco-free pledge card. These positive findings led to calls for the inclusion of a similar sports initiative within Liverpool's smoke free campaign, and provided the foundations of the SFS project proposal.

## **2.2 SmokeFree Sports management and steering group**

SFS is managed within the Research Institute for Sport and Exercise Sciences (RISES) at Liverpool John Moores University in Partnership with Liverpool PCT. Funding for the project was provided by the Local Government Improvement and Development Agency.

In autumn 2010, RISES undertook a process of identifying and engaging potential stakeholders and partners who had a vested interest in the project outcome and could bring skills and resources to assist with intervention design and development. Upon inviting stakeholders and partners to take part, we discussed expectations for collaboration and assessed if these were within the objectives of SFS.

Key stakeholders invited to join the project included representatives from Liverpool PCT, Liverpool City Council, Merseyside Youth Association, Merseyside Sports Partnership, Merseyside Dance Initiative, Liverpool Active City, SportsLinx, Roy Castle FagEnds, Liverpool Football Club, Everton in the Community, Liverpool Sports Forum, and Liverpool County Football Association.

Once the steering group was formed we discussed the contributions and level of involvement of each stakeholder and developed a plan to obtain the commitment of

stakeholders. Though some initial stakeholders withdrew from the collaboration, new stakeholders were identified and invited to join the steering group to ensure the collaboration remained vibrant, bringing new skills and resources to the collaborative effort. A research sub-group was also established to guide the project evaluation.

### **2.3 Aims and objectives**

SFS was a unique multi-dimensional community-based initiative which aimed to 1) prevent the uptake of smoking in CYP and 2) reduce the prevalence of smoking in CYP. These aspirations were to be met by incorporating social marketing strategies alongside the provision of sport and physical activities to a) de-normalise smoking among CYP, b) empower CYP to stay smoke free, and c) increase awareness of the health consequences of smoking.

### **2.4 Target population**

The SFS campaign targeted CYP aged 7-16 years including those who have experimented with smoking and those who have never smoked. SFS primarily focused on younger children (7-12) and prevention of smoking uptake because those who initiate smoking at an early age are more likely to report advanced levels of smoking and nicotine dependence in late adolescence and early adulthood<sup>18,19</sup>.

The funding agreement required that the campaign was piloted in community settings. Liverpool City and North Neighbourhood Management Area was identified as a target area for the campaign as it was an area of high deprivation and because it has the highest percentage of adult smokers in the city. Five youth clubs from the area were invited to take part in the campaign based on availability of sports facilities, low current physical activity/sport provision, and a significant number of the target age range attending regularly. All invited youth clubs agreed to participate in the campaign.

## 2.5 Project duration

SFS initially received funding for 11 months. The first phase of the project commenced in October 2010 and finished in September 2011. The SFS campaign activities ran from February 2011 to July 2011, representing a 6 month intervention programme. A schematic overview of the project is provided in Appendix A.

## 2.6 Campaign activities

SFS campaign activities were formulated and agreed by the SFS steering group and project partners. To gain maximum added value for the project, we tried to use the existing infrastructure and resources that were available within the steering group and project partners to deliver the programme. To achieve SFS project aims and objectives, multiple strategies were implemented including:

### 2.6.1 Social-marketing

In accordance with NICE guidance<sup>20</sup>, a SFS logo and clear campaign messages were constructed in partnership with a leading brand marketing company (Kenyon Fraser) and subsequently tested through focus groups involving young people. Local budding sports heroes were recruited to boost impact. Key elements of the campaign were disseminated through communication channels including flyers/leaflets (distributed and displayed in local community settings), promotional collateral such as skipping ropes, water bottles, pens, notepads, yoyo's etc (see Figure 1) and new media such as Facebook (Figure 2) and twitter.



Figure 1. Campaign Collateral



Figure 2. SFS Facebook Page

The campaign message was developed and tested following focus groups with boys and girls from one primary school and one secondary school outside of City and North. The message was designed to positively promote the smoke free message and is displayed in the box below.

**Live it... we encourage you to live a healthy lifestyle, live longer and fulfil your dreams...**

**Love it...we encourage you to find something that you love and make it your passion...**

**Breathe it... we encourage you to be brave, be smoke free and breathe easy.**

### **2.6.2 Brief Intervention Training for Sports Coaches and Dance Teachers**

Roy Castle FagEnds delivered two Level 1 Brief Intervention Training workshops to sports coaches and dance teachers. The 3 hour workshops took place within the Tom Reilly Building at LJMU on either a Wednesday evening (6-9pm) or a Saturday morning (9.30am-12.30pm) in February 2011.

The workshop content was designed in partnership with LJMU and aimed to provide coaches and instructors with a) key messages on smoking and its impact on health and sport performance, b) practical tools to encourage CYP to adopt a healthier lifestyle, and c) skills to undertake brief intervention to encourage CYP to quit (see Appendix B).

Coaches within Liverpool City and North were invited to take part in the free workshop via email advertisement through existing community sport organisations and networks such as Merseyside Sports Partnership, Merseyside Youth Association, Everton in the Community, Liverpool Football Club, Liverpool County Football Association, and Liverpool Sports Forum. It was hoped that these coaches would use the knowledge gained to implement smoke free messages in the community.

A total of 24 coaches attended the brief intervention training, comprising of both professional community coaches (n=14) and volunteer student coaches (n=10). Professional coaches had between 2 and 15 years of coaching experience in a number of sports including boxing, dance, football and water-polo. Volunteer student coaches were recruited from the School of Sport and Exercise Sciences at Liverpool John Moores University. Five of the students had no coaching experience, with the others having between 1 and 3 years experience (mainly football coaching).

Around 6 weeks after the training workshop, all coaches and instructors received a resource pack which included a coaching manual and SFS pledges. The coaching manual provided 10 key messages around the effects of smoking on health and sport performance, as well as practical tips to promote the smoke free message in their sports or activity sessions. The SFS pledges were for their club members or participants to sign and pledge to be smoke free (see Appendix C).

### **2.6.3 Launch of SmokeFree Sports campaign**

SFS held two public launch events at Kensington Community Sports Centre and North Liverpool Academy in February 2011. The launch offered CYP free fun 'alternative activities' including dodgeball, boxing and dance, plus performances from Merseyside Youth Dance Away project and world record breaker football freestyler John Farnworth.

The campaign received support from The Lord Mayor of Liverpool, local councillors including Jane Corbett, Tim Beaumont, Roz Gladden and the Chair of Liverpool Primary Care Trust Gideon Ben-Tovim. Local sport stars, including Natasha Jonas (Boxing), Anthony Fowler (Boxing), Chris Foy (Premier League Referee), Toni Duggan (Everton Ladies Football), and Rebecca Tunney (Gymnast), also came to the launch events to support the campaign.

The launch events were advertised in local community settings and schools, and leaflets were issued to CYP in youth clubs. However, attendance at the launch events was low with only around 50 CYP aged 5-16 years in attendance.

## SFS Launch Images



Photo circulated with press release surrounding launch of campaign: [Click to view](#)



Sheetal Maru (MYA) leading a dance workshop at the SFS launch event at North Liverpool Academy

## 2.6.4 SmokeFree Sports Coaching sessions

SFS funded the delivery of 3 sports/activities in youth clubs – dodgeball, dance and boxing. These activities were selected as they were popular among CYP in the focus groups used to test campaign messages. The activities gave CYP the opportunity to be active and learn the art of the sport, whilst also raising awareness and enhancing their knowledge of the negative impacts of smoking on health and sport performance.

SFS employed qualified coaches and instructors to deliver boxing and dance, respectively. Eleven student volunteers from LJMU were recruited to deliver dodgeball and subsequently attended training from the UK Dodgeball Association to attain the Lead Coach Award (level 2). All coaches were required to enrol onto the FagEnds Level 1 Brief Intervention Training workshops.

Coaching sessions were delivered across the 5 participating youth clubs over 12 weeks between February and May 2011. Activities were delivered in 2 x 6 weeks blocks (dance and dodgeball / boxing and dodgeball) during school term time (typically 4.30–8pm). Four youth clubs received all coaching activities and one youth club received dodgeball only due to funding restrictions.



CYP were incentivised with sports bags, t-shirts, water bottles and pens for attending 6 coaching sessions. Those who attended 12 or more coaching sessions were rewarded with an 'aspirational activity' which involved a trip to Crosby Lakeside Adventure Centre or Awesome Climbing Walls.

A total of 243 CYP's aged between 6 and 18 participated in the SFS coaching sessions. In one youth club, activities were delivered to CYP who suffered from Asperger's syndrome, whilst another youth club group suffered from Dyspraxia. Some of the participants reported suffering from Attention Deficit Hyperactivity Disorder. Across the 5 youth clubs, 45 CYP were given the opportunity to experience waters sports and adventurous activities.

### 2.6.5 SmokeFree Sports Pledge

Coaches who completed the brief intervention training were incentivised to ask CYP who attend their sessions to sign a pledge to stay smoke free.

It was stressed to coaches that CYP should only sign the pledge if they truly intended to follow it. For this reason, the CYP did not receive any incentives for making the pledge.

The image shows a 'SmokeFree Sports Pledge Form'. At the top, it features the 'SmokeFree SPORTS' logo with the tagline 'Live it, love it, breathe it'. Below the logo, there is a line for the participant's name: 'We, the undersigned participants of \_\_\_\_\_ Team.' A paragraph of text follows: 'Know that smoking harms our bodies and limits our goals. We pledge to be smoke-free for life because we care about our health and the health of those around us.' Below this is a table with four columns and three rows of horizontal lines for signatures. At the bottom, there are three green bullet points with text: 'Live it... we encourage you to live a healthy lifestyle, live longer and fulfil your dreams...', 'Love it... we encourage you to find something that you love and make it your passion...', and 'Breathe it... we encourage you to be bold, be smoke free and breathe easy.'

Figure 3 SmokeFree Sports Pledge Form

Opportunities for children to make the pledge were also provided at community events where SFS has a presence. To date, SFS has obtained 110 pledges from children at youth clubs and 381 pledges children attending other events such as the Merseyside Youth Games.



### 2.6.6 SmokeFree Sports Celebration Event

In order to commemorate the end of the coaching sessions (boxing / dance / boxing) in the youth clubs, a celebration event was held at North Liverpool Academy on Tuesday 21<sup>st</sup> June. All CYP from the youth clubs were invited to come along and have some fun! Activities included dodgeball, dance and boxing, with performances from Dance Away Project and the opportunity to play football with Streetcage Sports. As a result of youth club managers assisting with transporting the CYP to and from the event, attendance of CYP was significantly higher than at the launch events.

At the celebration event, CYP were given the opportunity to sign up and play different sports at local voluntary sports clubs. Information leaflets were also available. This provided an important exit strategy for participants in the project to allow them to continue to be active and invest their free time in positive health behaviours. Additionally, CYP had the opportunity to seek advice and support about smoking from Roy Castle FagEnds Young Persons Stop Smoking Advisor.



## Chapter 3

### Research Findings: Children and Young People

#### 3.1 Aims

This study aimed to examine the effects of the SFS campaign on children and young people's smoking behaviour, intentions, attitudes and beliefs, and gain children and young people's perspectives on the SFS campaign.

#### 3.2 Methods

##### 3.2.1 Participants and Recruitment

A total of 246 CYP participated in the SFS activities at least once within a youth club (n=5) located in the City and North neighbourhood of Liverpool. During early February 2011, a convenient sampling technique was used to recruit CYP from the youth clubs into the research study. Informed consent and child assent was subsequently obtained from 83 CYP.

Seventy-one CYP completed questionnaires at both baseline (mid-February 2011) and immediately post campaign (late May/early June 2011), and were therefore included in the final sample. Participants were aged between 7 and 18 years (Age mean = 11.0, SD  $\pm$ 2.7; 56% male) with 88.7% of white British ethnic origin, 1.4% black British, 4.2% mixed black and white, and 2.8% of other mixed ethnicity.

A convenient sampling technique was also used to recruit CYP to focus groups (n=10), which took place in 4 out of the 5 youth clubs immediately following the campaign in June. In total, 39 CYP aged from 7 to 11 participated in the focus groups, from which 61.5% were male. One of the focus groups included three CYP who had never taken part in the SFS activities

### 3.2.2 Design and methods

To assess the impact of the campaign on smoking, a smoking questionnaire (Appendix C) was constructed using items from two validated questionnaires: The Health Survey for England<sup>21</sup> and The Global Youth Tobacco Survey<sup>22</sup>. Topics assessed included demographic information (items 1-5), smoking behaviour (items 6-7), intention to smoke (items 8-9), attitudes and beliefs about smoking (items 10-13), and smoking cessation (items 14-15).

Semi-structured interview schedules were used to explore CYP's views on the campaign and to examine smoking topics in more depth (Appendix D). The key areas for discussion during focus groups were perspectives on campaign activities; recall of campaign messages; smoking status and behaviour; teaching and learning process; attitudes, beliefs and future intentions about smoking; and views for improvement. The focus groups lasted from 15 to 45 minutes and were conducted with groups of 3 to 7 CYP. Participants were permitted to respond freely but the researcher ensured that significant topics were covered in detail.

### 3.2.3 Analysis

Prior to data analysis, questionnaires were collated and checked for anomalies using descriptive statistics. To address the first study aim (i), frequency statistics were calculated and the Wilcoxon signed-rank test (a statistical analysis for non-parametric data) was applied to test for differences in questionnaire scores from baseline to post-campaign. Statistical significance was set at  $p < 0.05$ , and all analyses were conducted using SPSS 17.0 for Windows.

All interviews and focus groups were recorded with permission from participants and transcribed verbatim for analysis. Transcripts were imported into NVivo 2.0 software programme, and subjected to thematic analysis using a recommended process<sup>23,24</sup> as outlined below:

1. Transcripts were read and re-read to get an overall feel of the material, allowing the researcher to get familiar with the data.

2. The data were categorised into broad themes, by identifying recurring, similar and underling themes.
3. Initially a deductive approach was employed as interviews contained similar material, where findings were interpreted based on the interview schedule.
4. An inductive approach was then employed, creating and categorising new themes from data that did not fit the pre-determined categories.
5. Data were then organised schematically to assist with interpretation of the higher and lower order themes.
6. To aid the credibility and trustworthiness of the results, analyses and interpretations of the data were discussed and checked with the research team.

### **3.3 Quantitative findings: Smoking behaviour questionnaire**

Table 1 shows the answers (%) to each question of the smoking behaviour questionnaire before and immediately after the 12 week intervention for all participants (n=71). Percent change from baseline to post-campaign is also provided and further explored by gender and age.

Before the SFS campaign, 97.2% of participants reported that they 'do not smoke at all nowadays' whilst 80.3% 'have never smoked, not even a puff or two'. Only one male participant aged between 13 and 18 years was a current smoker. Around 9 out of 10 CYP 'would not smoke if a best friend offered a cigarette' and did not intend to smoke during the next 12 months, whilst a similar proportion 'definitely agreed' that smoking is bad for their health. However, there was a range of responses given by CYP surrounding items on smoking and weight gain, and whether it is difficult to quit smoking once you have started.

Most items did not significantly change from baseline to post-campaign, however, significant differences ( $p < 0.05$ ) were found within CYP attitudes and beliefs. There was a 9.9% increase in CYP 'definitely' agreeing that it will be difficult to quit once someone has started smoking. Further, a 13.8% increase was found in CYP thinking that 'smoking cigarettes makes no difference on gaining or losing weight'.

**Table 1. Responses to smoking questionnaire before & after SFS campaign (%)**

	All participants (n=71)			Gender		Age (yrs)	
	Pre	Post	Δ	Boys Δ	Girls Δ	7-12 Δ	13-18 Δ
				(n=40)	(n=31)	(n=50)	(n=21)
<b>Q6. Do you smoke cigarettes at all nowadays?</b>							
Yes	2.8	1.4	-1.4	2.5	0	0	-4.7
No	97.2	98.6	1.4	-2.5	0	0	4.7
<b>Q7. ...which statement best describes you?</b>							
<i>Never smoked</i>	80.3	80.3	0	2.5	-3.2	0	0
<i>Tried once</i>	15.5	16.9	1.4	0	3.2	0	4.8
<i>I used to smoke</i>	1.4	1.4	0	0	0	0	0
<i>Sometimes</i>	1.4	1.4	0	0	0	0	0
<i>1-6 cigs/week</i>	0	0	0	0	0	0	0
<i>+6 cigs/week</i>	1.4	0	-1.4	-2.5	0	0	-4.8
<b>Q8. If one of your best friends offered you a cigarette, would you smoke it?</b>							
<i>Definitely not</i>	88.7	88.7	0	0	0	0	0
<i>Probably not</i>	7	7	0	0	0	0	0
<i>Probably yes</i>	2.8	2.8	0	0	0	0	0
<i>Definitely yes</i>	1.4	1.4	0	0	0	0	0
<b>Q9. At any time during the next 12 months do you think you will smoke?</b>							
<i>Definitely not</i>	90.1	91.5	1.4	0	3.2	2	0
<i>Probably not</i>	5.6	8.5	2.8	7.5	-3.2	0	9.5
<i>Probably yes</i>	2.8	0	-2.8	-5	0	-2	-4.8
<i>Definitely yes</i>	1.4	0	-1.4	-2.5	0	0	-4.8
<b>Q10. Once someone has started smoking, do you think it would be difficult to quit?</b>							
<i>Definitely not</i>	15.5	5.6	-9.9*	-5	-16.2*	-14*	0
<i>Probably not</i>	7	4.2	-2.8*	0	-6.5*	-6*	4.8
<i>Probably yes</i>	25.4	28.2	2.8*	-2.5	9.6*	4*	0
<i>Definitely yes</i>	52.1	62	9.9*	7.5	12.9*	16*	-4.8
<b>Q11. Do you think that smoking cigarettes makes you gain or lose weight?</b>							
<i>Gain/lose weight</i>	80	66.2	-13.8*	-17.5	-9.1	-9.6	-23.9
<i>No difference</i>	20	33.8	13.8*	17.5	9.1	9.6	23.9
<b>Q12. Do you think that smoking cigarettes is bad for your health?</b>							
<i>Definitely not</i>	4.2	2.8	-1.4	2.5	-6.5	-2	0
<i>Probably not</i>	0	0	0	0	0	0	0
<i>Probably yes</i>	7	4.2	-2.8	-5	0	0	-9.5
<i>Definitely yes</i>	88.7	93	4.2	2.5	6.5	2	9.5
<b>Q13. Do you think that it is safe to smoke for only a year or two as long as you quit after that?</b>							
<i>Definitely not</i>	60.6	62	1.4	2.5	0	0	4.7
<i>Probably not</i>	18.3	11.3	-7	-10	-3.2	-6	-9.6
<i>Probably yes</i>	12.7	12.7	0	0	0	-2	4.8
<i>Definitely yes</i>	8.5	14.1	5.6	7.5	3.2	8	0

Pre = before campaign, Post = after campaign, Δ = change from pre to post, \* = significant difference ( $P < 0.05$ )

**Table 1. Continued.**

	All participants (n=71)			Gender		Age (yrs)	
	Pre	Post	Δ	Boys Δ (n=40)	Girls Δ (n=31)	7-12 Δ (n=50)	13-18 Δ (n=21)
<b>Q14. Do you want to stop smoking now?</b>							
<i>Never smoked</i>	71.8	76.1	4.2	10	-3.2	4	4.8
<i>Don't smoke now</i>	22.5	21.1	-1.4	-5	3.2	0	-4.8
Yes	2.8	2.8	0	0	0	-2	4.7
No	2.8	0	-2.8	-5	0	-2	-4.8
<b>Q15. Do you think you would be able to stop smoking if you wanted to?</b>							
<i>Never smoked</i>	71.8	76.1	4.2	10	-3.2	2	9.6
<i>Don't smoke now</i>	22.5	18.3	-4.2	-7.5	0	0	-14.3
Yes	4.2	4.2	0	0	0	0	0
No	1.4	1.4	0	-2.5	3.2	-2	4.8

Pre = before campaign, Post = after campaign, Δ = change from pre to post, \* = significant difference ( $P < 0.05$ )

### 3.4 Qualitative findings: Focus groups with children and young people

#### 3.4.1 Social marketing

Most of the CYP remembered at least part of the SFS campaign's name, suggesting answers such as "*SmokeFree thing,*" "*SmokeFree,*" "*Smoking,*" "*Erm, smoke free dodgeball... something like that.*" A few CYP who were asked about the features of the campaign's logo correctly stated that the logo is green and they also mentioned several marketing materials where they have seen the logo on, including t-shirts, bottles, bags, pledges, promotional posters and Facebook.

The majority of CYP believed smoking prevention was the primary purpose of the SFS campaign, for example stating it was "to persuade people not to smoke." Some CYP also added that smoking cessation was the purpose. A few CYP articulated that the purpose was learning about smoking, with one stating that it was to "*Tell you what happens if you smoke,*" and others adding, "*Yeah and like the consequences like if you smoke.*" In addition, several CYP believed that the project also intended to promote healthy living and to encourage participants to "*do lots of sport, keep healthy and fit and 5 a-day.*"

### 3.4.2 SmokeFree Sports Initiatives

Nine out of ten of the focus groups included CYP who had participated in the SFS coaching sessions at least once. However, none of the CYP could recall all three sports that were delivered in the youth clubs i.e. dodgeball, dance and boxing. In addition, some CYP stated other activities that were not part of the campaign, including football, tennis, roller skating and basketball.

A number of the CYP (n=17) who participated in the focus groups had seen and signed the smoke free pledge. They were also aware of the meaning behind signing it, with one participant saying it was *“a little contract and then you get a certificate that your never gonna smoke.”* Conversely, many CYP from different focus groups had never seen or heard about the pledge, saying that *“we didn’t have to do that.”*

### 3.4.3 Collateral/Incentives

Numerous CYP were aware of the existence of SFS collateral and incentives scheme, *“it’s like every 5 times you come, you get like a prize and you get like a top, a bag and a water bottle. I think its 12 times you get a whistle.”* A few CYP mentioned that they had not received their prize despite attending at least five sessions, whilst others (including those that did not attend any sessions) were not aware of the existence of these incentives, saying *“I didn’t even know you’d get any? I never got any.”* Some CYP were asked whether the incentives were the main motivation for attending coaching sessions but most denied this, for example saying *“no, because I don’t really care about the gifts.”*

The most common reason that CYP gave for participating in the SFS coaching sessions was for enjoyment, saying *“it was fun and I just like playing the games.”* Several CYP mentioned other factors such as *“there’s nothing else to do.”* A few CYP mentioned that they attended as they had an inclination towards the sports offered, *“...we like dodgeball so we just started coming.”* Other reasons offered were related to the coaches *“because the coaches were good and it was fun doing the dancing;”* learning about smoking, *“we learned about smoke free and about what not to do and what to do;”* and the social component, *“we got more friends.”*

### 3.4.4 Medium (Coaches)

Table 2 displays CYP’s reflections on the SFS coaches. Many CYP verbalised that they had received smoke free messages during coaching sessions, which were usually delivered immediately before or after the coaching sessions. However, a substantial number of CYP affirmed that they had never heard any smoking messages. A few CYP made positive statements about the coaches and recalled some of the smoking related activities and resources that coaches used. CYP appeared to be willing to listen to coaches talk about smoking issues although a minority of participants mentioned the incongruence of being told not to smoke by people who are smokers.

**Table 2. Children and young people's reflections on the SFS coaches**

<b>Messages</b>	<b>Example quotes</b>
What messages?	<p><i>“Like how bad you can get off smoking. Like you can get cancer, lung cancer,”</i></p> <p><i>“The coach who did the boxing said that each cigarette takes 3-4 minutes off your life,”</i></p> <p><i>“Yeah, all the bad things about smoking,”</i></p>
When?	<i>When we were talking about it, she got us all gathered round into a group to talk to us after the session at the very end, just before we were going home,”</i>
How?	<i>“At the beginning we had to bring pictures in about cigarettes and we had to write about what happens to you and we have a wall that we stick on to and we had the camera men to take pictures,”</i>
Never heard any smoking prevention messages	<p><i>“No he didn’t (give any smoking messages). He just told us boxing,”</i></p> <p><i>“They just did activities with us,”</i></p>
Coach as a vehicle	<p><i>“Yes, it does [make a difference to listen to the message from the coach instead of in school] for me because I listen to the coach more,”</i></p> <p><i>”Yes, [I would listen to the coach] because you kind of have to put your trust in him and that,”</i></p> <p><i>“Yes, because he’s the one who trains you and that,”</i></p>
<b>Coach</b>	<b>Example quotes</b>
CYP Perceptions of coaches	<i>“They [the coaches] were really good, so if anyone got hurt they stopped the game straight away and say if anyone like cheats, they keep an eye on every single player,”</i>
Incongruent message	<i>“Can I just say something a minute? I know like I am never going to smoke. It’s not good for you. But say like, some people who tell you not to smoke, they smoke themselves,”</i>



### 3.4.5 Smoking behaviour

The majority of CYP stated that they did not smoke, *“No [we don’t smoke], we can’t, we have asthma,”* and most of them verbalised that they never tried smoking. However, a few mentioned they had tried smoking. A small minority of CYP mentioned that they had seen marijuana, with one of them stating they had tried it, saying, *“The weed’s nice and it’s gorgeous because I had some.”*

Many of the CYP expressed that at least one member of their family currently smokes. Some CYP also added that some friends or peers currently smoke, as exemplified by one CYP who said:

*“Young people now, like 13, 14, 12 and 11 and you see them all in the park, when you go the park with your mates and something. And they are all smoking and they say that it’s good. Some of my mates think that it’s good, but when I look at them I just think...it’s not. It’s really not.”*

### 3.4.6 Impact: Knowledge

CYP gave the impression of already having a broad knowledge of health-related smoking issues, with some of them stating that they had learned about smoking in school. CYP were able to list a number of health complications linked to smoking such as cardiovascular diseases and several types of cancers including lung, tongue, throat, and breast cancer. CYP were fully aware that smoking leads to early death.

The additional information CYP learned from the SFS campaign appeared to supplement the reasons offered for not smoking. For example, some CYP noted the impact of smoking on sports performance, *“...you shouldn’t smoke if you want to carry on boxing!”* CYP also remembered learning about the components of a cigarette, *“Yes and you know like the brown stuff, it’s called...tobacco. That’s like the worst stuff,”* and, *“when those people came in they showed you how much toxic stuff they had in it, tar is it?”* Others commented that they had gained new knowledge about the types of illnesses and health consequences of smoking, for example saying: *“About the damage to your lung cancer, didn’t know about that”*.

### 3.4.7 Impact: Attitudes

Some CYP were asked what they think about smoking. They disagreed with several aspects of smoking and verbalised negative views towards becoming unhealthy and wasting part of your life, *“I thought it would be horrible... to lose a bit of your life every time you took a puff of a cigarette.”* Other CYP mentioned the impact that visual resources had had on them, *“every picture that we brought in someone said ‘urgh’ or ‘yuck’ because they looked horrible.”* They were against second hand smoking, as summarised by one CYP who said:

*“...when I am sitting in my friends their mum and dad smokes. And they don't care about their children, they just sit there smoking...And when you come home, my mum goes ‘have you been smoking, because you stink of smoke?’ and I go ‘no’!”*

CYP highlighted how unpleasant the physical environment seems to be, with respondent stating, *“and like when you're walking across the street...there's all ciggies on the floor,”* and another adding that, *“you can smell it.”* They also gave their opinion in relation to government policies, for example, *“do you know where it says on the ciggy packet ‘smoking will kill you’ or whatever ‘don't smoke.’ Why does it say that? Why do they sell them then? Don't sell them if it's going to kill you.”*

CYP declared that SFS project did not change their views on smoking because they were already against smoking before the campaign started, *“I have always felt this way, but I have learned a little bit more since being involved in dodgeball.”* However, whilst CYP recognised that although they did not change their views on smoking, they felt more aware about the negative consequences, *“I knew it was dangerous, but I never knew it was that dangerous.”*

### 3.4.8 Impact: Intentions

The majority of CYP affirmed that currently they do not have the intention of smoking in the future, *“I'm never smoking in me life,”* and that after attending SFS sessions, they feel even more determined to never start smoking, *saying, “It gives you more reason not to smoke.”*

CYP highlighted several reasons for wanting to be smoke free including the effects of smoking on health, saying *“I don’t wanna die,”* and, *“because you will damage yourself and you won’t even know about it.”* Other reasons given were because smoking is addictive, *“You just can’t stop, it’s not fair,”* and that smoking is a waste of money, *“It’s about the money... you spend all your money and then you go for your money and it’s not there.”* In contrast, a small number of CYP articulated to have the intention of smoking in the future but they could not provide any reasons to support their intentions.

CYP assured that they would not smoke, even if a best friend offered them a cigarette as, *“It’s our choice, they do what they want to do and I do what I wanna do.”* One of the CYP articulated this with the following personal experience;

*“...I was in the park with my two friends and she had just come in and she had bought these fake ciggies from smiggys. And she went to one of my other friends ‘do you wanna smoke’ and she went ‘only if [speaker] will’, so she asked me and I said ‘no’ and my other friend said ‘no’, but like I just said ‘no’ and walked away, but why I did it that’s what it used to be like. If you didn’t do it you couldn’t be in the gang.”*

Some CYP also mentioned influencing peers as a factor in not intending to smoke, as one said, *“Another (reason) is that you could be determining other people to smoke. If they think it’s cool what you’re doing they could try it.”* They also mentioned that they would try to encourage the peers who smoke to quit, *“I would say ‘pack it in.’ Because there’s no point doing it, ‘it ruins your life.’”*

### **3.4.9 Improvements**

Table 3 depicts the improvements to the SFS campaign as suggested by CYP. Several CYP proposed utilising a larger variety of sports. They suggested a countless list of activities including games (stuck in the mud, ball tag, sardines, manhunt, hide and seek, British bull dog, knock knock polo, play flights), sporting activities (football, basketball, cricket, golf, tennis, badminton, baseball, netball, kayaking, rugby, taekwondo, roller blading, gymnastics, rounders) and exercises.

**Table 3. Improvements to SFS campaign suggested by CYP**

<b>Facilities</b>	<b>Example quotes</b>
Youth clubs	<i>"Put like in a bigger room or somewhere else?"</i>
<b>Sport related activities</b>	<b>Example quotes</b>
Variety	<i>"Play different sports, that are fun and that they won't waste their time. They can play all different games so they won't get tired of the same game and they won't waste their time because they have fun,"</i>
Suggestions of sports/activities	<i>"Stuck in the mud, ball tag, football..."</i> <i>"Running around games like basketball, cricket, rounders...you want a lot of that,"</i>
Structure	<i>"We need to warm up and when there's one coach we can't do anything we just have to wait,"</i>
<b>Smoke free messages</b>	<b>Example quotes</b>
Educational information	<i>"At the end of each lesson they should, workers or whoever, they should speak to all of us about to don't smoke,"</i>
Involve families	<i>"Erm, get more people to tell their mums like... talking about something like how smoking can harm ya,"</i>
Ban smoking in facilities	Respondent: <i>"Shut the doors so smoke can't get in"</i> Interviewer: <i>"Well no-one should be smoking in the centre?"</i> Respondent: <i>"You could do it outside or inside can you?"</i>
Posters	<i>"More posters to say smoking kills. They have them in sweets shops and chippys,"</i>
Suggestions of activities	<i>"The game I have heard of is like Ciggy stamping, you get loads of boxes of ciggies and face them down all over the floor, then you get a big gang of kids and the start going... (stamp!, stamp!),"</i>  Respondent: <i>"Have you ever seen the... like, the bus that goes round that does all the activities. I've forgot what it's called..."</i> Interviewer: <i>"The Sportslink's Bus?"</i> Respondent: <i>"Yeah, and should go out and do stuff about like not smoking and all that,"</i>

The proposed list of activities also included two of the activities of the project, dodgeball and boxing, however, nobody mentioned dance. The most common activity was football, which was suggested within 7 focus groups, followed by boxing and basketball, which were suggested within 4 focus groups. A few CYP would rather the SFS activities took place in larger facilities with more space.

In terms of smoking prevention related activities, numerous CYP proposed to provide educational information regarding smoking prevention and smoking cessation. For example, one group suggested creating promotional materials such as smoking prevention posters.

One group recommended involving families in the project with the aim of helping parents (current smokers) to stop smoking. Another group also suggested truly banning smoking outside and inside of the sporting facilities. In addition, several groups also generated novel games or suggested concrete activities, with one respondent feeling that a healthy bus could be used to implement the messages.

### **3.5 Emergent themes**

- From the 243 CYP who participated in SFS, consent was obtained for 83 CYP to participate in the research, with 71 CYP completing questionnaires at both baseline and immediately post-campaign and therefore included in the final sample.
- At baseline, almost every CYP (97%) reported 'not to smoke at all nowadays' and more than three quarters (80%) reported 'not having ever tried smoking'. This reflected the young age of the sample.
- The majority of CYP surveyed had 'no intention of starting smoking in the near future' (90%), 'even if a best friend offered them a cigarette' (89%), a view shared during the focus groups.
- During the focus groups, the majority of CYP articulated that at least one member of their families currently smokes.
- Smoking levels did not change throughout the project, so almost all CYP remained smoke free (ceiling effect). The campaign appeared to show positive educational effects on CYP's attitudes and beliefs about smoking. There was a significant increase in those that thought smoking cigarettes 'made no difference to gaining or losing weight' (20% to 34%). Furthermore, there was a significant

increase in CYP stating that, if someone starts smoking, it will definitely be difficult to quit (52% to 62%).

- Some CYP were aware of the campaign and identified that it included sports activities and aimed to prevent smoking uptake. However, others were confused with the type of activities that SFS offered. Only one group of CYP remembered specific smoking related activities.
- Some CYP were not aware of the possibility of making a pledge to be smoke free. Other CYP had signed the pledge and planned to stick to it.
- Some CYP said that coaches had talked about smoking after the sporting activities, and a few CYP could also remember some games/activities, which covered smoking prevention contents. On the contrary, several CYP had never heard smoke free messages during sessions.
- CYP reported that SFS had taught them new aspects concerning smoking that made them more determined to never smoke and they recognised that, after taking part in this project, they were more aware about the negative consequences of smoking.
- Although the majority of CYP were non-smokers, a few mentioned being unhappy with the idea of someone (e.g. coaches/family members) who smokes telling them not to do it.
- CYP stated that they would like SFS to continue and mentioned that they would be interested in continuing taking part. They also provided a number of ideas to improve the project:
  - Keep informing participants about smoking prevention/cessation
  - Involve families and relatives in the project
  - Ban smoking inside and outside of the sporting facilities
  - Provide a larger variety of sports and games (CYP mentioned a total of 24 sporting activities, games and physical activity sessions)

## Chapter 4

### Research findings: Coaches

#### 4.1 Aims

The aim of this study was to explore the views and opinions of the coaches with regards to the SFS campaign, and to examine whether the brief intervention training significantly increased sport coaches' self-efficacy (confidence) to deliver smoke free messages to CYP.

#### 4.2 Methods

##### 4.2.1 Participants and Recruitment

Twenty-four coaches (professional coaches, n=14; volunteer student coaches, n=10) attended the brief intervention training to deliver smoke free messages in February 2011. Before the workshop commenced, all coaches received a participant information sheet and consent form about the research study. All coaches consented to participate and a sub-sample (8 professional & 10 student volunteers) were interviewed at the end of the campaign to explore their views and opinions on SFS.

##### 4.2.2 Design and Methods

Self-efficacy is a person's belief in their own competence<sup>25</sup>. The self-efficacy towards delivery of SFS questionnaire was used to assess the impact of the brief intervention training on coaches' self-efficacy to deliver smoke free messages. The questionnaire consisted of items adapted from Lane's<sup>26</sup> measure of self-efficacy specific to statistics courses in sport. Questions were developed by a team of researchers following a consultation period with health professionals surrounding the skills required and in accordance with the learning outcomes from the workshop (see Appendix B). The items were then piloted with a number of sports coaches, and amendments were made according to the feedback received, aiding the content and construct validity of the questionnaire.

The final questionnaire comprised of 14 items (8 delivery and 6 knowledge items), on a 5-point Likert scale, anchored by *Not confident at all* (scored 0) to *Very confident* (scored 4), which took the participants 5 minutes to complete (Appendix E). The questionnaire was completed by coaches immediately before (pre) and after (post) the 3 hour workshop. To examine the long term impact of the training, the questionnaire was completed again 3 months after the training (follow-up).

Focus groups (n=3) and interviews (n=12) were used to explore the views and opinions of a sub-sample (75% of the original sample) of coaches with regards to the SFS campaign. These took place between April and June 2011 in either local community sport settings or in a private room at the researcher's workplace. A semi-structured interview schedule (Appendix F) was adopted, covering all aspects of the SFS campaign including training, SFS manual, SFS pledge, coaching, and delivery of the messages. Opportunities were given at the end of each session for coaches to make comments about issues that had not been covered. Each focus group or interview lasted between 20 – 50 minutes and was recorded using a Dictaphone.

#### **4.2.3 Data Preparation and Analysis**

Prior to data analysis the self-efficacy questionnaires were checked and collated and descriptive statistics were generated for all variables in the study. Paired-samples t-tests were applied to test for differences between pre and post training scores, and a one-way repeated measure ANOVA to test for differences between pre, post and follow-up scores. Statistical significance was set at  $p < 0.05$ , and all analyses were conducted using SPSS 17.0 for Windows.

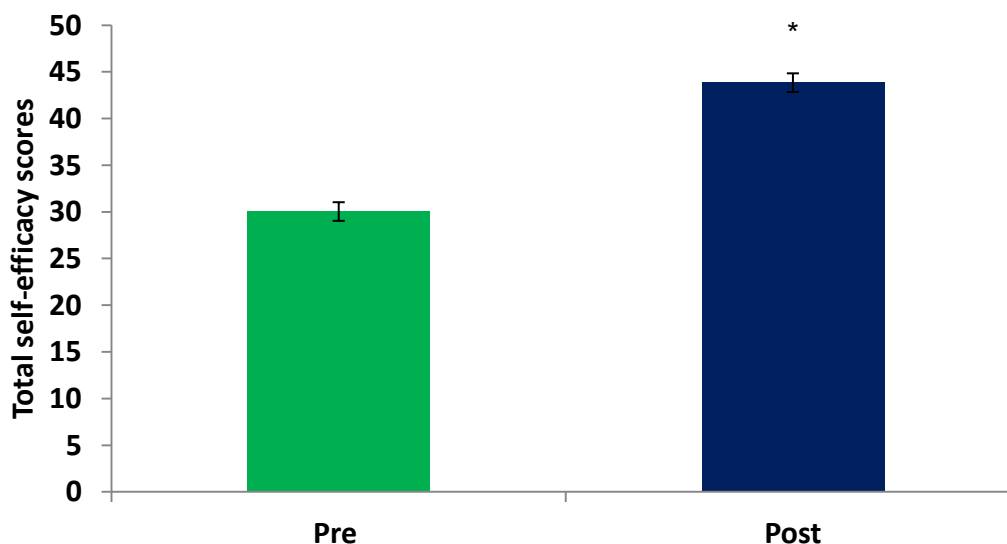
All interviews and focus groups were recorded with permission from participants and transcribed verbatim for analysis. Transcripts were imported into NVivo 2.0 software programme, and subjected to thematic analysis using an identical process to that outlined on pages 19-20.



### 4.3 Quantitative findings

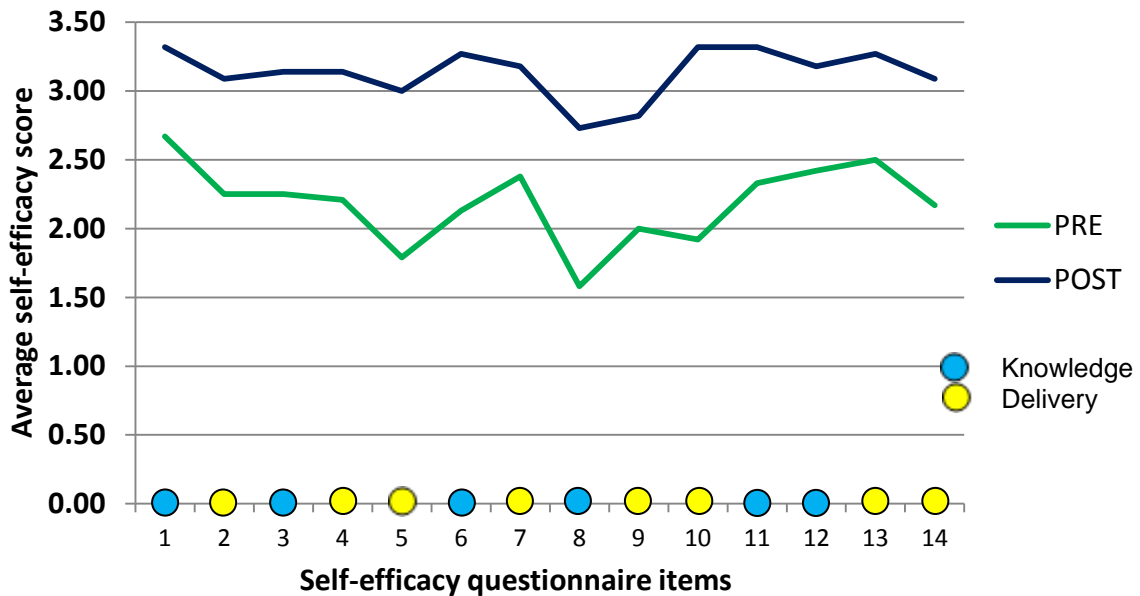
#### 4.3.1 Changes in Coaches' self-efficacy to deliver smoke free messages

Questionnaires were returned pre and post the brief intervention training from 24 coaches (17 males), which consisted of 14 professional and 10 student coaches. As shown below in Figure 4, there was a significant 13.8 unit increase in coaches' average self-efficacy from pre to post training ( $p < 0.001$ ). Furthermore, significant increases in coaches' self-efficacy pre and post the training were found by sex (males  $p < 0.001$ ; females  $p < 0.005$ ), and coach type (student  $p < 0.001$ ; professional  $p < 0.001$ ).



**Figure 4. Coaches' self-efficacy before (pre) and after (post) the brief intervention training.** *The graph shows that coaches' self-efficacy to deliver the smoke free message significantly increased following the workshop.*

Coaches' average self-efficacy on each of the 14 questionnaire items, pre and post the brief intervention training is displayed below in Figure 5. Increases in self-efficacy were observed on each of the 14 items and ranged between 0.68 – 1.41 units. Further, significant increases in self-efficacy were found on both the knowledge and delivery domains ( $p < 0.001$ ).



**Figure 5. Coaches’ self-efficacy on each item, before (pre) and after (post) the brief intervention training.** *The graph shows that coaches’ self-efficacy scores on each of the questionnaire items increased after the training.*

#### 4.3.2 Medium term changes in coaches' self-efficacy following training

Seventeen coaches (10 males), returned pre, post and 3 month follow-up self-efficacy questionnaires, which consisted of 7 professional and 10 student coaches. Significant differences were found between pre and post ( $p < 0.001$ ), and pre and follow-up ( $p < 0.001$ ). There was no significant difference between post and follow-up.

### 4.4 Qualitative findings (Professional coaches)

#### 4.4.1 Brief Intervention Training

Coaches’ perceptions of the training are displayed above in Table 4, and they described the brief intervention training workshop as “*interesting*,” “*useful*,” and “*enjoyable*.” Four coaches suggested that their self-efficacy and confidence to deliver smoke free messages increased after the workshop. Coaches mentioned that the training was informative and that it refreshed their knowledge. The content of a cigarette was the most significant piece of information that the coaches recalled. Highlights of the workshop involved testing out the carbon monoxide reader, the group sessions and tasks with other coaches.

**Table 4. Coaches' perceptions of the brief intervention training.**

<b>Positives</b>	<b>Example quotes</b>
Knowledge & Information	<i>"That's where I got my information from, had I not gone to the training I don't know where I would have got the information from,"</i>  <i>"I didn't know the amount of stuff that was put into cigarettes, I mean it was phenomenal, it was mind blowing really because the only thing that wasn't in it was cement, I mean there's everything else in them. Like 90+% of it was disgusting like, I just thought you might as well put a firework in your mouth...I thought tobacco was a plant to be honest, but that's probably only 1% of it,"</i>
Positive views	<i>"I took a lot away from it, it was an eye opener in a way,"</i>
Workshop activities	<i>"There were some good little tools to play with like the carbon monoxide reader,"</i> <i>"We talked about delivering the message in focus groups, and it was more about people in the group and how they would deliver the message as opposed to it being imposed on you, which I think is the right way to do it,"</i>
Self-efficacy	<i>"I feel very confident, for example everything we learnt on the brief intervention training then I'd say I'm confident,"</i>
<b>Negatives</b>	<b>Example quotes</b>
Delivery	<i>"Saturday morning is never ever good, and at 9am start,"</i>
Knowledge	<i>"At the end of the day its common sense isn't it,"</i>
Skill	<i>"It still left me a little bit short,"</i>
Self-efficacy	<i>"Out of 10, I think on the questionnaire at the course I put 8 but I reckon I'm about 4 or 5,"</i>
<b>Improvements</b>	<b>Example quotes</b>
Learning styles	<i>"I would just say a little bit more interactive for different type of learners,"</i>
Specificity	<i>"I do think it needs to be a lot more specific, maybe a more in-depth one for coaches who are working directly with specific kids, who are interested in sport or whether it's a specific age group,"</i>
Child-centred	<i>"Yeah I mean find out what the kids like, what they like to do, you don't have to be in their face with it,"</i>
Timing	<i>"It was dark and cold, it was in the evening, it would have been a lot better if it was during the day where people are more with it and take more in and give more back,"</i>

Negative issues raised by the coaches consisted of the style of delivery, timing and the information presented, with one coach saying that *"it was a lot to take in, there was so much information it was a bit overwhelming."* Some coaches felt that the information they were given was simple or obvious, and stated, *"it still left me a little bit short."* Five of the coaches felt that the training didn't provide them with the

necessary skills to practically deliver and promote SFS. Finally, a number of coaches proposed that they didn't feel confident following the training workshop.

The main theme to emerge around improvements involved developing the session to take into account different styles of learning, for example kinaesthetic, visual and auditory. Most of the coaches suggested that they would have liked an element of physical activity and learning by doing, *"maybe something more, maybe physical, that's my background."* Other recommended improvements include increasing the specificity of the training with respect to sport and age. One of the coaches emphasised the need to involve children in the session, and issues around the structure and day/time of the workshop surfaced in the interviews, *"if it was in the day then yeah fine."*

#### 4.4.2 SFS Coaching Manual

Most of the coaches commented that the coaching manual was given out too late, and that, *"if it was given out at the start that would have been better."* In addition, it was remarked upon by some that it was a big help, and refreshed their memories, *"Now I've got this it will help a lot more. Again, I'll let you know how I get on in the sessions but I feel a lot more confident now I've got that."* However, not all of the coaches made use of the manual.

#### 4.4.3 Messages and Delivery

Coaches' views, opinions and experiences of delivering the SFS messages are presented below in Table 5. Messages were mainly delivered at the beginning or end of sessions. The coaches came up with numerous methods of conveying the messages. For example, using questions and answers, through conversation and discussion, diagrams and visuals, and subtly dropping it in during the session;

*"I had to sit down with them and have a full on discussion about it, we'd do a brainstorm, I'd get a big massive flipchart out, we'd write things down, get them to write facts down that they might know, make it as interactive as possible."*

**Table 5. Coaches' views and experiences of delivering the SFS message.**

<b>When</b>	<b>Example quotes</b>
Beginning & End	<i>"At the beginning of the session I sat them and at the end of the session I sat them down as well,"</i>
<b>How</b>	<b>Example quotes</b>
Question & Answer	<i>"And at the end of the session as well I asked them questions on it, things like that,"</i>
Conversation & Discussion	<i>"Facilitate group discussions which were good, because obviously young people like to talk,"</i>
Diagrams & Visuals	<i>"I think they liked the diagrams; they were like WOW!"</i>
Subtle	<i>"It's a subliminal approach and you don't want to be seen to be lecturing them,"</i>
<b>Views &amp; Opinions</b>	<b>Example quotes</b>
Positive	<i>"So in general, because they got so much from it, I think it was positive,"</i>
Negative	<i>"It's about how you get this message into that coaching style and I don't think it's an easy task getting to deliver so much for so many different coaches,"</i>
<b>Key Messages</b>	<b>Example quotes</b>
Cigarette content	<i>"I think it was an eye opener in a way, I guess for me the stuff about the chemicals and the amount of things that are in cigarettes, like rat poison and stuff like that, it is a real eye opener and for me to use that as an example to get across to young people is like really?"</i>
Physical	<i>"I've tried to as the session is going on explain about it, like lung capacity is affected, so when kids are running around, one way I've tried to do it is I've asked them to carry something while they've been running and I've not told them why at first, like their bag, and they've noticed the difference and I've tried to explain to them that you become tired a lot quicker, I think the message itself has got to be linked directly to the sport."</i>
Fitness, Recovery & Performance	<i>"The practical ways was recovery, how quick each individual recovered from explosive exercises, that's the fundamental one really, they did the bleep test and things like that, so it was just the impact of that really and the recovery like how long it takes a certain individual to recover."</i>

The key messages that were communicated involved the contents of a cigarette. Other messages comprised of the physical effects of smoking (e.g., heart, lungs, and teeth), and the effects on fitness, recovery and performance. There were both positive and negative perspectives regarding the delivery of the messages. Some coaches stated that it was easy, *"I think it has been very good, getting the message across to the kids was the easy part I thought,"* whereas others commented that it was difficult, *"with me with the dance it was hard, I didn't just want to do a street dance and alongside it do the smoking, I wanted to link them, it was hard to do."*

#### 4.4.4 Youth Clubs and Youth Club Workers

Some of the coaches expressed that the messages were difficult to deliver in the youth clubs, *“Youth clubs are difficult to deliver this message at I’ve found. The kids just want to come and have a laugh with their mates.”* Furthermore, with one youth club there were competing activities (for example, trampolining running parallel to the coaching session) which negatively affected numbers and attendance rates.

It was highlighted that the youth club workers positively supported and assisted the sessions, *“youth club workers were there for our assistance to calm the children down or getting them to stay in the same room or just managing the space better so you can concentrate on the actual content of the session.”* However, sometimes there was miscommunication between the youth club workers and coaches which resulted in some sessions being cancelled.

#### 4.4.5 Influence and Impact

Coaches mentioned that the CYP were keen to sign the SFS pledge to be smoke free for life, *“they all signed it willingly, so yeah the pledges weren’t that hard they pretty much did those themselves.”* The coaches indicated that the campaign has increased the children’s knowledge and awareness, and may put them off smoking, *“I would say it’s definitely making them think twice...facts like having one drag or puff on a cigarette actually is enough to get addicted to the nicotine is shocking and they’ll think twice about it.”* In contrast a number of coaches suggested that the children were uninterested in the messages, and that despite the knowledge and information they are receiving, they might not take it on board;

*“I think they all understand that smoking is bad, I think the message is out there that smoking isn’t good for you, that smoking kills, that you can get lung cancer...you know the message is out there and I think everyone understands that, but it doesn’t mean that they will act upon it.”*

Some coaches stated that the CYP often brought up stories of their family members who smoke, *“the younger kids were like my dad smokes and it’s disgusting and I’m always telling him to stop,”* and, *“I do remember talking to one girl and she said that her Grandma had died of smoking, so she would never go near one herself.”*

#### 4.4.6 Highlights and Positives

Having a large group of CYP attending the sessions was a common highlight for the coaches, as were sessions where the children were interacting and engaged. Coaches mentioned that some of the children have continued participating in the sports (boxing and dance) after the campaign, *“From doing the youth clubs we’ve had quite a few coming, there’s one or two getting presented with medals tonight, yeah and girls as well, an increasing number of girls starting.”* Coaches suggested that the CYP *“loved”* and *“thrived off”* the sessions. Most of the coaches made positive comments about SFS campaign, describing it as *“worthwhile,”* and one commented, *“straight away I thought it was really positive.”*

#### 4.4.7 Challenges and Barriers

Various coaches described some of the CYP’s behaviour as *“wild,”* and, *“crazy”* as they swore, kicked and punched each other. Their concentration was easily lost and they became bored very quickly, *“The younger children were probably worst without a doubt only because the concentration span was very short, I mean once you go on for more than 5 minutes, their concentration is gone.”* Themes to surface around attendance involved either too many or too few attending the sessions. A further challenge for the coaches involved the children not wanting to participate, *“I think you get one or two kids who are interested in doing nothing; they just want to go down and have a game of snooker or sit with their mates.”*

#### 4.4.8 Improvements and Future

Table 6 presents coaches’ recommendations to improve and develop the SFS campaign. The majority of coaches proposed that SFS may be more successful in schools, for example during assemblies, PE lessons, lunchtime and after-school clubs. It was also suggested that it could be implemented in *“established groups”* for example sports clubs/teams, and another option that emerged was to involve families. A whole host of sports/activities (both team and individual) were suggested to spread the SFS message, the most common was football. In addition, the coaches suggested providing more variety and choice.

**Table 6. Coaches' suggested improvements and future for the SFS campaign.**

<b>Environment</b>	<b>Example quotes</b>
Schools	<p><i>"Also going into schools with it because the groups are already there and that is the hardest part,"</i></p> <p><i>"I think it would be a big hit in schools, I've done a lot of work in schools and I think that would be the ideal place to start definitely yeah, I think that would be very successful,"</i></p>
Sports Clubs & Teams	<i>"So instead of trying to get a group of new kids to come to something, maybe get the coaches who are already doing it so the group is established, half your battle is already won,"</i>
Families	<i>"I think with the younger ones it would be useful to get their families involved as the prevention,"</i>
<b>Sport &amp; Activity</b>	<b>Example quotes</b>
Others	<i>"Lads like to kick a football round don't they so that's the number one, it's the number one sport,"</i>
Variety & Choice	<i>"I think it's difficult to try and gauge what would go down...maybe if you were to split the session in two and give them the choice,"</i>
<b>Dose</b>	<b>Example quotes</b>
	<i>"I think it's a long term issue like most health issues...we have piloted it for 12 weeks, and we are embedding the message into the coaches but it will take a lot more reinforcing for it to happen and to have a significant impact,"</i>
<b>Promotion &amp; Advertising</b>	<b>Example quotes</b>
TV, Radio, Posters & Word of mouth	<i>"I just thought that there needed to be a lot more advertising and more getting it out there because if more people knew about it, especially parents, they would really get their children involved and it would be even more successful,"</i>
<b>Coaching</b>	<b>Example quotes</b>
Teamwork	<i>"Another coach or another adult in there would have helped with the kids, I'd definitely want somebody else to go in with me, even if it was just a member of the youth club,"</i>
<b>Messages &amp; Delivery</b>	<b>Example quotes</b>
Implementation	<i>"I'd go with the visual aids like were saying before. I think that would hit home,"</i>
Deliverers	<i>"Rather than getting the coaches to deliver the sessions, try and get young people to deliver it as well, give them more of an active role in it and let them feel it belongs to them, rather than it belonging to the system, because it does belong to them, because it's their health,"</i>



Coaches stressed the importance of continuing the project, feeling that 12 weeks are too short, whilst it was suggested that increased promotion and advertising of the campaign was needed for it to be more successful. They recommended utilising TV, radio, posters and word of mouth as one coach stated *“it’s always about talking to people, just going out there and telling everybody, that’s the best way.”* It was commented upon that some of the coaches would have liked another adult/coach in their sessions to provide support, assistance or feedback, *“Sometimes I craved another adult to be there, just someone to watch the choreography and say ‘yeah, it’s good and they’re getting it.’”*

With regards to the implementation of the SFS messages, the coaches discussed that they would like to utilise more resources, skills and techniques to deliver the messages. For example *“words can be good but pictures can be a lot more, like have an impact more, so yeah more visual.”* In addition, they proposed that either the youth club workers or children themselves deliver the messages.

## **4.5 Qualitative findings (Student volunteer coaches)**

### **4.5.1 Messages & Delivery**

Student coaches came up with different ideas in which to deliver the smoke free message, including talking about celebrities and icons that smoke, and making up different games;

*“It was where you had to pick, say it was 5 onto 5, but one person was the Dr and he was like the healer and the non-smoker and from there the teams would discuss who was going to be the Dr, but the other team wouldn’t know. So if someone was hit with the ball they had to sit down on the spot where he was hit and then all four of the team members would run around and they would all touch him, but only that team would know who the Dr was, so he would then get up and play again. But obviously when the healer/non-smoker was out he sat down and nobody could get him back in.”*

### 4.5.2 Challenges and Barriers

Additional challenges and barriers that were mentioned by only the student volunteer coaches included that they had time management issues between the SFS sessions and university work. Furthermore, some were not committed to the campaign, *“sometimes you just didn’t want to be there so you didn’t do anything, just sat down.”*

A number of them expressed that the CYP got bored of dodgeball, were uninterested in being coached so they felt like referees, *“I felt all I was doing was standing there blowing the whistle.”*

Finally, the student volunteer coaches felt unprepared for the Youth Club setting, *“We had a reality check because we’ve never coached kids that are from youth clubs before, and they were obviously quite naughty, I was freaked out a bit on my first session, I was like oh my god get me out of here.”*

### 4.5.3 Improvements & Future

Student coaches suggested that to improve their delivery of the SmokeFree messages, they would have preferred to have more structure and planned sessions. Moreover it emerged that they would prefer to stay in the same Youth Club to coach the same group of children to build up rapport and relationships, rather than being, *“here, there and everywhere.”*

## 4.6 Emergent themes

- 24 sports coaches attended a 3 hour training workshop delivered by Roy Castle FagEnds in partnership with LJMU to give brief interventions to CYP.
- Immediately following the brief intervention training there was a 45% increase in coaches’ self-efficacy to deliver smoke free messages to CYP.
- 18 coaches were interviewed following the campaign. Coaches generally articulated that they enjoyed the training session and, as a result of attending they felt that they had gained knowledge and information, and increased their self-efficacy. However, some coaches felt they did not learn much.

- Suggested improvements to the workshop included altering the delivery methods to cater for different learning styles of the coaches.
- Coaches' highlights and positives comprised of those sessions in which a lot of children attended and participated. Coaches enjoyed being part of the campaign and felt it was worthwhile.
- Challenges and barriers for the coaches surrounded the CYP's behaviour, lack of attendance and participation. A number of coaches stated that it was difficult to deliver the smoke free messages in Youth Clubs, and that competing activities sometimes affected attendance and participation. Youth Club workers supported the coaches with discipline, as they already have a relationship and bond with the children.
- Several coaches also commented that the children were bored and uninterested in the activities (dodge ball, boxing and dance) and would have preferred football. Some coaches questioned the philosophy behind the intervention, suggesting that the duration was too short.
- Coaches stated that they delivered smoke free messages at the beginning, end or half way through the session. Various approaches were used to deliver the smoke free message, these included question and answer techniques, the use of visual aids and through general conversation. Key messages included cigarette content, the dangers of smoking, and the effects of smoking on fitness, performance, and the cardiovascular system.
- Some coaches suggested that SFS had a positive influence and impact, as it increased knowledge and awareness; however, others commented that the children were uninterested and didn't care.
- A number of coaches commented that the coaching manual was a big help, whilst some didn't read it. The majority expressed that it would have been more beneficial if it had been given out at the beginning. Some coaches suggested that the pledge aided impact and understanding.
- Suggested improvements for future consideration included the provision of SFS in schools; teams/clubs, increasing promotion and advertising; and enhancing coaches' skills and techniques of delivering the smoke free messages. Additionally coaches suggested utilising a wider range of sports and activities.

## Chapter 5

### Research findings: Youth Club Managers and Stakeholders

#### 5.1 Aims

The aims of this study were to explore the views and opinions of the youth club managers (YCM) and project stakeholders with regards to the SFS campaign.

#### 5.2 Methods

##### 5.2.1 Participants and Recruitment

The managers of each of the five youth clubs participating in SFS and four of the project stakeholders, including the SFS Project Officer, the SmokeFree Liverpool Co-ordinator, a coaching development officer at Merseyside Sports Partnership and an employee from the Alcohol and Tobacco Unit within Liverpool Trading Standards, were invited to take part in an interview. Before each interview began, participants were given an information sheet and consent form.

##### 5.2.2 Design and Methods

Semi-structured interviews (n=9) were used to explore the YCM and stakeholders' views and opinions of the SFS campaign. The interviews took place between August and September 2011 in either local community settings or a private room at the researcher's workplace. For the YCM, key areas for discussion were social marketing, impact of the campaign, smoking behaviour, attitudes and knowledge, and suggestions for improvements to the campaign (see Appendix G). Aspects of the stakeholders' interview schedule involved the brief intervention training, SFS events, main positives, challenges and improvements of the campaign, and the future of SFS (see Appendix H). Opportunities were given at the end of each interview for the YCM and stakeholders to make comments about issues that had not been covered. The interviews lasted between 20 – 50 minutes and were recorded by Dictaphone.

### 5.2.3 Data Preparation and Analysis

All interviews were recorded with permission from participants and transcribed verbatim for analysis. Transcripts were imported into NVivo 2.0 software programme, and subjected to thematic analysis using the process outlined on pages 19-20.

## 5.3 Findings: Youth Club Managers

### 5.3.1 Social marketing

Most of the YCM stated that the purpose of the SFS campaign was smoking prevention, *“it's about getting the message across about not to start smoking.”* Some of them also recognised that the sporting activities served as the vehicle to deliver the smoking prevention message, *“using fitness as a key, using you know the different games like the dodgeball.”*

According to the YCM, the SFS campaign coaches helped to educate CYP in relation to the conflict of interests between smoking and participating in sports, *“if they're into football, say if you smoke it will affect your football in this way, that type of thing.”*

### 5.3.2 SFS Initiatives

Several YCM articulated that the SFS activities suited their youth club. Various YCMs provided positive comments in relation to the types of sports (dodgeball, dance and boxing). Several highlighted the fun component of the activities, *“erm, the dodgeball that was... that went down really well... that was tons of fun.”*

In terms of the duration of the SFS campaign, some YCMs believed that the SFS campaign should last longer to be able to build a rapport with the participants, saying *“to really strike up a relationship with the kids...because until they trust you they won't listen to you at all, I think it should be longer”.*

In contrast, another YCM verbalised that activities may need to be changed to sustain CYP interest, saying *“for young people from what I see 6 weeks is a long time for dodgeball, maybe if it has been dodgeball for 2 weeks, something else for 2 weeks and back to dodgeball maybe. Just to mix it up a bit”*.

In relation to the pledges, some YCMs considered that the pledges could work but only temporarily, saying *“yeah I think that actually works well in the short term... how long the pledges lasts even for adults ye know varies ye know so”*. In contrast, one of the YCMs who vaguely remembered about the pledges mentioned that *“they’re a waste of time to be perfectly honest, the certificates, because I’ve got them all behind the coffee bar. You give them out and they’re not bothered”*.

In terms of the campaign legacy, all YCMs recognised that SFS left a legacy behind in relation to raising awareness of other organisations to partner with, smoking duration, new sports, new sporting equipment, trained members of staff on smoking prevention, and built capacity for running smoking prevention activities, *“we were looking at coming into our autumn/ winter programme now we sort of like resurrecting it again with our own staff and doing little workshops on the damages of smoking can do”*

Finally, YCM affirmed that they would support future SFS campaigns and most of them articulated that the SFS campaign was *“a great campaign,” and, “absolutely fantastic, the whole idea of SFS.”*

### **5.3.2 Impact on children and young people’s behaviour, attitude and knowledge**

The YCM mentioned that few smokers attend the youth clubs, *“we have very few smokers here in our young people.”* Consequently, it was stated that SFS did not impact on the CYP’s behaviour, with one YCM saying *“in relation to stopping or reducing their smoking nothing has changed because they weren’t heavy smokers to start with.”*

In terms of the impact on attitudes, one manager remarked that the SFS campaign reinforced children's non-smoking attitudes, *"I think it's re-affirmed for them you know that this is not a good thing to do... definitely."* With regards to knowledge, various managers believe that SFS has increased CYP's awareness of smoking. Furthermore, one of the managers stated that the SFS campaign had an impact on the current smokers, who have ambitions of developing careers in sports:

*"If you're thinking of a career that has a lot of physical activity...given the message that you were giving through SFS and going into careers that have physical activity as part, they realise that smoking is not going to enhance their performance."*

### **5.3.3 Impact on staff and volunteers' behaviour, attitudes and knowledge**

According to the YCM, all of the youth clubs have some members of staff who smoke. One mentioned that some have tried to quit as a consequence of the SFS campaign, saying:

*"Here at least 2 members of staff have tried to quit since then, the success hasn't quite been there yet but you know it's got staff thinking about trying to quit and think 'what are we doing?'"*

One manager disclosed that SFS may not have had an impact on their staff's behaviour but it has made an impact on their knowledge,

*"two people that went on the course both smoke and I don't think anything will ever make them stop smoking but they actually were shocked by the training."*

Another manager highlighted that the SFS campaign has made an impact on the pressure that the CYP put on members of staff to encourage them to quit smoking,

*"one of our staff members who smokes went to light up a cigarette and all the kids were on to him straight away so he's tried to pack it in now."*

### 5.3.5 Improvements

Although several YCM envisaged schools as a suitable setting for rolling out SFS, they noted that in schools CYP do not have the same degree of freedom in their choices, what may affect the voluntary philosophy of some SFS activities such as signing the smoke free pledge, *"...they're going to write the pledge because they've been told to right the pledge because it's part of what they're being told to do that day..."*.

The managers provided several aspects for future improvements in relation to members of staff/volunteers, sporting activities and the brief intervention training. In relation to the staff/volunteers, they articulated that it was positive to have new faces, as one said: *"it's always nice to have a fresh face coming in because the young people must get absolutely sick to death of seeing the same staff here."* However, some mentioned that it was important to first focus on building a relationship with the CYP;

*"I would embed the coaches into the programme more if that makes any sense so that they're coming in making up for that hour...I'd say they come in and build relationships within say a session and obviously get to know the young people."*

Some of the managers referred to a number of volunteers having a difficult time. In relation to the sporting activities, the managers suggested including competitions;

*"I think one of the good things about dodgeball that could have been better would be to have little competitions, because that never happens - against other teams in another club. They're very competitive. The last two weeks, you know you had that finale? I think that would have been good to have a dodgeball competition where you get a trophy. They would have loved that."*

Furthermore, they recommended increasing the variety of sports, *"I'd alternate that a bit more, I think they should try other sports I think maybe cricket or a bit of golf,"* and avoiding clashes with the youth club activities, *"I think with the dance, the reason why they didn't get many numbers there is because that was on a Thursday night*



*and trampolining's on a Thursday night and that's been set up for years, it's really popular.”*

In relation to the brief intervention training, one manager suggested training their own staff to deliver the smoke free messages, and another mentioned, *“put more people on the training and then maybe you know the pack that we got, we didn't get that until it had finished so if we got that at the start, getting it out earlier.”*

## **5.4 Findings: Stakeholders**

### **5.4.1 Brief Intervention Training**

The stakeholders commented that the brief intervention training was useful as it provided the coaches with knowledge and information and, *“in terms of the content I think it's great.”* Furthermore, the stakeholders highlighted that the training up-skilled the coaches so that they were able to raise issues about smoking with the CYP, *“I think it's something that is needed because a lot of these coaches probably don't have the experience or knowledge of knowing how to raise these issues.”* However, the stakeholders also suggested that the coaches need more skills and practical tips of how to deliver and implement the messages through sport;

*“I'd say they got the theory behind it, but not the practical tips as how to do it,” “They still need more work on how they are going to implement those messages into the sessions. I know they got the key messages and themes and what to deliver, but it's how to take that and put that into a session.”*

Therefore, suggested improvements involve making the training more practical, with more ideas and examples of how to actually implement the messages, as one stakeholder said: *“Just needs to be more practical and tips on how to deliver the message, that's something that I would try and go on to improve.”*

### 5.4.2 Launch and Community events

The main positives around the SFS events involved the Councillors being present and the coaches spreading the SFS messages, *“the way the messages were put across and everything was really good and everything that was going on was brilliant.”* The stakeholders commented that the events could have been better attended, *“it would have been nice to have seen more kids there.”* Furthermore, they stated that the events needed more promotion and advertising to raise awareness. Therefore, suggested improvements involve increasing promotion and advertising, increasing the SFS activities on offer, and providing transport for the children, *“I think the idea of bussing kids in or even arranging like a taxi service or something to get the kids there would help.”*

### 5.4.3 SFS coaching sessions

The stakeholders believed that the student volunteer coaches were faced with numerous challenges, as they were relatively inexperienced coaches, they were not used to working in the youth club setting or dealing with the children’s behaviour. Suggested improvements involve utilising at least level 2 coaches. In contrast the stakeholders believed the professional coaches were able to implement the messages, *“The boxing and dance coaches they were totally fine, they had the experience and the knowledge to be able to implement it in.”*

### 5.4.4 Social marketing

The stakeholders used positive adjectives like *“bright,” “clear,”* and, *“catchy,”* to describe the SFS brand, *“I love the brand, and love the logo, loved the slogan and thought they worked really well.”* Words like *“fantastic,” “brilliant,”* and *“useful,”* were used to describe the materials and collateral (e.g., water bottles, pens), which helped spread the messages. One of the stakeholders mentioned the difficulties of trying to spread the SFS campaign utilising social networks (e.g., Facebook), and that fewer materials and collateral could have been used, as they were quite expensive and generally the children were happy to just receive one thing. Suggested improvements involved giving out materials (e.g., t-shirt) at the beginning of the campaign to spread the SFS brand and message, and also to give out only one or two pieces of equipment to each child (e.g., water bottle).

#### 5.4.5 Steering group

Key highlights of the steering group included the positive individual members, the contacts and connections that were made, and the ideas that were shared and developed;

*“I think the steering group was like a sounding board for our like, the work we were doing on the project, they brought like skills and resources and we kind of bounced ideas off them and they have a wealth of knowledge of what’s going on around the area.”*

The main challenge involved the “fizzling out” or “dwindling” of group members over time.

#### 5.4.6 Positives of the SFS campaign

From the stakeholders’ point of view, crucial aspects of the campaign included the SFS messages, which made an impact, *“they don’t quite take it on board the same when it comes from a school, and when they get it from other people, particularly the coaches, it’s a better message.”* In addition, it was highlighted that sport being an alternative to smoking was a key message;

*“It’s not don’t do this and don’t do that, its offering proper alternatives you know and some of the things we have explored have been things that sport can offer that when we ask older kids it’s what cigarettes give them, you know a buzz, companionship, you know all those sort of peer things, so it’s offering an alternative.”*

Numerous positive views and opinions emerged from the stakeholder interviews, for example that the campaign was “refreshing” and, *“there is a real need for a project of this kind to be continued.”* With regards to the CYP, positives encompassed their enjoyment and participation in the sessions, *“they did enjoy it and then when it was over they were like ‘when are you coming back?’”*

#### 5.4.7 Challenges of the SFS campaign

The stakeholders commented that it was a “*challenge*” for the coaches to get some of the CYP participating, “*I heard sometimes about the kids not joining in which is difficult if they just want to sit there...*” Furthermore, the youth club environment was described as “*difficult*,” as it is unstructured. As the project was a pilot in City and North Liverpool, the stakeholders suggested this restricted promotion and advertising, “*if it had been city wide we could have made much better use of some of the local media, on a neighbourhood level you can’t really do that.*” One of the stakeholders stated that some of the student volunteer coaches were unreliable and uncommitted;

*“With the volunteers because they are not getting paid, there were cases when they were letting us down, not turning up to sessions and again that can be quite frustrating because you have to cancel some sessions, and it obviously doesn’t look good on the project, and the kids aren’t getting the session delivered.”*

#### 5.4.8 Improvements and the future of SFS

Table 7 below depicts the stakeholders’ suggestions to improve the SFS campaign and where to take it in the future. One of the stakeholders was adamant that in the future at least level 2 coaches should be used, and that, “*it would be more of an interview process rather than just taking on the next person to come along and volunteer.*”

There were differences of opinion with regards to where the campaign should be delivered in the future. For example it was proposed to go city wide to target larger numbers and to make a greater impact, to move it into a different area of the city (e.g., South Liverpool) or to keep it in the same areas because of, “*the contacts and the relationships and if the kids have already started to have the message they might be more receptive to them coming back.*”

Enhancing advertising and promotion of the campaign was a common theme to emerge from the interviews, for example utilising newspapers, radio and role models. Finally, numerous environments were highlighted in which to deliver the project in the future, including sports clubs, youth clubs and schools

*“I think it would have worked better if it had run in schools, and I think it would be great to run it in schools in terms of structure and the kids maybe listen a little bit better and want to participate.”*

**Table 7. Stakeholders' suggestions for improvements to a future SFS campaign**

<b>Delivery</b>	<b>Example quotes</b>
Level 2 coaches	<i>“I think on reflection if we were to do it again I think the delivery part it’s important to make sure that if we have volunteers that they are level 2 coaching standard,”</i>
<b>Area/Scope</b>	<b>Example quotes</b>
City wide	<i>“We could put it across the whole of Merseyside where it could have a huge impact, but yeah that would involve some money, but it would have a massive impact,”</i>
Different area	<i>“I think it also depends like the kids from the City and North are very different from South Liverpool children and it would be very interesting to see how the South Liverpool children would react because I do think there would be a very different reaction, because it is a completely different area,”</i>
Same area	<i>“I think I definitely wouldn’t take it into another area, I think I would definitely...I don’t think what we have is 100% perfect, I think we should develop what we have before we take it into another area,”</i>
<b>Advertising</b>	<b>Example quotes</b>
Schools, Newspapers & Community Centres	<i>“Whether we can think of ways of using the media, maybe even something like the Mersey Mart or something that’s more locality based, all the free newspapers that they have in areas, I’m not sure, I mean I think it’s a shame we haven’t been able to use the big media,”</i>
Role model/Champion	<i>“Sporting people that don’t smoke, I think if you get someone who is local, a footballer or any sort of sporting hero, like get them on board, like Beth the gymnast, I think that was touched on but it could be explored further,”</i>
<b>Environment</b>	<b>Example quotes</b>
Sports clubs	<i>“Sport clubs because obviously they’ve already got a sports aspect and you’ve already got people who are coaching so you’ve got that element,”</i>
Schools	<i>“I think it would have worked better if it had run in schools, and I think it would be great to run it in schools in terms of structure and the kids maybe listen a little bit better and want to listen,”</i>
Youth clubs	<i>“With regards to the environment part of me says yes to keeping it in youth clubs,”</i>

## 5.5 Emergent themes

### 5.5.1 Youth Club Managers

- Youth club managers were fully aware that smoking prevention was the main purpose of the SFS campaign.
- Youth club managers believed that the campaign did not have an impact on reducing smoking because CYP were mainly non-smokers. However they thought that the campaign raised awareness.
- Some members of staff regularly smoke. According to the youth club managers, the SFS campaign did not make an impact on their smoking behaviour. However, a few tried to quit smoking as a result of feeling more aware of the damage that smoking can cause.
- The selected sporting activities (dodgeball, dance and boxing), were perceived positively. Different opinions in terms of the duration of the sporting activities were found.
- Schools were suggested as another appropriate setting for rolling out the SFS campaign. Conversely, negative aspects like less freedom of choice were also highlighted.
- Pledges were perceived a positive technique but only as a short term tool.
- More awareness and the capacity to develop similar smoke free sporting activities were perceived as the legacy of SFS campaign.
- Several improvements were suggested: support coaches to first build rapport, include competitions between youth clubs, increase a higher variety of sports, and avoid clashes with clubs on-going activities. In relation to the brief intervention training, it was suggested training own members of staff to keep spreading the smoke free messages,
- Distribute the manual earlier, for example, at the brief intervention training.

### 5.5.2 Stakeholders

- 4 stakeholders were interviewed following the campaign. They commented that the brief intervention training was useful as it up-skilled the coaches. However, they suggested the coaches need more practical tips on how to deliver and implement the messages.

- Suggested improvements to the workshop included involving more of a practical element.
- The stakeholders highlighted that student volunteers were faced with numerous challenges, and that in the future at least level 2 coaches should be utilised.
- Positive adjectives were used to describe the SFS brand, materials and collateral, for example bright, catchy and fantastic.
- More promotion and advertising of SFS events are essential, to increase CYP's attendance.
- The main positives involved the SFS messages, and that the campaign was refreshing.
- The main challenges involved the children's participation and the youth club environment.
- There were differing proposals of where to deliver the campaign in the future (e.g., city wide, same area and different area), and in what type of environment (e.g., schools, sports clubs and youth clubs).

## Chapter 6

### Synthesis of Findings

#### 6.1 Summary of findings

SFS is the first campaign in the UK to use physical activity and sport to promote the smoke free message to CYP. This research sought to examine the impact of the campaign on CYP's smoking behaviour, intentions, and attitudes and beliefs. In addition, we assessed the perspectives of the CYP, coaches, YCM's, and stakeholders on the project activities.

At baseline, quantitative data from CYP showed that almost all participants did not currently smoke. Prevalence of regular smoking significantly increases during the teenage years<sup>27</sup>, so this finding could be explained by the fact that over two-thirds of the sample were aged between 7 and 12 years. The finding also supported the focus of the campaign on the prevention of smoking uptake, rather than smoking cessation.

A high proportion of the CYP were non-smokers, which led to a ceiling effect, thus the campaign had no effect on smoking behaviour. It was encouraging to note that CYP who did not smoke at baseline remained smoke free at the end of the campaign and that one of only two regular smokers had quit. Qualitative data suggests that participation in SFS helped some CYP to feel more determined to abstain.

Nine out of ten CYP indicated that they had no intention of starting smoking in the next 12 months. CYP stated they wanted to remain smoke free as SFS had made them more aware of the health, addiction, and financial consequences of smoking. Whilst self-reported intention does not always represent the circumstances that CYP experience in reality<sup>28</sup>, a similar proportion did not intend to smoke, even if one of their friends offered them a cigarette. Peer influence was clearly apparent. CYP noted peers smoking but, importantly, felt that was their choice. Further, some CYP did not want to start smoking because this could lead to other peers smoking, whilst others said they would now try to get their friends to quit. It was also noticeable that the majority of CYP also reported that at least one family member smokes.



Almost 500 CYP demonstrated their intention and commitment to a smoke free life by signing the smoke free pledge, including 110 CYP from the five participating youth clubs. Whilst some children were not aware of the pledge, others recognised the initiative and its meaning. One YCM felt that signing the pledge was only likely to have a short term impact on the CYP's smoking behaviour. Nonetheless, the pledge may have subtly reinforced the CYP's conviction to be smoke free.

Knowledge is frequently measured and has a propensity to increase after interventions for preventing smoking amongst young people<sup>29</sup>. Questionnaire data suggested that the SFS positively influenced the attitudes and beliefs of CYP, with more children recognising that smoking per se does not impact weight status and that once someone has started smoking it is difficult to quit. This data was reinforced by the YCM's and some coaches, who acknowledged that whilst there had been no behaviour change, CYP's awareness around smoking had increased.

This suggests that SFS can provide a mechanism for health education that is necessary to dispel myths that exist among CYP around smoking and obesity, with physical activity being promoted as a genuine strategy to maintain a healthy weight. Further, YCM's intimated that some CYP acknowledged that smoking may affect their future opportunities, for example, to progress in an exercise-related career.

In SFS, coaches were a central component in delivering smoke free messages to CYP. It has been repeatedly stated that coaches are highly influential in the social, emotional, and psychological development of CYP, and are viewed as experts by young people, which may carry considerable influence<sup>30,31,32</sup>. Furthermore, coaches have access to young people at different stages of smoking initiation and use (e.g., experimentation, regular use) and they may be critical agents in addressing smoke free intervention<sup>33</sup>. However, as Corcoran and Feltz<sup>34</sup> state;

*“There is a need for programmes that will educate coaches regarding the critical chemical information and methods for developing intervention skills so that they may adequately, intelligently, and successfully discourage their young athletes from engaging in unhealthy behaviours.”*

SFS offered coaches within Liverpool City and North the opportunity to attend a free 3 hour workshop to educate them on giving CYP brief interventions around smoking. It was positive that coaches' self-efficacy to convey the SFS message significantly increased following the workshop. Furthermore, the coaches mentioned that the session was informative, useful and interesting. However, some coaches raised negative views on aspects of the workshop delivery, timing and content and felt that they should have received the coaching manual earlier.

Sports coaches and dance instructors verbalised having mixed experiences of implementing smoke free messages to CYP. Coaches who were successful in putting messages into practice did so verbally at the beginning and end of the session, using a mixture of question and answer, discussion and subtle approaches. Similar techniques were also used by West Virginia High School coaches when intervening with athletes who use smokeless tobacco (e.g., chewing tobacco and snuff)<sup>35</sup>. Key messages disseminated by coaches centred on the contents of a cigarette, the physical effects of smoking and the negative effects of smoking on sports performance, fitness and recovery. Some coaches were inventive and created imaginative resources (e.g. posters, diagrams) to illustrate these topics.

A significant number of CYP could not recall their coaches raising smoking issues with them during SFS activities. A number of coaches commented that they found the youth club setting a challenging environment, with the lack of structure and CYP's behaviour making it difficult to deliver health messages. Coaching experience in community settings appeared to be a critical factor in managing these conflicts.

Stakeholders and some coaches suggested that the training workshop needed more practical tips in addition to the theoretical content to support the coaches in raising smoking issues. This message translation is important as several CYP preferred to listen to coaches talk to them about smoking as opposed to receiving information from other channels, such as teachers. However, CYP thought it was hypocritical for those coaches who did smoke to tell them not to.

YCM's emphasised the importance of first building rapport with the CYP to be able to effectively deliver the message concerning smoking prevention. Building rapport has

also been highlighted as one of the essential aspects to take into consideration by the practitioners in charge of screening and counselling young people who smoke cigarettes<sup>36</sup>. Some coaches and YCM managers thought that the campaign needed to be longer to enable coaches to build a connection with CYP and influence them.

The most common reason given by CYP for participating in the SFS coaching session was for fun. Children were not motivated by the incentives. Some coaches remarked that the activities provided may not have been suitable to sustain the CYP's interest; however, YCM's believed that the activities were appropriate for the youth club environment and said that CYP appeared to enjoy them. Nevertheless, children and coaches suggested a wide range of traditional sports, recreational activities, games and exercises that could be employed as part of the SFS campaign.

The SFS campaign included three community events - two launch events and a celebration event. The launch events suffered from low attendance by CYP. Whilst this improved for the celebration event (due to the CYP being transported in), the turnout was still disappointing. Given the costs associated with the organisation of this kind of activity, the inclusion of similar events in the future should be carefully considered with any event requiring significant promotion and advertisement.

Although the target population of SFS was CYP, the campaign also had an impact on youth club settings and staff. The YCM's mentioned that some of their coaches were regular smokers and a few had tried to quit smoking after being alarmed about what they had learned at the brief intervention training. In addition, several youth club managers mentioned that after the campaign CYP are pressuring staff members who smoke to encourage them to quit. Further, YCM's stated that SFS had left a legacy within the youth clubs in terms of new sports, sports equipment, partners and contacts, and increased capacity for smoking prevention activities.

In summary, a 12 week SFS campaign was successful in preventing CYP from smoking uptake and had positive educational effects on certain attitudes and beliefs. Coaches were critical agents in delivering smoke free messages to CYP. The campaign was viewed positively by CYP and welcomed by coaches, YCM's and stakeholders alike. This pilot suggests that a sport programme like SFS can form an important component within a multi-faceted tobacco control strategy.

## **6.2 Study limitations**

- A convenient sampling methodology was used to recruit CYP from the youth clubs. It is possible that CYP who were smokers did not participate in the research, which may have biased the results.
- Self-reported measures of smoking may be less accurate than physiological measures, particularly in CYP who may choose not to disclose smoking habits.
- The lack of a control-comparison group means causality attributed to the intervention cannot be confirmed.
- The campaign was a pilot project that lasted for 12 weeks. The short term nature of the campaign and the lack of a follow up measure means the effect of the campaign on long term smoking behaviour cannot be determined.

## **6.3 Recommendations for SFS**

- Brief intervention training should take into account different styles of learning, for example kinaesthetic, visual and auditory.
- Brief intervention training should include a practical element within the workshop, where the coaches can practise ways of implementing messages through sport.
- The coaching manual should be distributed to coaches at the workshop with directed learning to ensure that coaches access the information found within.
- Experienced coaches (at least level 2) should be utilised to deliver SFS.
- More promotion and advertising (e.g., TV, radio, posters & word of mouth) of the campaign is needed to engage large numbers of CYP.
- Collateral items given to CYP should be reduced, as CYP were not motivated by these. Other social-marketing mediums (e.g. social media) should be explored.
- SFS coaches should seek to build a rapport with CYP in youth clubs before delivering smoke free messages. This requires a longer term campaign or the use of existing community coaches.
- The SFS campaign should be trialled in more structured settings, such as voluntary sports clubs and schools.
- A variety and choice of activities/sports are needed in which to promote SFS. Competitions and tournaments could also be organised to support the campaign.
- SFS should seek to organise community sport events that attract CYP and their families in order to offer brief interventions to wider family members.

#### 6.4 Recommendations for future research

- Evaluation of a practical workshop to train coaches to give brief interventions
- Compare coaches self-efficacy scores based on their experience.
- Observe coaches' and young peoples' behaviour during SFS sessions.
- Ask coaches to keep a log to record when and how they deliver the SFS message.
- Investigate which physical activities are most suitable for implementation of smoke free messages.
- Assess which method(s) of delivery are most effective.
- Investigate the feasibility and acceptability of the SFS campaign in multiple settings in preparation for a randomised-control trial.
- Utilise a carbon monoxide reader, to measure children's breath and corresponding blood concentration.

#### Useful web addresses

##### The Research Institute for Sport and Exercise Sciences

<http://www.ljmu.ac.uk/sps/RISES/index.htm>

##### The Physical Activity, Exercise and Health Research Group

<http://www.ljmu.ac.uk/sps/RISES/100465.htm>

##### The REACH Group

<http://thereachgroup.co.uk/>

## Chapter 7

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# Appendices

Appendix A: Schematic overview of SFS

Appendix B: Brief intervention training learning outcomes

Appendix C: Children and young people's smoking questionnaire

Appendix D: Child focus group interview schedule

Appendix E: Coach self-efficacy questionnaire

Appendix F: Coach interview schedule


Appendix G: Youth club manager interview schedule

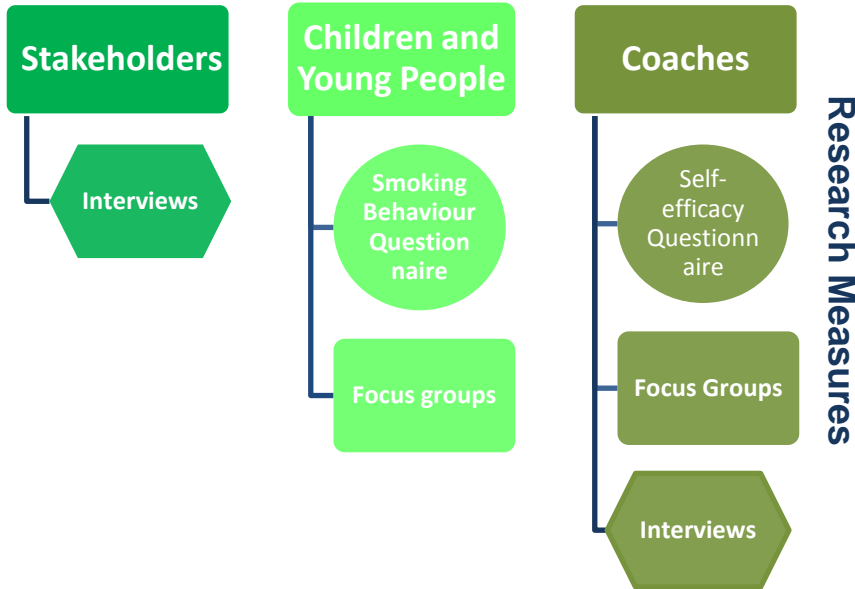
Appendix H: Stakeholder interview schedule

# APPENDIX A: SCHEMATIC OVERVIEW OF THE SMOKEFREE SPORTS PROJECT



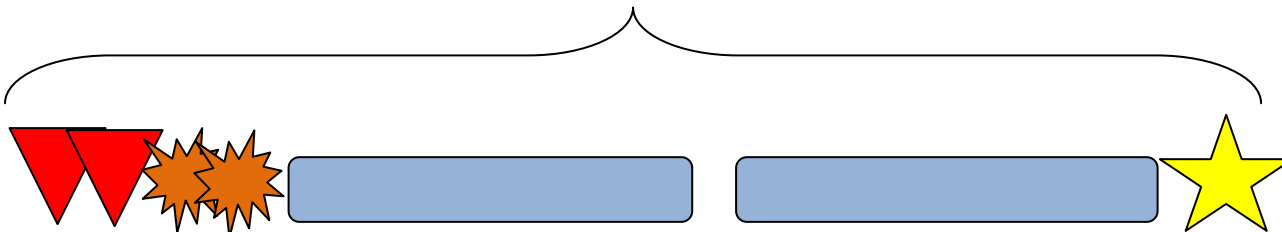
## Campaign Activities

-  Brief Intervention Training for Community Coaches
-  Launch events
-  12wk Coaching (boxing, dance, dodgeball)
-  Celebration event
-  Brief Intervention Training for Voluntary Sports Club Coaches











## Phase 1: Community & Delivery

Activities



Research

	January	February	March	April	May	June	July
Children						 	
Coaches	 					 	
Stakeholders							

## APPENDIX B: BRIEF INTERVENTION TRAINING LEARNING OUTCOMES



### Prevention and Cessation of Smoking in Children and Young People

#### Brief Intervention Level 1

#### Free Accredited Training

SmokeFree Sports is a social marketing campaign which will use sport and physical activity programmes to promote the smoke free message to children and young people within community settings across the City & North districts of Liverpool. SmokeFree Sports is managed by Liverpool John Moores University in partnership with Liverpool Primary Care Trust.

Roy Castle FagEnds and Liverpool John Moores University have developed an innovative Brief Intervention Training workshop aimed at coaches working with children and young people in the City and North districts of Liverpool. The aim of the workshop is to prepare coaches in physical activity and sport settings to deliver brief interventions in support of smoke free healthy lifestyles.

*This innovative workshop introduces:*

- Consistent key messages on smoking and its impact on health and performance
- Practical tips to help encourage children and young people to adopt healthier lifestyle
- Skills to undertake brief intervention to encourage a children and youth to quit

#### Learning Outcomes

On completion of this training workshop coaches will be able to:

- List key facts about smoking
- Identify the short and long term effects of smoking on health
- Describe the relationship between smoking and physical activity
- Identify the effects of smoking on sports performance
- Understand the physical and psychological processes of smoking
- Use the Cycle of Change to identify smokers readiness to quit
- Raise issues of smoking and undertake brief intervention to encourage a smoker to quit
- Identify the various therapies available to help smokers quit
- Identify the symptoms of recovery
- Examine their own developmental and mentoring needs to enable best practice prevention, cessation and support
- Signpost children and young people to FagEnds

APPENDIX C: CHILDREN AND YOUNG PEOPLE'S SMOKING QUESTIONNAIRE



Children and Young People's Questionnaire about Smoking



These questions are about you.

Q1. Are you boy or a girl?

(Tick ✓)

Boy

Girl

Q2. How many years old are you now? (Tick ✓)

8	9	10	11	12	13	14	15	16
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3. What is your birthday (date of birth)?

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

Q4. What is your postcode? (e.g. L8 7JD)

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Q5. What is your ethnic group?

(Tick ✓)

White British

White Irish

Any other White background (please write in)

White and Black Caribbean

White and Black African

White and Asian

Any other Mixed background (please write in)

Indian

Pakistani

Bangladeshi

Any other Asian background (please write in)

Caribbean

African

Any other Black background (please write in)

Chinese

Any other ethnic group (please write in)

The next questions are about cigarettes and smoking. Remember that your name is not on the questionnaire, so no one who knows you will find out your answers. Please be honest.

**Q6.** Do you smoke cigarettes at all nowadays?

(Tick ✓)

Yes

No

**Q7.** Now read the following statements and tick the box next to the one which best describes you.

(Tick ✓)

I have never smoked, not even a puff or two

I have only ever tried smoking once

I used to smoke but I never smoke a cigarette now

I sometimes smoke cigarettes now but I don't smoke as many as one a week

I usually smoke between one and six cigarettes a week

I usually smoke more than six cigarettes a week

**Q8.** If one of your best friends offered you a cigarette, would you smoke it?

(Tick ✓)

Definitely Not

Probably Not

Probably Yes

Definitely Yes

**Q9.** At any time during the next 12 months do you think you will smoke?

(Tick ✓)

Definitely Not

Probably Not

Probably Yes

Definitely Yes

**Q10.** Once someone has started smoking, do you think it would be difficult to quit?

(Tick ✓)

Definitely Not

Probably Not

Probably Yes

Definitely Yes

**Q11.** Do you think that smoking cigarettes makes you gain or lose weight? (Tick ✓)

- Gain Weight
- Lose Weight
- No Difference

**Q12.** Do you think that smoking cigarettes is bad for your health? (Tick ✓)

- Definitely Not
- Probably Not
- Probably Yes
- Definitely Yes

**Q13.** Do you think that it is safe to smoke for only a year or two as long as you quit after that? (Tick ✓)

- Definitely Not
- Probably Not
- Probably Yes
- Definitely Yes

**Q14.** Do you want to stop smoking now? (Tick ✓)

- I have never smoked cigarettes
- I do not smoke now
- Yes
- No

**Q15.** Do you think you would be able to stop smoking if you wanted to? (Tick ✓)

- I have never smoked cigarettes
- I have already stopped smoking
- Yes
- No

**Well done, you've finished - this is the end of the questionnaire. Thank you for your help!**

## APPENDIX D: CHILD FOCUS GROUP INTERVIEW SCHEDULE

<b>SmokeFree Sports (SFS)</b>
<p>Can you tell what is SFS?</p> <p>Why did you decide to get involved in SFS?</p> <p>Did anyone receive any incentives? Did this make you want to attend?</p> <p>Can you tell me about the types of activities you have been involved doing?</p> <p>Did anyone ever miss a session or stop going? Can you tell me why?</p> <p>Has any made their pledge Do you plan to stick to the pledge?</p> <p>Did anyone attend the launch event? If not why not?</p> <p>Can you tell me the kinds of things the coaches talked about?</p> <p>Did any coaches talk about smoking?</p> <p>How/when did they do this?</p>
<b>Smoking</b>
<p>Can you tell me whether you know more about smoking since being involved in SFS?</p> <p>What new things have you learned?</p> <p>What do you think about smoking?</p> <p>Have you always felt this way?</p> <p>Has SFS changed what you think about smoking?</p> <p>Would anyone like to share with the group whether they have ever smoked?</p> <p>Has any stopped smoking since being involved in SFS?</p> <p>Can you tell me whether you intend to smoke in the future? Why?</p>
<b>Improvement</b>
<p>Would you like to continue playing these sports/activities within your youth clubs/centres?</p> <p>If you could have played other sports/activities instead of dodge ball/boxing and dance, what would it have been, and why?</p> <p>How could you improve the coaching sessions - what would you change.</p> <p>Can you tell me more about why you would change this?</p>

## APPENDIX E: COACH SELF-EFFICACY QUESTIONNAIRE



### Coaches self-efficacy towards delivery of SmokeFree Sports Questionnaire

The Coaches self-efficacy towards delivery of SmokeFree Sports questionnaire below contains 15 items to be answered in the order presented. Scoring is via a Likert scale with 0 indicating *no confidence at all* and 4 being *very confident*. Please do not indicate *between* one of these scores you must decide on a number then circle it clearly. All questions need to be answered. Please read through the items first and if you have any queries please ask the administrator before proceeding.

We ask that you include your name and email address below for reference purposes and for further contact. However for analysis of the data these will be anonymised.

Name: ..... Email:.....

1. How confident are you in your ability to explain the key facts about the potential dangers of smoking?

Not confident at all					Very confident
0	1	2	3	4	

2. How confident are you in your ability to communicate the short and long term health risks of smoking to children and young people?

Not confident at all					Very confident
0	1	2	3	4	

3. How confident are you in your ability to *describe* the effects of passive smoking on children and young people?

Not confident at all					Very confident
0	1	2	3	4	

4. How confident are you in your ability to raise with adult smokers the dangers of passive smoking on children and young people?

Not confident at all					Very confident
0	1	2	3	4	

5. How confident are you in your ability to dispel common myths about the benefits of smoking to children and young people?

Not confident at all					Very confident
0	1	2	3	4	

6. How confident are you in your ability to understand the impact of smoking in terms of physical and psychological addiction/dependence?

Not confident at all					Very confident
0	1	2	3	4	



7. How confident are you in your ability to talk to children and young people about their smoking status?

Not confident at all				Very confident
0	1	2	3	4

8. How confident are you in your ability to use the cycle of change to identify smoker's readiness to quit?

Not confident at all				Very confident
0	1	2	3	4

9. How confident are you in your ability to undertake brief intervention with smokers to encourage them to quit?

Not confident at all				Very confident
0	1	2	3	4

10. How confident are you in your ability to signpost smokers to Liverpool's stop smoking service to receive the necessary therapies available to help them quit?

Not confident at all				Very confident
0	1	2	3	4

11. How confident are you in your ability to understand the principles of the SmokeFree Sports Campaign?

Not confident at all				Very confident
0	1	2	3	4

12. How confident are you in your ability to describe the relationship between smoking and physical activity?

Not confident at all				Very confident
0	1	2	3	4

13. How confident are you in your ability to convey the effects of smoking on sports performance to children and young people?

Not confident at all				Very confident
0	1	2	3	4

14. How confident are you in your ability to find practical ways of delivering the smoke free message within your coaching sessions to children and young people?

Not confident at all				Very confident
0	1	2	3	4

## APPENDIX F: COACH INTERVIEW SCHEDULE

<b>Introduction and Background</b>
<p>Can you tell me about your coaching experience (e.g., years, qualifications, age groups)?</p> <p style="padding-left: 40px;">Can you tell me the types of sports/activities that you coach?</p> <p style="padding-left: 40px;">What are your views and perspectives on the SFS campaign?</p> <p>Do you think the campaign has impacted/influenced children's opinions about smoking?</p>
<b>Brief Intervention Training</b>
<p>What did you learn from the brief intervention training for coaches?</p> <p>Can you tell me the positives and negatives of the training course?</p> <p>Did the training give you the skills necessary to deliver the SFS message?</p> <p>Do you have any ideas or suggestions of how to improve the brief intervention training?</p>
<b>SFS Coaching Sessions &amp; Delivery</b>
<p>How did you feel your SFS coaching sessions went in general?</p> <p>In what practical ways did you deliver and implement the SFS message?</p> <p>Can you tell me about your most successful day as a SFS coach?</p> <p>How confident are you in your ability to successfully deliver the SFS messages?</p> <p>Have you encountered any challenges and/or barriers whilst coaching these SFS sessions?</p> <p>When the sessions weren't going to plan, how did you overcome these difficulties?</p> <p>How do you feel the sessions could have been improved to help deliver the SFS message?</p>
<b>Understanding &amp; Behaviour</b>
<p>Do you think the children understood the SFS messages?</p> <p>Were you aware of any children or young people that smoked?</p> <p>Did any of the children or young people raise any issues about smoking with you?</p>
<b>Sports &amp; Activities</b>
<p>In your opinion was dodgeball/boxing/dance the best activity to promote SFS?</p> <p>What other sports/activities would you suggest using?</p>
<b>Manual and Pledge</b>
<p>Did you use any of the key messages from the Coaching Manual in your sessions?</p> <p>In what ways did you encourage the children and young people to sign the SFS pledge?</p>
<b>Improvements &amp; Future</b>
<p>If you were to start all over again, knowing what you know now, would you do anything different during your time as a SFS coach?</p> <p>In your opinion, how do you think the SFS project could be improved?</p>

Thank you for your time, is there anything that you would like to add?

## APPENDIX G: YOUTH CLUB MANAGER INTERVIEW SCHEDULE

1. Can you describe the type of children that visit their youth clubs (or describe the population)?
2. Can you tell me what you think this project is all about?
3. What are your views and perspectives on the SFS campaign?
4. Do you think the campaign has influenced children's beliefs about smoking (attitudes)? How and in what way? Do you have examples?
5. Do you think the campaign has influenced the children's smoking behaviour? ? How and in what way? Do you have examples?
6. What did you think of the sport/activities that were provided at the youth club?
7. What are your thoughts on the duration of the project (2 x 6 weeks coaching sessions)?
8. Do you think the SFS has legacy after the coached sessions? Will there be any long term impact?
9. What do you think about the children's pledges? Do you think they will stick to it?
10. What are your views and perspectives of the campaign being carried out in youth clubs?
  - a. Do you think it would have worked better in a different setting, if so, where?
11. Has the SFS campaign has influenced youth club staff perceptions and behaviours about smoking
12. In your opinion, do you think the SFS project could be improved? If so, how?
13. Would you support a future SFS campaign?

## APPENDIX H: STAKEHOLDER INTERVIEW SCHEDULE

1. Can you introduce yourself, so your full name and job title?
2. Can you and tell me your role within the SFS project?
3. What are your views and perspectives on the SFS campaign;
  - a) Social marketing (brand, messages, materials, collateral)?
  - b) BIT training?
  - c) Launch and community events?
  - d) Delivery?
4. In your opinion, what were the main positives of the campaign?
5. In your opinion, what were the main challenges of the campaign?
6. In your opinion, do you think the SFS project could be improved? If so, how?
7. If the project was to be re-funded how would you suggest we take the project forward?
8. Finally, can you tell me what you think of the effectiveness of the steering group?

Thank you for your time. Is there anything that you would like to add?