
Evaluation of Rory Learning Resource Pilot

Final Report

Prepared for
Alcohol Focus Scotland

September 2009



mpconsultancy

10 Mansefield Avenue
Carnegie
Glasgow
G72 8NY

T: +44(0) 7747 620 271

E: matthew.plunkett@mp-consultancy.co.uk

W: www.mp-consultancy.co.uk

Documentation Information

Project Title: AFS Rory Learning Resource Pilot report			
Document Type: Final Report			
Filename: AFS Rory Learning Resource Pilot Report 231009 final v4 0			
Primary Author: Matthew Plunkett			
Other Authors:			
Version	Date	Distribution	Comments
V1.2	14/09/09	MP, BO'D, CB	FINAL DRAFT
V2 0	10/10/09	MP	FINAL
V3 0	21/10/09	MP JC	FINAL EDIT
V4 0	23/10/09	MP	FINAL
Issued for Submission			
Author: _____			

Contents

Section	Page
FOREWORD	4
1. OVERVIEW	5
1.1 ACKNOWLEDGEMENTS	5
1.2 EXECUTIVE SUMMARY	5
2. BACKGROUND	12
2.1 SCHOOL-BASED EDUCATION AND PREVENTION INTERVENTIONS	12
2.2 SCOTTISH POLICY DEVELOPMENT	12
2.3 DEVELOPMENT OF THE RORY STORY	13
2.4 THE RORY LEARNING RESOURCE	14
2.5 AIMS OF THE EVALUATION	15
3. METHODOLOGY	16
3.1 INTRODUCTION	16
3.2 CONFIDENTIALITY	17
4. TRAINING OF TEACHERS ACROSS THE PILOT SCHOOLS	18
4.1 DELIVERY OF THE TRAINING	18
4.2 RESULTS OF EVALUATION SHEETS ON THE DAY OF TRAINING	18
5. INITIAL INTERVIEWS WITH LEAD TEACHERS AND STAFF (N=15 IN TOTAL)	20
5.1 TEACHER'S ROLE WITHIN THE SCHOOL	20
5.2 INITIAL CONCEPTS OF RORY	20
5.3 CONFIDENCE IN DELIVERING THE RORY SESSIONS AND HANDLING ALCOHOL QUERIES	20
5.4 PERCEPTIONS OF RORY TRAINING SESSION	20
5.5 INITIAL THOUGHTS ON DELIVERY OF RORY	21
5.6 POTENTIAL LINKS INTO OTHER RESOURCES	23
5.7 DEALING WITH VULNERABLE CHILDREN	23
6. SESSIONS DELIVERED WITHIN PILOT SCHOOLS	24
6.1 PROFILE OF SESSIONS DELIVERED	24
7. PUPIL EVALUATION SHEETS	28
7.1 INTRODUCTION	28
7.2 P1 AND P2 EVALUATION SHEETS	28
7.3 P1 TO P3 EVALUATION SHEETS	28
7.4 P3 AND P4 EVALUATION SHEETS	28
7.5 P3 TO P5 EVALUATION SHEETS	29
7.6 P5 TO P7 EVALUATION SHEETS	29
7.7 P5 TO P7 FOLLOW UP EXERCISE (5 WEEKS POST LESSON)	31
8. FOLLOW UP INTERVIEWS WITH LEAD TEACHER AND STAFF (N=21)	34
8.1 INTRODUCTION	34
8.2 BOGHALL PRIMARY (N= 4)	34
8.3 BALBARDIE PRIMARY (N= 2)	35
8.4 SIMPSON PRIMARY (N= 2)	36
8.5 SEAFIELD PRIMARY (N= 3)	37
8.6 MURRAYFIELD PRIMARY (N= 2)	38
8.7 OUR LADY OF LOURDES PRIMARY (N= 4)	39
8.8 BLACKBURN PRIMARY (N= 4)	40
8.9 KEY THEMES FROM FOLLOW UP INTERVIEWS WITH TEACHERS	41
9. PARENTS FOCUS GROUPS (N=3)	48
9.1 INTRODUCTION	48

9.2	THE BEST WAYS FOR KIDS TO TAKE HEALTH/LIFESTYLE RELATED MESSAGES	48
9.3	WHO, AND FROM WHERE, DO CHILDREN GET HEALTH RELATED MESSAGES	49
9.4	HEALTH RELATED / LIFESTYLE SESSIONS DELIVERED IN THE SCHOOL	49
9.5	WHAT MESSAGES COME HOME REGARDING HEALTH RELATED / LIFESTYLE TOPICS	50
9.6	CONCEPT OF ALCOHOL - WHAT IS TALKED ABOUT	50
9.7	KNOWLEDGE OF RORY PACK	51
9.8	USE OF RORY AND A WAY FORWARD	52
10.	ONE TO ONE WORKER INTERVIEWS (N=4)	53
10.1	INTRODUCTION	53
10.2	INTERVIEWS WITH STAFF MEMBERS	53
10.3	IMPLEMENTATION OF RORY AND ITS RESOURCES	53
10.4	DEVELOPMENT OF THE RORY LEARNING RESOURCE	56
10.5	OVERALL PERCEPTION OF THE RORY RESOURCE	56
11.	DISCUSSION & RECOMMENDATIONS	57
11.1	WHERE IT HAS BEEN DELIVERED AND IN WHAT CONTEXT	57
11.2	PUPILS PERCEPTIONS OF THE RORY LEARNING RESOURCE AND LESSONS	58
11.3	PLACING RORY IN A BETTER CONTEXT FOR OLDER PUPILS (P6 – P7)	59
11.4	THE SENSITIVITY OF THE TOPIC - ALCOHOL AS A TOPIC FOR PRIMARY SCHOOL AGE CHILDREN	59
11.5	DEVELOPMENT OF LESSONS WITHIN THE RORY LEARNING RESOURCE	61
11.6	PROGRESSION OF RORY ACROSS THE PRIMARY SCHOOL YEARS	62
11.7	THE OVERALL GOAL AND OPPORTUNITY FOR THE RORY LEARNING RESOURCE	62
11.8	RECOMMENDATIONS	63
12.	APPENDICES	65
12.1	REFERENCES	65

Foreword

The development of the Rory Learning Resource is indebted to two key organisations, Alcohol Focus Scotland and The Swiss Institute of Alcohol and Drugs, and to committed staff members, teachers and practitioners in the alcohol prevention field.

The pilot project took place in Blackburn and Bathgate, West Lothian from January to June 2009.

The Rory Learning Resource began its life as the storybook, *Boby*, in Switzerland and crossed the international boundaries to become *Rory* in Scotland.

During the pre-pilot period June 2008 to December 2008 teachers and alcohol practitioners helped to develop the resource in preparation for the pilot project.

The learning materials contained in the resource have, as a result of the pilot and this evaluation, been further developed and modified to take account of the learning that was experienced within the primary schools and agencies working with children and young people.

The Rory Learning Resource fits into PSD/PSE health component of the Curriculum for Excellence. Its use in agencies who work with children and parents lends itself to discussing the issues of alcohol with parents and the understanding for children who live with adults who misuse alcohol.

The overall aim of the Rory Learning Resource is to empower children, parents, teachers and practitioners to discuss and explore alcohol issues in a way that promotes resilience and understanding.

1. Overview

1.1 Acknowledgements

MP Consultancy would like to thank Alcohol Focus Scotland and especially the Blackburn Community Action on Alcohol Project in assisting with access to schools, children and young people's agencies and contacts for the evaluation. The main thanks goes to the schools and agencies involved in the pilot, especially the lead teachers, staff and one to one workers who were so accommodating in allowing time to be interviewed and collecting data. Finally to the pupils involved who showed enthusiasm in their work as well as providing detailed evaluation sheets of the Rory lessons.

1.2 Executive Summary

- The Rory Learning Resource was developed from a storybook created by the Swiss Institute of Alcohol and Drugs and Alcohol Focus Scotland. The aim of the resource is to help build resilience and raise awareness of alcohol with children aged 5 to 11 years and to explore issues surrounding parental alcohol misuse.
- For the purpose of the pilot Alcohol Focus Scotland developed the learning materials in conjunction with teachers from West Lothian Education Department to meet the health and wellbeing outcomes for the Curriculum of Excellence
- A decision was taken to provide teachers with the Learning Resource allowing them the flexibility to further develop the lessons to suit the age and learning needs of the pupils.
- Additionally, provision was made to provide an initial teachers resource pack and a 3½ hour training session for each teacher who would be responsible for delivery the programme.
- The aim of the evaluation was to look at how a pilot of the resource across a sample of primary schools and other agencies worked in terms of how it was utilised, the potential for raising awareness of parental alcohol issues within a school, and allowing teachers and practitioners to deal better with issues concerning vulnerable children.

Methodology

- The Learning Resource was rolled out and training was provided across originally 9 schools within the Blackburn and Bathgate areas of West Lothian, as well as to staff within 5 agencies dealing with vulnerable children.
- In total 7 primary schools delivered Rory sessions to pupils from January to June 2009 as well as staff within 2 children and young person's services.
- The evaluation included training evaluation sheets, a sample of initial interviews with staff (n=15 across 7 schools), evaluation sheets from pupils (n=843 from 870 pupils) across P1

– P7. Post input write/draw exercises with a sample of P5 – P7 pupils across the 7 schools, follow up interviews with teachers (n=21), 3 parent focus groups, and 4 interviews with key workers within agencies who delivered Rory to a further 8 children.

Training

- Training was provided to 70 teachers across 9 schools along with 50 practitioners who work with children and young people.
- From 82 evaluation sheets training was well received on the day though time constraints hampered detailed work on delivery of the product which was due to training being restricted to 2 to 2 ½ hours in length.

Initial Teacher Interviews

- In initial interviews (n=15) teachers indicated that the training although in general useful had been too focused on alcohol theory and use of the MP4 technology. There was the request for more focus on practical delivery of the pack and its resources.
- At this stage the majority of teachers were confident in delivering the lessons but a little less confident in addressing the topic of alcohol with pupils (especially the younger groups).
- All schools were placing the resource within a PSD/PSE/health component.
- The initial thinking was to allow teachers the flexibility to develop the package within their own environment, however in practice teachers felt a lot of preparation to lessons was required and changes to the resource to make it appropriate to the individual class context. They would actually prefer more detailed lesson plans.
- All the teachers saw links with other work including – safety, health and your body, mentoring. Links also to other alcohol topics.
- All teachers interviewed had had child protection training and were confident of the referral pathways for dealing with disclosures.
- Initial concerns regarding the pack were focused on the problem of addressing parental alcohol misuse within a school context.

Sessions delivered within schools

- 106 Rory sessions/ lessons were delivered across the 7 schools involving 870 pupils.
- 2186 Rory inputs across those 870 children from P1 to P7 with 70% (74) of sessions delivered to P1 to P4.
- The majority of schools delivered Rory lessons across the school year groups – only one did not, as it had not spread the lessons to P4 and P6 at the time of the evaluation.
- Across the 106 sessions 256 inputs utilising up to 32 different methods were delivered by teachers across the 7 pilot schools.

- Methods used included – reading the story to the class, pupils reading the story, use of MP4 players, drawing exercises, developing puppet shows, podcast, reading buddies, mentoring work, worksheets, homework packs, discussion groups, feelings charts and games.
- Teacher pro formas indicated links into work connected to PSD/PSE/Health, ICT, language and writing, talking and listening skills, and arts and craft.

Pupil Evaluation Sheets

- 84% (141) P1 / P2 pupils indicated that they had enjoyed the Rory lessons.
- With a smaller group of P1 to P3 pupils 96% (86) indicated that they had learnt a lot or quite a lot about Rory and how to talk to someone if they felt sad or lonely.
- 84% (156) of P3 to P4 pupils and 85% (265) of P5 to P7 pupils indicated they had enjoyed the lessons.
- When asked what their favourite part of the lesson was over half (53% 93 of P3/4 and 52% 132 P5/7) mentioned the happy ending to the story. 72% (201) P5 – P7 pupils felt that nothing better could be done to improve the lesson.
- When asked to describe what they would tell a friend about Rory 177 P3 / P4 pupils gave 290 responses 45% (80) mentioned alcohol and its affects and 27% (47) mentioned Rory with specific details.
- 82% (146) of P3/ P4 pupils mentioned at least one of the top 5 responses (which included alcohol and its affects, Rory with specific details, his owner not caring for Rory, going to someone you trust for help and it not being anyone's fault) with just under half mentioning at least two.
- When P3 to P5 pupils were asked about their self image the vast majority saw (79%, 82) themselves as happy and positive.
- 85% (265) of P5 to P7 pupils (313 in total) enjoyed the lessons, 75% (233) said they had learnt something new.
- When asked what new things they had learnt 85% (237) mentioned at least one of the most popular responses ranging from alcohol and its affects (49%) alcohol having an affect on mood and feelings (19%) learning about getting support/help when you need it (15%), specific Rory activities (12%) and learning that someone else has a problem it is not your fault (8%)
- When asked to describe what they would tell a friend about Rory from 581 responses across 299 pupils 58% (172) described alcohol and its affects 46% (133) detailed Rory with specific information
- 82% (244) mentioned at least one of the most popular items with 59% (177) detailing 2 or more.

- In follow up exercises 5 – 6 weeks after Rory a sample of P5 - P7 pupils across 6 schools were asked to first describe what they would tell a friend about alcohol and then what they would say about Rory.
- 135 children provided in total 473 responses with 72% (n=97 out of the 135) able to describe alcohol and its affects.
- From 512 responses 96% (129 out of 135) gave specific details of Rory and his story with 88% (119) indicating the lesson involved issues linked to alcohol and its effects.
- With over half (54% 73) mentioning that it was about getting help and speaking to someone you trust and just over 42% (57) mentioning it not being anyone's fault and over half (56 76) mentioning the owner not caring for Rory.

Follow Up Interviews with Teachers

- Across all the schools Rory lessons were delivered in PSD/PSE topic areas
- A mix of methods were utilised often with teachers using the story as a base with a range of follow on activities and resources.
- Teachers liked the Rory story and character, and felt it worked especially well for P1 to P4. Less so for P6/7's.
- Teachers felt that there was a lot of good general alcohol discussion especially within P4/5/6, along with good use of mentoring buddies work across P5/6 and P2/3.
- Younger pupils (P1 – P3) often did not grasp the alcohol concept and discussion of parental drinking was seen by teachers as an inappropriate issue.
- P1 to P3 were more worried about Rory and why he was not being looked after
- Teachers found it challenging striking a balance between addressing alcohol as part of the topic and scaring / confusing their pupils.
- The Rory story and character worked best with P1 – P3/4
- Teachers felt that within the middle years (P3 – P5) Rory worked best as opening a door to general alcohol discussion.
- Small number of instances where pupils did disclose information and these were dealt with in appropriate channels.
- However the majority of teachers felt that some of the worksheet resources were too direct in questioning and dealing with issues of parental drinking.
- Teachers well aware of the sensitive nature of the whole class not just the vulnerable children regarding parents and drinking alcohol.
- Majority of teachers were confident in delivery of the pack yet would have liked more direct practical training regarding delivery and dealing with queries.
- Mixed reaction to MP4 use. Most schools used them, but often technical issues hampered use.

- Qualified welcome for the resource from teachers but wish for more practical lesson plan development to show graded progression across the lessons.
- See the development of the pack as allowing an opening of the door to general alcohol discussion with a strong character and story up to P5.

Parent Focus Groups

- A total of 19 parents were involved in 3 focus groups
- Parents want to see interactive resources that engage their children in health related topics.
- The majority of parents felt that from P1 to P5 parents and teachers (less so peers) were the main source of healthy lifestyle messages. They also felt there was a lot of misinformation passed between peer groups as they got older from P4 onwards.
- Parents talked about a wide range of health related inputs delivered in schools, but did not mention Rory without a prompt.
- All parents felt that the concept of alcohol was alien to children up to P3, but then there was a split in perception within some feeling that P4 / P5's know about alcohol and another group feeling that they were still a little naive.
- They all believed that P6/7 children knew a lot more than a lot of parents realised.
- When prompted, Rory was known about by parents across 2 of the groups – and there is some evidence that the messages had gone home.
- All parents were happy for an alcohol resource to be provided as long as it was age appropriate and engaged the children.

Interviews with one to one workers (n=4)

- Out of a possible 5 organisations who could have delivered Rory to children and young people 2 agencies put it in place and delivered it to 8 children, the youngest being 4 years old and the oldest 11 years.
- The 3 agencies who didn't deliver the pack had not had an opportunity to work with appropriate children within the evaluation time period.
- The Rory story was delivered on a one to one basis by key worker staff, with two children being read the story with their parents attending. The Rory puppet was also utilised with the youngest child.
- Overall staff perception was that Rory enabled the issue of alcohol to be addressed in a non threatening and sensitive manner and also enabled the parents to see the impact of drinking behaviour on their children.
- As with school pupils younger children focused on happy or sad concepts and friendship. The older children found the story a little babyish.

- Staff felt that the resource was easy to use and offered a different way to discuss alcohol without being overly direct, as well as helping establish the role alcohol has within families as new clients.

Discussion

- The Rory Learning Resource was well received by teachers and one to one workers, delivered within the PSD/PSE/health remit in schools or as part of direct contact by key workers. As a pilot evaluation it has shown that Rory is perceived to be a workable product with a strong brand in terms of character and story.
- Children and young people seem to have taken the basic story concepts and in the majority of cases enjoyed the lessons and one to one sessions.
- There is some evidence to support P5 - P7 pupils retaining alcohol information and Rory themes.
- Up to P3 age teachers and one to one workers do not believe that the majority of children have a concept of alcohol. Teachers on the whole were not happy focusing on parental drinking and alcohol. They found the concept confusing and felt that this would fix the issue onto the child, family and it being a problem.
- One to one workers were far happier looking at parental drinking as Rory provides them with the opportunity to open the door to a sensitive topic in a gentle manner.
- Teaching staff believe that the resource should be used to engage with P1 to P3 pupils on friendship, emotions, happy/sad feeling themes, leading onto more general alcohol concepts within P4/5 with P6 /7 working on more direct alcohol knowledge.
- It was identified that the resource needs to be placed in an appropriate context for older children in P6/P7 classes. Possibly building on mentoring/buddies work with younger children.
- The Rory Learning Resource was identified as having the potential to be a focus which allows teachers to engage with pupils across the school on a number of different sensitive topics including general alcohol themes.
- There is a requirement for practical lesson / work plans to assist teachers / one to one workers in the delivery of Rory and its themes that will show progress across the class/contact sessions and throughout the years of engagement.

Recommendations

- The Rory Learning Resource (especially specific worksheets) should be developed so that it is more age appropriate across specific years.

Lesson Plans

- Utilise Rory across schools as more of a progression throughout the primary school years to direct it with slightly different messages for specific age levels e.g.:

- (i) P1/2 - utilise Rory as a character with book and story / games to deal with emotions and feelings of happiness/sadness – no mention of alcohol. Explore feelings and how they can be resolved.
- (ii) P3/4/5 core work on generic alcohol issues with Rory story
 - Build in topic work that focuses on going for help, where to get help and how to address feelings and emotions.
 - Involve Rory with games and interactive aspects such as smart boards, drama, creative writing and develop story in light of general discussion on alcohol and the behavioural affects of alcohol.
- (iii) P6/7 more detailed attitudinal / social norm work that specifically looks at Rory story from perspective of drinker.
 - Engage P6 and P7 as mentors to younger ones, allowing them to work with younger pupils.
 - P6/7 - link Rory into the other more direct knowledge as well as linking into 'Choices for Life' work. Alcohol will no longer be a shock and they are then used to the character and the aspects of his owners drinking can be more easily explained.

Training

- The training should be delivered to focus on practical delivery of resource that allows teachers in training to mock up lesson plans. For one to one workers allow development of care plans that could potentially include parents in the delivery of the story.
- The above development would result in a consistent and progressive message as the pupil goes through the years in primary school.

Evaluation

- Continue to evaluate the resources across age groups to develop understanding of impact of Rory across both general child groups and vulnerable groups.

The overall aim of the Rory Learning Resource is to empower, children, parents, teachers and practitioners to discuss and explore alcohol and associated issues in a way that promotes resilience and understanding.

Rory provides schools and agencies for the first time with an alcohol resource that will gradually address alcohol in an interactive sensitive manner within a PSD/PSE and health component. It also brings alcohol awareness gradually into the pupils' education before they are provided with more distinct style 'positive choices / decision making / don't do it programmes' like the Choices for Life programme in P6/7.

2. Background

2.1 School-based education and Prevention interventions

Evaluations of school-based interventions have produced relatively weak evidence of effectiveness, mainly showing changes in knowledge rather than behaviour. Most school-based programmes are aimed at the prevention of substance misuse generally and do not target alcohol alone, with the majority of interventions aimed at the 11-14 age groups. There is little published research that has been conducted within the UK primary school environment.

Much of the literature is drawn from the US and it is important to note that the aims with respect to alcohol may be rather different. US programmes tend to focus on non-drinking and non sensible drinking within a high school teenage context.

Ludbrook et al (2006) in a review of effective interventions to reduce alcohol misuse for the Scottish Government found that the content of education and prevention programmes and the style of delivery were important, however the main distinction was the interactive nature of the programme, with an interactive delivery requiring elements such as participation, student to student communication, small group activities and corrective feedback.

The health promoting schools approach has been shown to have some positive impacts but is less successful at changing health damaging behaviours, such as alcohol misuse (Lister-Sharp et al 1999). Mental health clinicians, teachers and peers have all been shown to be effective providers of interactive interventions, provided proper training is given (Black et al 1998).

2.2 Scottish Policy Development

In 2003, *Hidden Harm* (Advisory Committee on Misuse of Drugs, 2003) estimated between 41 000 and 59 000 of all children (4- 6%) in Scotland under 16 years had a drug using parent. From this it was clear that there were a number of children and families indirectly affected by problematic substance misuse who do not receive adequate support. Coupled with the stigma attached to substance misuse this is often a situation where people begin to receive help much later than they should do from social care sectors.

Building on *Hidden Harm* (2003), the Scottish Government responded with the publications *Getting Our Priorities Right* (2003) and *Getting it Right for Every Child* (2005), and more recently, *Hidden Harm: the Next Steps* (2006);

The Scottish Government (2009) state that “working with young people can deliver the most successful long-term outcomes” in terms of the reduction of anti-social behaviour, and outline how this work is supported by the *Getting it right for every child* (GIRFEC) framework. Amongst other things, GIRFEC emphasises holistic needs of children, knowledge exchange, establishment of good practice and emphasis on early intervention. It is supported by a number of strategic pillars being put in place to help all children and young people in Scotland, including *The Early Years Framework; Curriculum for Excellence; Better Health, Better Care*.

Within the alcohol arena there have been substantial recent policy changes including the new framework strategy *Changing Scotland’s Relationship with Alcohol: A Framework for Action* (SG 2009). This has incorporated the continued work of the *Substance Misuse Education in Schools Steering Group (SMESSG)* that was formed in 2007. They have indicated within their workplan desirable outcomes for substance misuse education development work as:

- greater continuity between primary and secondary schools and better progression in learning
- more account taken of the variations in young people’s experiences, as well as their cognitive development
- more use of evidence-based approaches to teaching (particularly social influences and normative education approaches)
- in-service training, support and resources for teachers that encourage the adoption of approaches and methods proven to be effective
- greater confidence shown by teachers in delivering substance misuse education
- teachers provided with contextual information on substances, drug cultures etc.
- the resources commonly used being current, accurate, relevant and appealing to young people, as well as age- and ability-appropriate
- guidance to schools, in-service training and resource packages should help young people make better connections to their everyday lives, and between their actions and the consequences
- consistency of approaches between delivery of substance misuse education by schools and by outside agencies
- substance misuse education by outside agencies working within schools appropriate to their areas of expertise and effective, as well as integrated well into schools’ own delivery.

2.3 Development of the Rory Story

In early 2008 Alcohol Focus Scotland translated a book that was developed by a Swiss Institute to tackle the issue of harm caused to children because of parental alcohol problems.

'Rory' is aimed at aged children aged 5 to 11 years and tells the story of a dog who can't understand why his owner is acting in a certain way, until it's explained to him that it's because he has a problem with alcohol. It is believed that the book can be used by anyone who is in a position to help raise awareness and respond to the issues of parental alcohol problems such as teachers, or statutory and voluntary support agencies.

Alcohol Focus Scotland and teachers from West Lothian Education Department have developed the resource as an intervention to help children to understand address the issue of parental alcohol misuse and to aid their natural resilience and raise self esteem.

2.4 The Rory Learning Resource

The Learning Resource provides a range of interventions to go with the initial story that can be utilised across the primary school years and with agencies who work with vulnerable children. For example:

Primary 1 and 2

The story of Rory can be read to primary 1 and 2 pupils. Using a puppet, the story can come to life. There is also an abridged version of the Rory book which was designed for children with special needs. This version can also be used with younger children.

Activities:

- Draw a picture of Rory
- Use reading buddies to record story onto MP4 player
- Work with older children to develop puppet show

Primary 3 and 4

Pupils can read the book for themselves. Possible outcomes:

- Pupil will read the story and feel sorry for the dog
- Pupil will read the story and recognise themselves through Rory's experiences
- Pupil will read the story and recognise a friend because of Rory's story

Discussion then follows about Rory's story and how alcohol can make people forget to look after pets and children.

Activities:

- Pupils can build kennel for Rory and colour it as they wish (kennel is seen as a safe place for Rory. This is also useful in developing a lesson on safe places).
- Play games – Rory's Fun Walk, Bones & Chutes
- Write and record a Rory song
- Make their own board game using characters of the book
- Record story onto MP4 player

Primary 5/6 and 7

Activities:

- Write and record a Rory song
- Make their own board game using characters of the book
- Write their own play and video record it

There is also the potential to develop homework sheets for the older pupils as part of an overall programme.

2.5 Aims of the Evaluation

The Rory Learning Resource was initially rolled out across 9 Primary schools and 5 external agencies within the Blackburn and Bathgate area from January 2009 for a period of 6 months. The aim of the evaluation was to look at the use and provision and possible effectiveness of the Rory pack with teachers, children and professionals. Key questions that were focused upon were:

- How exactly was the resource utilised?
- When were the packs used, who used it, with whom, and how?
- How effective were the resource in raising awareness and knowledge with children re parental alcohol misuse?
- Could the resource be helpful in alerting staff to children who were potentially vulnerable?
- Could the resource be helpful in alerting staff to the issues faced by those children already identified as being vulnerable?
- What are the perceptions of the professionals on the level and depth of training for the resources?
- Were staff being alerted to children who have issues within the carer/family unit regarding alcohol misuse?

NB: It is important to note that this evaluation was a pilot and did not compare groups across age and intervention/non intervention.

3. Methodology

3.1 Introduction

The Rory Learning Resource was rolled out to 9 schools within the Blackburn and Bathgate area via a range of training sessions for all teachers. However not all schools put Rory into place. Each school was contacted by a researcher to get an indication as to when any Rory input would be put in place. Following consistent contact with all schools it was apparent that 7 of the schools would be implementing Rory within the evaluation period. The schools involved in the pilot were:

- Balbardie Primary
- Blackburn Primary
- Boghall Primary
- Murrayfield Primary
- Our Lady of Lourdes Primary
- Seafield Primary
- Simpson Primary

Across these 7 primary schools teachers could deliver sessions across Primary 1 – 7 year groups.

The key data collection aspects of the evaluation across the 6 months of provision were:

- Training evaluation sheets from staff and workers (n=82)
- A sample of initial interviews with teachers at the start of the input (n=15)
- Teachers completed pro formas of pack use detailing 106 sessions
- Evaluation sheets completed by pupils (P1/2, P1 to 3, P3/4, P3/5, and P5 to P7) (n=843)
- Follow up interviews with teachers post input (n=21)
- Post programme pupil exercises x2 (n=135 x2)
- Brief parent focus groups (n=3) involving 19 parents
- Brief telephone interviews with one to one workers (n=4)

Rory was also rolled out to 5 external agencies working with children, young people and families. Two agencies put it in place within the evaluation time and brief telephone interviews were conducted with 4 staff.

A full detailed explanation of the methodology, as well as all the data collection pro formas utilised by teachers, evaluation sheets for pupils, interview schedules and analysis broken down by each school can be found in a separate document available from Alcohol Focus Scotland /MP

Consultancy. This also includes further detailed quotes and feedback from other teachers (not interviewed) regarding Rory and their perception of the pack. This was collated from comments and quotes provided via detailed notes contained within pro forma information.

3.2 Confidentiality

It is important to recognise the sensitive nature of the topic that was being addressed with the Rory intervention. The researcher was very aware that he had to work closely with the teaching staff within each school to make sure that the evaluation was not in any way problematic for the children involved. Therefore it must be noted that:

- The Rory pack, its resources and the evaluation of the input, was advertised across all of the schools within school newsletters and in a number of the schools via parents' groups and parents' evenings.
- Each lead teacher as contact point for the project was given explanation of the evaluation and the methods that were going to be utilised to gather data.
- None of the children had to indicate their name or gender to protect confidentiality and only class and year was requested.
- All pupil exercises were delivered and collected by their own class teachers – no outside agency was involved in this process.
- All pupil evaluation and exercises were conducted within class/school time.
- It was decided early on in the evaluation that gathering information regarding vulnerable pupils who had disclosed information was not appropriate or possible within the context of the pilot evaluation and would be a breach of confidentiality.
- Parents involved in the focus groups would have their responses aggregated and presented as a whole across the 3 schools involved protecting confidentiality.

4. Training of Teachers across the pilot schools

4.1 Delivery of the training

Training was provided for 70 teachers across 9 schools within Blackburn and Bathgate areas of West Lothian and for 50 practitioners working within family centres/agencies throughout January and February 2009.

Sessions were originally set to be 3 ½ hours, however within most schools this was drastically reduced as sessions ran in afternoon slots to the end of the school day (began at 1pm and had to finish no later than 3.30pm). Sessions were split into 2 areas:

- Training on MP4 players provided by DoBe Ltd (approx 1 hour)
- Training on alcohol and the Rory pack by AFS covering:
 - Alcohol and attitudes
 - Effects of parental alcohol misuse on children
 - Rory resources
 - Managing disclosure.

The reduction in time had an impact on time available for discussion on using the Rory resources. The family centre had the full 3 ½ hour session, which provided a lot more time to look at the resources, answer questions and facilitate discussion.

4.2 Results of evaluation sheets on the day of training

At each of the training session's evaluation sheets were completed by those attending, 82 evaluations were returned. The results (as detailed below) show a general positive reaction from the attendees with general comments including:

"It is a fantastic resource to use with infants to cover a variety of issues"

"As a P4/5 teacher, I am bursting to try out the MP4's within my mediation group"

"Unsure about using with Primary 6 and 7"

The aim of the training was to increase knowledge of alcohol misuse in Scotland and how the Rory resource pack could be used to assist in identifying and understanding the effects of parental

alcohol misuse. 84% (69) felt that this aim had been totally realised with 16% (13) feeling it had partially been realised by the training.

When asked how useful the topics covered within the training had been the vast majority responded positively as follows:

	<i>either a lot or a fair amount</i>
Attitudes to alcohol	96% (79)
Effects of parental alcohol misuse on children	90% (74)
Using Rory resources	87% (71)
Managing disclosure	78% (64)

The majority of those trained found the trainer either excellent or good across the standard of discussion 96% (79), knowledge of subject 100% (82), dealing with attitudes and opinions different from own 95% (78) and being a facilitator of group discussion 91% (75)

When asked overall how useful was the training with 0 being not useful at all and 5 being extremely useful 84% (69) indicated either 4 or 5 (extremely useful) on the scale. All attendees of the training indicated they would recommend the training workshop to others.

Teachers were asked how Rory would be used within the school and from 31 respondents the most popular answers were health education 35% (11) followed by PSE and general discussion 19% (6). For the family centre staff from 33 respondents it was outreach work with families and parents 42% (14), story time 33% (11), and one to one work 18% (6).

5. Initial Interviews with Lead Teachers and Staff (n=15 in total)

5.1 Teacher's role within the school

Across all 7 schools either a lead teacher or a teacher assigned to the Rory programme were contacted and interviewed. In addition, either prior to or at the beginning of delivery of the Rory programme, 7 other teachers who were going to deliver the programme were contacted. In total **15 teachers** were interviewed either face to face or on the phone as part of the initial interviews. When asked the reason why the responsibility for the delivery of Rory had become their remit there were a variety of reasons:

"I'm the head and everything goes through me"

"In discussion with the head and as a teaching group it was felt that my year and class would be a good fit"

"I am the healthy lifestyle co-coordinator within the school"

5.2 Initial concepts of Rory

All the teachers at this particular point felt that there was a need for a resource of this nature but the initial impression, having just been given training and not really had time to engage with the pack fully, that it was more directed at young children across P1 to P3.

"Seems ok but geared towards younger ones..."

Some were using it initially as a discussion point for wider talks with their older pupils:

"Had a lot of great discussion with P5's though I don't think it is really geared for P5 / P6"

5.3 Confidence in delivering the Rory sessions and handling alcohol queries

When asked about their confidence in delivering the Rory sessions all the teachers at this stage suggested a high level of confidence; however they were less confident when asked how they felt dealing with queries regarding alcohol.

5.4 Perceptions of Rory training session

In general there was a positive perception of the training they had received.

“Good ideas behind the pack and training was good though limited time...”

However, the vast majority brought up issues such as:

- Teachers as a group felt that the training was good on the alcohol theoretical side, but needed more focus on practical application of the Rory pack with far more specific direction on the age appropriate nature of how to present to the different years.
- Training allayed some fears on how the pupils would react, but more practical focus on dealing with queries would be encouraging.
- Training could cut back a little on the theoretical nature of alcohol from the adult perspective and concentrate on how Rory is delivered and built within lesson plans.

A number of the teachers also pointed out that with a more age appropriate direction to the pack then the training could be more specific to the lessons across the different years:

“It would be good for the training to focus on how staff deal with the specific queries of the pupils – the answer sheets were good but not really discussed within the training sessions”

5.5 Initial thoughts on delivery of Rory

Virtually all of the teachers who were putting the pack into place were planning to place it within PSD/PSE sessions.

A number of teachers remarked that they had had to do quite a lot of preparation work and lesson planning for the sessions and that it was not just an off the shelf resource:

“I have had to do a lot of scene setting and prepared the lessons to make sure that Rory fitted in nicely with the other aspects of work I was doing with my P4 class”

“We have had a whole lot of extra work in planning and preparation...the training was a bit wham bam thank you now get on with it, where we have had to sit down and carefully think through our progress”

“Really had to think practical processes through - training didn't focus on that...need to set the scene”

Teachers were looking to mould it some ways so that it was appropriate for their own classes and felt that some of the worksheets were not appropriate for some classes:

"I won't be using some of the work sheets even with the older pupils as the questions are far too direct...they have to think about the sensitivity of talking about parents drinking when I know some of the pupils are very aware of alcohol problems within their families and to bring that up within a class would be inappropriate "

Certainly the age appropriate nature of particular aspects of the pack had to be carefully addressed:

"Children have experience of alcohol in family, some of the worksheets had to be tweaked"

Again teachers felt that on first look the pack and the associated activities were more directed at younger children from P1 to P3.

"Think the soft toy and the puppet will go down very well with the P1's and 2's..."

Teachers expressed a concern that the older children P5 to P7 may find it difficult to engage with the resource as they would see it as babyish and directed at the younger children.

"Story seems really good but just feel for P6 / 7 years not hitting the mark"

"Its not the nature of the topic but the story is too babyish the story for the young ones looks good and the actual book is great, but for older children I fear they will not engage with it..."

However a number of the teachers were intrigued to see if the MP4 players would be popular with older children and whether there would be opportunities to do some peer learning or mentoring.

"P5 upwards should love the MP4 some of the children already utilising Nintendo DS for maths..."

Though a couple of the schools indicated at the initial interviews that they had had technical problems with the MP4 players and difficulties getting them to work. The games were where the teachers were looking for the pack to be more interactive, along with shaping and moulding the resources for example:

- Enhancing story links with older years with younger ones

- Recording with the MP4's and viewing the stories and building different endings
- Discussion groups

Most teachers at this point saw the resource as being fed into a PSD/PSE session connected to a health topic or a stand alone health topic.

5.6 Potential links into other resources

All the teachers mentioned links into other resources that Rory could enhance or sit within. Teachers felt that within P1 to P3 the pack fitted in with existing curriculum goals set around being safe and safety or health and your body. Within P5 – P7 it was felt that it could assist more with mentoring younger children, allowing pupils to discuss the knowledge and information they were receiving within other classes regarding direct alcohol specific information and linking into other work with school nurses or the Choices for Life programme

5.7 Dealing with vulnerable children

All teachers interviewed had had recent child protection training and were aware of the referral pathways necessary if a child disclosed information to them. All of the teachers at this stage felt they had current links available with external agencies and also a number of them were dealing with vulnerable children within the school who were in contact, along with their families, with appropriate agencies (social work and health).

A number of the teachers at this stage mentioned that it was important for the Rory work to fit carefully within an overall discussion with alcohol and the pupils. They saw dangers in directly addressing parental drinking as a number of the children were already acutely aware of situations:

“If the parent bit is actually taken away then that takes the pressure off the child and the class who often know there are problems anyway”

6. Sessions Delivered within Pilot Schools

6.1 Profile of sessions delivered

Teachers were requested to complete a monitoring pro forma for each session that they completed on Rory. The pro forma is detailed in a separate methodology document however it included name of school and teacher, date of lesson, numbers of children involved, class year, age groups, what was utilised, indication where Rory was used within different areas of curriculum, and any other comments. Pro formas were received from each pilot school.

Number of Rory sessions:

From the pro formas completed teachers indicated **106 Rory sessions** were delivered across the 7 schools. As can be seen within the Table below Murrayfield Primary delivering the most lessons (33%, 35) with Boghall Primary (20% 21) following closely behind then Blackburn Primary (18%, 19).

		School			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Boghall	21	19.8	19.8	19.8
	Lady of Lourdes	7	6.6	6.6	26.4
	Seafield	7	6.6	6.6	33.0
	Blackburn	19	17.9	17.9	50.9
	Balbardie	9	8.5	8.5	59.4
	Murrayfield	35	33.0	33.0	92.5
	Simpson	8	7.5	7.5	100.0
	Total	106	100.0	100.0	

Number of Children Attending

A total of **870 children** attended Rory lessons and with Murrayfield Primary delivering the most lessons (35) it is no surprise that they delivered the Rory programme to the most children (26% 230) closely followed by Boghall Primary (25% 215).

Murrayfield	26%	230
Boghall	25%	215
Seafield	18%	159
Balbardie	3%	30
Blackburn	11%	97
Lady of Lourdes	8%	66
Simpson	8%	73
Total	100	870

It is interesting to note that if you look overall at the total number of children who received Rory sessions, Seafield Primary delivered all their sessions to different classes whereas the rest of the schools often conducted Rory sessions with the same classes utilising different activities. Balbardie Primary was the only school to deliver Rory to only one year (P3) at the time of interviews and follow up and one class over a number of sessions (please note that further P4 and P6 sessions were going to be conducted at the end of the year). The rest mixed the delivery across years and classes.

Overall numbers of all children who received Rory sessions:

Murrayfield Primary	30%	(658)
Boghall	22%	(486)
Seafield	7%	(159)
Balbardie	12%	(264)
Blackburn	16%	(353)
Lady of Lourdes	7%	(146)
Simpson	5%	(120)
Total	100	2186

Year Groups Attending

As can be seen from the table below there was a roughly even spread across the year groups in terms of who those sessions were delivered to (it should be noted that a number of the sessions were delivered to composite classes so for example a number of the P1 classes indicated on the pro formas were in fact P1/2).

The main point to note from this is that a lower percentage of sessions were delivered to the upper school classes in P6 to P7. There are clear reasons why this was the case and they are discussed in the teacher interview section of the report.

Class Year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	24	22.6	22.6	22.6
2.00	10	9.4	9.4	32.1
3.00	24	22.6	22.6	54.7
4.00	16	15.1	15.1	69.8
5.00	14	13.2	13.2	83.0
6.00	8	7.5	7.5	90.6
7.00	10	9.4	9.4	100.0
Total	106	100.0	100.0	

According to the pro formas completed:

- 31% (33) of Rory sessions within the pilot were delivered to 5 – 6 year olds.
- 48% (51) delivered to 7, 8, and 9 year olds
- With 21% (22) delivered to 10 and 11 year olds.

Number of Rory Sessions by Class year and school

		class year							Total
		1.00	2.00	3.00	4.00	5.00	6.00	7.00	
School	Boghall	4	3	2	2	3	3	4	21
	Lady of Lourdes	1	0	2	2	2	0	0	7
	Seafield	1	1	2	1	1	1	0	7
	Blackburn	2	0	5	6	0	0	6	19
	Balbardie	0	0	9	0	0	0	0	9
	Murrayfield	16	2	3	5	5	4	0	35
	Simpson	0	4	1	0	3	0	0	8
Total		24	10	24	16	14	8	10	106

As can be seen by the table above each school utilised the programme slightly differently across the year groups. For example Boghall Primary utilised the pack evenly across all years however, Balbardie Primary only used the pack within a certain primary year compared to Murrayfield Primary who completed numerous sessions within Primary 1 (and 2).

What was utilised within the Rory sessions?

Across the 7 schools participating in the Rory pilot each school utilised a wide range of different methods and elements of the pack to engage with their classes:

Category label	Code	Count	Pct of Responses	Pct of Cases
Rory story read out	1	46	18.0	43.4
Use of puppet	2	35	13.7	33.0
Abridged story read out	3	10	3.9	9.4
Children read story	4	14	5.5	13.2
Reading buddies	5	10	3.9	9.4
Use of MP4	6	20	7.8	18.9
Drawing pictures of Rory	7	20	7.8	18.9
Develop puppet show	8	3	1.2	2.8
Bone & chutes	10	9	3.5	8.5
Rory fun walk	11	9	3.5	8.5
Word search	12	1	.4	.9
Maze	13	7	2.7	6.6
Build kennel	14	5	2.0	4.7
Homework book	15	8	3.1	7.5
Other	18	59	23.0	55.7
		-----	-----	-----
Total responses		256	100.0	241.5

Across the 106 sessions, over 256 inputs of the Rory programme were delivered by teachers utilising 32 different methods. As can be seen from the responses above, teachers who used the resource did not just stick to reading the basic story. Indeed overall the most popular methods were categorised as 'other' (56% of 106 valid sessions) which indicates the flexible nature of the Rory programme. Within this 'other category teachers stated again a wide range of activities and methods for delivering the Rory programme as can be seen in the table below:

Category label	Code	Count	Pct of Responses	Pct of Cases
Worksheet daily routines	1	3	4.0	5.1
Worksheet like dislike family	2	7	9.3	11.9
Worksheet alcohol facts	3	3	4.0	5.1
Discussion group	4	12	16.0	20.3
Character descriptions	5	4	5.3	6.8
Card games	6	3	4.0	5.1
Use smartboard with story	7	15	20.0	25.4
Feelings board / chart	8	2	2.7	3.4
Parachute	10	1	1.3	1.7
Worksheet behaviour	11	3	4.0	5.1
Posters	12	1	1.3	1.7
Watched video/DVD	13	6	8.0	10.2
Brainstorm	14	2	2.7	3.4
Worksheet feelings	15	5	6.7	8.5
Worksheet themselves	16	2	2.7	3.4
Big book questions	17	1	1.3	1.7
Link into know the score	18	3	4.0	5.1
Drama workshop	19	2	2.7	3.4
		-----	-----	-----
	Total responses	75	100.0	127.1

Again teachers utilised a mix of what was available to them (i.e. use of smartboard with the story), going through a number of the worksheets or holding discussion groups to developing brainstorming sessions, creating posters or even creating a feelings board for the pupils.

Links to Wider Curriculum

Finally within the pro formas there was a request to indicate what other areas of the Curriculum for Excellence the Rory programme had enabled teachers to work within. From a smaller sample across 39 Rory sessions teachers felt that the programme linked into:

- Personal Social development
- Health
- Talking and listening skills
- Language and Writing skills
- ICT
- Circle time / Paths programme
- Art and craft

7. Pupil Evaluation Sheets

7.1 Introduction

Pupil evaluation sheets were developed for each class that had a Rory lesson (as detailed within the methodology document). From the 106 sessions delivered to 870 pupils 843 evaluation sheets were returned (96.89%).

7.2 P1 and P2 evaluation sheets

From a total of 168 P1 and P2 pupils (1 missing data) 84% (141) indicated that they had enjoyed the Rory lessons with 10% (17) indicating that it was ok, and with 6% (10) indicating that they had not enjoyed it.

To give a brief indication of whether or not the P1 and P2 children understood the concept of the way Rory felt within the story they were asked whether or not Rory was happy or sad at the beginning and whether he was happy or sad at the end of the story. The majority (65% 108 from 167) felt he was sad at the beginning with 93% (156) feeling he was happy at the end.

7.3 P1 to P3 evaluation sheets

With a smaller group of pupils from P1 to P3 (n=90) they were asked to indicate whether they had learnt anything or not from the lessons.

96% (86) indicated that they had either learnt a lot or quite a lot about Rory and how to talk to someone if they felt sad and lonely, with only 4% (4) indicating that they had learnt very little.

7.4 P3 and P4 evaluation sheets

From a total of 186 evaluation sheets 84% (156) of P3 to P4 pupils indicated that they had enjoyed the Rory lesson.

P3 to P4 pupils were then asked more direct questions including what their two favourite parts of the lesson were. From 174 pupils providing 221 responses:

- 53% (93) of pupils felt the happy ending was their favourite part
- 22% (39) doing the Rory books
- 20% (34) making kennels / houses for Rory
- 14% (24) using the MP4 players

Other responses included watching the video (7%, 12), activity packs (6%, 11), class discussion (4%, 7) and all of it (0.6%, 1).

When pupils were asked to draw or describe what they would tell a friend about Rory again there was a range of responses. From 177 pupils providing 290 responses:

- 45% (80) mentioned alcohol and its affects
- 27% (47) mentioned the Rory story with specific details
- 24% (42) owner not caring for Rory
- 21% (37) going to speak to someone you trust for help
- 16% (28) mentioned it not being anyone's fault

It is important to note that 82% (146) of P3 –P4 pupils responding mentioned a least one of the 5 most popular responses. Just under half of pupils responding mentioned (47%, 84) at least two different aspects of the programme (for example specific story details along with alcohol and its affects).

7.5 P3 to P5 evaluation sheets

In an attempt to gain an indication of whether or not pupils were able to provide an insight into their self image and self esteem following working on the Rory lesson a small sample of P3 to P5 pupils (85) were asked to represent what feelings they like to have and that suit them best. They were also asked to write all the words which were positive feelings and emotions that they would like to be described as.

For the vast majority when showing the feelings they like to have and that suit them best they drew a happy smiling face (97%, 82). The rest of the group drew a crazy/silly face (4%, 3). For this same group almost all (n=84) described positive words that they themselves would like to be described such as happy, sensitive, caring, kind and fun to be with.

7.6 P5 to P7 evaluation sheets

From a total of 313 evaluation sheets for P5 – P7 pupils the vast majority (85%, 265) stated that they enjoyed the Rory lessons with under 5% (4.8%) indicating that they didn't with the rest undecided. 75% (233) of this group indicated that they had learnt something new. When asked what they felt they had learnt from the lessons the pupils provided 379 responses (from a sample of 279) over a range of answers. The most popular responses were:

- In general learning about alcohol and its negative affects 49% (137)
- Alcohol having an affect on mood / feelings 19% (54)

- Learning about asking for help / talking to someone when needing support 15% (42)
- Specific Rory activities 12% (34)
- Learning if somebody has a problem it's not your fault 8% (22)

From the sample of 279 pupils who filled the question in 85% (237) mentioned at least one of the most popular responses. Out of a wide range of descriptions other responses included learning about alcohol pops, use of the MP4 player, people changing when drinking, alcohol damaging your health, women drinking more than they should, up to 65,000 children being neglected because of alcohol, going to the doctors for help, alcohol is a drug, people can get angry when they drink, and working as a team.

When P5 – P7 pupils were asked what their favourite part of the lessons were over half (52% 132) mentioned the happy ending to the story. Though as can be seen from the table below there were a range of responses:

What was your favourite part of the lesson?

Category label	Code	Count	Pct of Responses	Pct of Cases
Happy ending	1	132	51.6	51.8
Making kennels/ houses	2	9	3.5	3.5
Watching video	3	14	5.5	5.5
Using MP4 players	4	21	8.2	8.2
Doing rory books	5	13	5.1	5.1
Slide show	6	1	.4	.4
Activity pack	7	8	3.1	3.1
All of it	8	5	2.0	2.0
Snap game	10	14	5.5	5.5
Class discussion	11	11	4.3	4.3
Different games	12	26	10.2	10.2
Units game on laptop	13	2	.8	.8
		-----	-----	-----
	Total responses	256	100.0	100.4

58 missing cases; 255 valid cases

Pupils were also asked to indicate whether or not the lessons could improve - was there anything better that could be done. Nearly 72% (71.8%, 201) from a sample of 280 pupils felt that nothing better could be done. A small proportion of pupils 10% (27) felt that the Rory story and activities could be made for older children with the story being a bit longer (5%, 13). Other responses were:

- 'Can it not be so sad'*
- 'MP4 difficult to use'*
- 'Didn't like recording my voice'*
- 'Could we have more discussion'*
- 'More group activities would be good'*

Finally P5 – P7 were asked to write or draw what they would tell a friend about Rory and from the table below it is clear that across the sample there were a wide range of responses:

What would you tell a friend about Rory?

Category label	Code	Count	Pct of Responses	Pct of Cases
Explained Rory with specific details	1	133	22.9	44.5
It was fun / interesting	2	36	6.2	12.0
Owner not caring for Rory	3	52	9.0	17.4
Mentioned alcohol / its affects	4	172	29.6	57.5
Mentioned sadness / being lonely	5	9	1.5	3.0
Use of MP4	6	4	.7	1.3
Speaking someone you trust / getting support	7	58	10.0	19.4
It not being anyone's fault	8	55	9.5	18.4
Mentioned specific activities	10	44	7.6	14.7
Personal experience	12	8	1.4	2.7
Not very good	13	6	1.0	2.0
It's about parents drinking	14	4	.7	1.3
		-----	-----	-----
	Total responses	581	100.0	194.3

14 missing cases; 299 valid cases

Out of a total of 581 responses from 299 pupils the most popular responses were:

- 58% (172) described the lesson as about alcohol and its affects
- 46% (133) detailed Rory with specific information
- 19% (58) mentioned it focusing on speaking to someone you trust if you need support
- 18% (55) mentioned it being about when there are problems it often is not your fault
- 17% (52) mentioned Rory's owner not caring for him.

82% (244) of those pupils who responded mentioned at least one of those popular items in their descriptions. With 59% (177) detailing 2 or more of the popular answers for describing Rory

7.7 P5 to P7 follow up exercise (5 weeks post lesson)

Across 6 of the schools involved in the pilot, data was gathered from P5 – 7 pupils to gain an indication of the level of retention of information since engaging with the Rory programme. One school involved in the pilot did not conduct the Rory programme with P5 – 7.

Teachers were requested to conduct a follow up exercise or to gather feedback from pupils between P5 – 7. This follow up exercise was given to pupils 5 -6 weeks after they had received the Rory lesson.

The exercise involved asking pupils (from 6 of the schools) to describe either by writing or drawing what they would tell a friend about alcohol and then what they would tell a friend about Rory.

Each picture or description provided a number of responses and from the detailed descriptions it is clear pupils across the 6 schools were able to present a range of understanding about alcohol and could describe a range of themes around Rory and the concepts behind it.

What they would tell a friend about alcohol – results

Category label	Code	Count	Pct of Responses	Pct of Cases
Its a drug	1	62	13.1	45.9
Its addictive/become addicted	2	40	8.5	29.6
Being drunk specifically mentioned	3	47	9.9	34.8
Mentioned alcohol in general/its affects	4	97	20.5	71.9
Mentioned emotions(stress,sad,loneliness)	5	7	1.5	5.2
You can die	6	32	6.8	23.7
Makes you sick	7	42	8.9	31.1
Mention specifically Rory	8	7	1.5	5.2
Mentioned age limit	10	22	4.7	16.3
Personal experience	12	2	.4	1.5
Drink in moderation / not to drink a lot	13	9	1.9	6.7
Its about parents drinking	14	8	1.7	5.9
Alcohol and fighting / violence / anger	15	7	1.5	5.2
Alcohol having affect without knowing	16	8	1.7	5.9
Alcohol poisoning	17	1	.2	.7
Bad for health / heart / brain etc	18	21	4.4	15.6
Mentioned specific drinks / brands	20	24	5.1	17.8
In other products perfume mouthwash etc	21	18	3.8	13.3
Drinking underage	22	3	.6	2.2
Not to drink and drive	23	14	3.0	10.4
Need ID to get drink	24	2	.4	1.5
		-----	-----	-----
	Total responses	473	100.0	350.4

0 missing cases; 135 valid cases

As can be seen from the table above from a sample of 135 pupils they provided 473 responses to describe what they would tell a friend about alcohol. The majority (72%, 97) of respondents included a general description of alcohol and its negative affects. The most popular responses were then:

- It's a drug 46% (62)
- It makes you drunk / being drunk 35% (47)
- It makes you sick / ill 31% (42)
- It's addictive / become addicted 30% (40)

Interestingly though there were a number of considerably different ways that the pupils described alcohol and what its affects were; the most popular spread of answers across the pupils were very individualistic - it makes you drunk, ill, you can become addicted. At this point there is limited

mention of Rory or linking back to the Rory work and with these results there is no suggestion that there is a direct casual link between the Rory programme and an increase in alcohol knowledge. What can be suggested is that the Rory programme is raising the profile of alcohol and its affects.

It is important to note that within the schools involved in the pilot, alcohol is raised in general as part of personal health development lessons for pupils from P5 onwards and then at P7 there is brief but specific substance misuse information provided with a drug focus. However no other specific alcohol related information is provided.

When asked to describe what they would tell a friend about Rory again pupils provided a wide range of answers and from the 135 pupils they gave a total of 512 responses.

The vast majority of P5 – 7 pupils in this sample showed good retention of the Rory themes with nearly 96% (129) of pupils giving specific details of Rory and his story. The overall majority also indicated that the lessons had involved issues to do with alcohol and its affects (88% 119). Over half of the pupils (54% 73) specifically mentioned that the lessons were about speaking to someone you trust and getting support and just over 42% (57) also mentioned that it was about not being anyone's fault. Again over half of the children (56%, 76) mentioned that it was about an owner not caring for Rory.

Interestingly very few of this sample indicated specifically that they saw it as to do with parents drinking, though this may be more to do with the teachers not addressing this directly as an issue.

What they tell a friend about Rory – results

Category label	Code	Count	Pct of Responses	Pct of Cases
Rory story with specific details	1	129	25.2	95.6
it was fun / interesting	2	1	.2	.7
owner not caring for Rory	3	76	14.8	56.3
mentioned alcohol / its affects	4	119	23.2	88.1
mentioned sadness / being lonely	5	14	2.7	10.4
going to speak to someone you trust/get	7	73	14.3	54.1
mention not being anyone's fault / feeling	8	57	11.1	42.2
mentioned specific activities	10	41	8.0	30.4
its about parents drinking	14	2	.4	1.5
		-----	-----	-----
	Total responses	512	100.0	379.3

0 missing cases; 135 valid cases

8. Follow up interviews with lead teacher and staff (n=21)

8.1 Introduction

Following the delivery of the Rory Learning Resource across the 7 schools, follow up interviews were conducted with lead teachers and staff (n=21). In each of the schools face to face interviews were conducted with staff across the age and year groups who delivered the Rory resources. This section of the report is divided into summaries for each of the pilot schools plus an end section that brings together key consensus themes expressed across the teaching group.

8.2 Boghall Primary (n= 4)

Summary

- The Rory Learning Resource was delivered in sessions across the age groups within Boghall through a mixture of PSE/PSD lessons and stand alone sessions.
- From the interviews it was clear that teachers were confident in delivering the sessions but had been wary of the queries that the pupils were likely to ask.
- When asked what had worked well the teachers interviewed felt that:
 - The story was strong with a strong character that the younger children particularly liked
 - The Rory puppet worked well with the younger children from P1 to P5.
 - The games including SNAP.
 - For the older children the video use of smart board and MP4 worked well, though there were technical problems with MP4 players
- The resource was flexible and they had the ability to change what they wanted, however they would have liked a lot more direct practical lesson development.
- Teachers had to prepare their lessons before getting to Rory - this was not an off the shelf resource.
- The resource worked particularly well for younger years up to P4 who enjoyed the characters and there was lots of discussion regarding friendship, happiness sadness and loneliness, however there was limited discussion regarding alcohol.
- For lower school the resource links into other curriculum work included feeling safe, dealing with emotions etc.
- Older pupils found the story babyish, but brought about good discussion regarding feelings emotions (again not necessarily about alcohol).
- Also perception that there was less available within the resource for older pupils re interactive resources – found the technology complicated and often not working.

- For P6 and P7 teachers worked hard to develop the themes of the story for example creating storyboards, going through worksheets, creating posters.
- Teachers felt that the worksheets that focused on parents drinking were inappropriate.

Ways Forward

- Worksheets need amended to avoid direct queries regarding parental drinking.
- More direct lesson plans should be delivered within the training so that teachers can see how it can work in practice.
- Overall teachers felt that the resource worked well but was much better for younger years up to P4.
- Way forward would be to redevelop the resource so that there is a progression through the years. For example lead in with P1/2 lessons directed at emotions and feelings, then follow on with P3/4/5 discussing generic alcohol topics within the story and finally with the P6/7 pupils focus on parental drinking and link into alcohol facts and knowledge that are being provided via other resources.

8.3 Balbardie Primary (n= 2)

Summary

- Rory was delivered in the main to P3 classes but in a later term would be utilised within P4 and P6.
- P7 pupils had been considered but it was felt too immature for them and they were due to receive alcohol education and knowledge through Choices for Life as well as other external agencies input.
- Again preparation of lessons was required before teachers felt that it was appropriate to be delivered to their pupils before being delivered within a PSD/PSE and health lesson
- Initial lessons delivered story and then opened up with discussions which brought a good response from the children
- Then moved onto work with smart board, video and worksheets.
- Challenge for teachers to engage with children on the topic of alcohol whilst not making them too worried regarding their parents drinking.
- Some examples of pupils becoming very emotional.
- Enabled the children to open the door to very general discussion regarding alcohol - when they could drink, what alcohol is and so on.
- Fitted in well with other class topics including lifecycles and the body etc

Ways Forward

- Thought the resource worked well with P3 children - concern about where it goes next and how to deliver the resource the following year. It potentially would be best suited to middle

primary school years, however it was recognised that as a resource to address alcohol before P6 / 7 it is a good option.

8.4 Simpson Primary (n= 2)

Summary

- Delivered Rory as part of a joint venture between P2/3 and P5/6 classes with a mentoring and buddies approach as part of PSD lessons and health.
- Found having another teacher to work with built confidence in dealing with pupil's queries.
- Each class had the story delivered initially on their own with a puppet and then paired up with either younger or older classes.
- Younger children were concerned about the dog and it being looked after – they struggled with concepts behind owners drinking and not looking after Rory.
- Tried worksheets with P2/3 on emotions but there was no understanding alcohol links.
- Some of worksheets did not work e.g. parental drinking.
- Strong characters and story for P2/3 pupils.
- Mentoring worked really well - P5/6 worked on storyboards with P2/3's, role playing and also made hand puppets.
- Older pupils really opened up in good discussion and grasped the key concepts.
- Found the resource flexible and they were able to shape it in the way they wanted but lot of prior lesson planning was required.
- Displayed materials at parents evening and in newsletter but no feedback - also displayed materials for sex education work and got lots of feedback - alcohol seemingly faded into background.

Ways Forward

- Teachers feel there is a need for the resource but it needs to be a little more age appropriate – liked the story and the discussions that came from it.
- Worksheets need to change to be more sensitive to the needs of vulnerable children who may be in the class who do not want the pressure of addressing this topic within school.
- Younger pupils identify with the story and the characters are strong, Rory seen as an enabling resource - it opens the door to the topic.
- Can spread the topic across the years from friendship, decision making to alcohol as a general theme to parental drinking
- More practical lesson plans would assist in the delivery.
- Visually enhance some of the resources especially for the older years who do not relate so much to the dog.

8.5 Seafield Primary (n= 3)

Summary

- Delivered Rory as part of health week within PSD lessons across the school from P1 to P7.
- Just the story delivered to P1 and P2 then worked with puppet and kennels.
- Story and worksheets with P3/4/5 along with a filming project and story boards
- Also some inter class work with buddies which worked well.
- Early on P7 teachers felt that the resource was not right for them and was working on other more direct alcohol knowledge and education resources.
- P7's enjoyed the MP4's but the story was felt too babyish for them.
- Concerns regarding the worksheets that focused on parental drinking.
- Generally the pack worked well with P3 to P5 with good discussions - lots of questions and teachers had to provide a range of answers to the queries.
- Queries on alcohol and parental drinking, but teachers found it difficult to strike a balance
- Would have liked more training on lesson plans and practical application of pack rather than the focus on alcohol theory and on the MP4 players and potential selling of the product by the company responsible
- Worked really well with P3 and P4 who could get some of the general concepts of alcohol and the affect on Rory's owner, but again spent a lot of time on alcohol as a topic, not parental drinking.
- At P3/4/5 teachers felt that it was good to hang other aspects of work onto - teamwork, feeling of blame, emotions and decision making.

Ways Forward

- Would like more practical training in terms of lesson planning and delivery of the resource - too much focus on MP4 and how they worked
- Overall felt that it was a good idea and the beginnings of a very useful resource, however it had to be more age appropriate
- Some of the worksheets need to be changed as teachers felt that the direct focus on parental drinking is not feasible or workable.
- Would like to see resource developed so that:
 - for younger children P1/P2 the story is introduced gradually in terms of happiness and sadness and dealing with those feelings, concepts of fault and dealing with worries.
 - then for P3/4/5 more general interactive work on Rory and the general concepts of alcohol.

- For P6/7 the link would be Rory and parental drinking, but focusing more on the existing resources that are utilised - it was felt that the use of the dog character would not be needed.
- Also the resource has to address the way it is delivered in terms of the experience of the staff member - it was felt it could be daunting for an inexperienced teaching staff to work through alcohol issues as a topic.

8.6 Murrayfield Primary (n= 2)

Summary

- Ran the Rory sessions across the year groups within the school as part of health week and the normal PSD/PSE sessions
- Initial discussion between teaching group as a whole and then lessons were developed plans individually.
- Lot of preparation work and initially felt that the pack was far too focused on alcohol being a problem and how that affected the child.
- Changed it to make the lessons more general without the focus on the child and alcohol being a problem for the child.
- Lots of discussion across all of the years especially from P1 to P5.
- Delivered story to P1/2 and talked about feelings and emotions, and worked with smart board. Worked with feelings charts, happy and sad pictures.
- Younger pupils really excited about the puppet/character and it gave an opportunity to work with them on emotions and feelings with the family.
- P3/4/5 more interactive work including building kennels, discussion groups working on stories and role play – really enjoyed working with the story – lots of questions and queries.
- Enabled work with writing skills and teamwork.
- Teachers found that they were confident in delivering the sessions as they were part of the health sessions.
- Really strong character with the story being well received across the years.
- Not so much work with the P7's. Did not use the puppet and dog character as much, focusing more on mentoring work with younger years.
- Had technical problems with MP4 and felt training focused too much on MP4 and potential selling of the product by the company responsible.
- Some parent feedback via the PTA who have been positive and homework packs also received positive feedback from parents .

Ways Forward

- After some initial concerns regarding the practical way forward and how to plan the lessons the teachers involved have been delighted with the resource, overall it was seen as useful and worthwhile.
- Concern would be where does it go next year however would like to see it developed for :
 - P1/2/3 focusing on friendship, feelings, emotions working through difficult feelings
 - P4 (perhaps P3 and P5 focusing on Rory and the general alcohol issues – what is alcohol what do people drink)
 - P6 and P7 focusing on the effects parental drinking has on the family with less focus on the dog
- Felt that the character and story were really strong for the younger children and could develop that to enable alcohol to be brought in as a topic in later years
- The resource has to consider the potential vulnerability of the target group and the sensitive nature of the topic,– in further development of the resources more time needs to be invested in how to shape the messages across appropriate age groups.

8.7 Our Lady of Lourdes Primary (n= 4)

Summary

- Used as stand alone sessions within PSD/PSE remit across a range of years within the school – fitted in well with no problems.
- Again found a lot of preparation time required and would have liked more practical working through of lessons within the training. Teachers found it difficult to just run with it.
- With young pupils from P1 to P3 lots of interest in the Rory character, really engaged with the story and enjoyed a range of activities.
- Happy and sad characters, work on feelings and emotions worked well.
- However found concept of alcohol and reasons behind owner's behaviour difficult to grasp
- In P4/5 the alcohol questions and queries started, immediately after the story was read. Teachers were initially concerned about how to react to the stories being divulged but with debate and support their confidence grew.
- Behaviour and the family discussions worked well with older pupils – the concept of Rory and the dog was a bit boring for them.
- However when focusing on the alcohol topic and people's behaviour children were really engaged and this led to putting on plays and designing story boards
- Lots of feedback from parent's night and the messages definitely had been going home.

Ways Forward

- Story is strong and the younger pupils especially enjoyed the characters
- See the resource as having real potential and with some development being a very useful resource.
- Key groups are P4/5 but would like to see the P1 to P3 gently led into Rory with story and focus on friendship moulding the work into a more focused alcohol approach by P4 and P5.
- Would utilise P6/7 work more to do with affects of alcohol on community and not so much with the dog – could bring in more direct information at that point regarding parental alcohol use. Would like to see development of mentoring and peer work with the older children explaining Rory to younger pupils.
- Would like to involve parents more.
- Enhance resources if possible with bigger book that is more substantial.

8.8 Blackburn Primary (n= 4)

Summary

- Rory delivered across the year groups as part of PSD/PSE or health work within health week – fitted well with that dimension of the curriculum.
- Again teachers interviewed felt that there needed to be a lot of preparation before the resource could be utilised within the classes.
- Early P1/2 classes read story and discussed issues of friendship, being happy, being sad.
- No real concept of alcohol, some children could talk about ‘alcohol’ but no concept of drinking alcohol and linking it to parental use.
- Utilised puppet with story for P1 – P3 and they connected with character
- Teachers not happy delivering alcohol messages to P1 and P2 pupils.
- Teachers concerned regarding some of the worksheets and felt they were inappropriate regarding asking pupils to describe parents drinking habits.
- Would be a lot happier if resource was delivered at P4 to P5 stage.
- P3 pupils were able to produce storyboards along with working through some of the worksheets – happy / sad times.
- P5 read story, combined with use of smart board and worked with MP4 players.
- Work well with pupils within P4 / 5 who enjoyed and the enjoyed discussions that allowed them to engage with the topic of alcohol but in a more generic way.
- P4/5’s worked through discussions about emotions/feelings towards friends, as well as advice plans for people who were sad and lonely and also created a podcast of advice.
- P6 / 7 work initially with the story which they enjoyed, however felt the dog and the look of resource was babyish.

- Used the resource with the older pupils only in conjunction with other work they were focusing on regarding units of alcohol, types of drinks or doing experiments with alcohol.
- Teachers felt that if they had focused on Rory it would not have worked with older pupils.

Ways Forward

- Teachers found it difficult to strike a balance between discussing the subject of alcohol and not scaring the pupils with too much information
- For the older children the teachers interviewed felt the resource needed to change to make it more relevant to them.
- The younger pupils do not understand the alcohol strand within the resource and the reasons why Rory was not being looked after. The character is strong and the pupils were engaged with the character.
- The teachers would like to see more progression within the resource that you would see across the middle years of the school (P3 to P5), perhaps lead in with the Rory story for the younger children and focus on general concepts of happy / sad emotions and then attempt to build in more generic alcohol concepts later on in P4 and P5.
- Again the requirement for more practical lesson plans that lead to an overall progression of aims and objectives for the resource to enable the teacher to clearly see the practical processes of delivery.

8.9 Key themes from follow up interviews with Teachers

Where it was delivered within the curriculum

All schools within the pilot placed the Rory provision within the PSD/PSE/ Health arenas. Across the 7 schools the teaching staff for each school discussed this prior to delivery and all those interviewed felt that it was the right place for the resource to be delivered.

“Fitted in PSD and health lessons..” (B1)

“fitted in well to health section and PSD area of curriculum” (S2b)

“fitted in well with PSD topic work that linked in with other alcohol work” (L4g)

A number of the teachers utilised it within a specific health week or connected it with other work (primarily for older P6 / 7 pupils who would be doing other health related topics). A small number of the interviewees saw it as a stand alone lesson.

How it was delivered

There were a considerable range of different methods utilised to deliver the Rory story and messages within the resource. The story was primarily used as a base to the work, with teachers across all of the schools utilising a range of activity methods and resources including: puppets,

storyboards, integrated with smart board, video, audio, role play, MP4, filming and podcasts to name but a few.

P5/6 really enjoyed their own storyboards...(S1c)

With the older kids P5 for example made kennels....and that really worked well (M2c)

Lots of good work with the smartboard, bit of the DVD to back story up (B1b)

There were a number of teacher led developments (feelings charts, advice podcasts, and play and drama groups) and a number of the teachers felt that the resource was flexible enough to allow their own development of the pack and the activities within it:

Made charts and a safe house and feelings chart and time when happy and sad with the P1 / 2's (M1a)

What worked well:

Strength of Rory character

Undoubtedly across all of the schools the teachers felt that the Rory character and basic story was strong.

"Story itself strong...really empathise with the story character" (L1d)

However there are distinctions within this perception. Certainly within the P1 to P3 years pupils related to the character, were concerned about the characters, and were very engaged with the story.

"Rory character has gone down really well, it was great to have a character to focus on." (M3f)

"younger kids especially very excited and story was brilliant" (M42)

This was still true for P4 and P5 but the teachers felt that the dog character (though some older pupils enjoyed the story) was seen by a number of the P6 / 7 pupils as a bit babyish.

"Our P7 teacher tried the story but it was way too young for them..." (SL4t)

"P6/7 dog doesn't do it..pictures too young but liked the story...could get into it for younger children" (B4y)

Level of alcohol discussion

The Rory pack within P4 to P7 (where utilised) led to a range of discussion on the topic of alcohol. Across all of the schools the teachers who were interviewed at follow up agreed that the level of discussion and the enthusiastic nature of that discussion led to good interaction and debate:

“No shortage of stories that led on to putting on plays and putting their own context to alcohol”
(Lp6)

“had lots of questions from the kids really opened up discussion and testing out thoughts...”
(B14x)

“lots of questions and great discussion...all shouting at the smartboard within the groups” (M5t)

“surprisingly for our P4 and P5’s as a whole it went very well and discussions were good with valuable outcomes” (B5g)

“most of the discussions have been good but sometimes not to do with alcohol but family problems, break ups, sadness, emotions that sort of thing....” (BG3b)

Mentoring / Buddies Work

Within 3 of the schools staff used mentoring / buddies work as part of the Rory lessons whereby for example P2/3 pupils joined up with P5/6 classes to work through Rory activities. This seemed to work very well:

“P5/6 really enjoyed working with the younger ones....” (S5c)

“We kind of did a buddie thing with the older P6’s doing work with the younger P3’s and by making it helping the younger ones it allowed them (P6) to feel part of it...” (BG3w)

It also enabled the older pupils to get a sense of teaching the younger children all about the character, but also from the point of view of the teachers involved an opportunity to see pupils discuss and develop concepts of feelings/emotions/sadness/loneliness across age groups.

What worked not so well?

Perception of alcohol as a concept for younger pupils

It must be remembered that one of the key themes behind the Rory resource was the story and how Fred the dog’s owner has not been looking after Rory because he is drinking alcohol and having problems with this.

The teachers felt that the younger pupils (P1 to P3) did not comprehend this concept in the strictness sense:

“liked the puppet and the story but it was a bit too much info for the younger ones...they were worried about the dog but that’s all” (BG2e)

“Found with P3’s they still struggled and needed explaining some of the alcohol concepts and why Rory’s owner was not looking after him...” (S1R)

The young pupils were often enthralled by the story and worried about Rory but the concept of alcohol and the concept of drinking was often alien to them:

“P2 /3 concerned about the dog and concerned about him not being looked after but not linking it to alcohol” (S9u)

It must also be pointed out that a number of the teachers were aware of pupils within the younger age groups who were affected by parental substance misuse.

Striking a balance

The teaching staff interviewed also found it difficult to strike a balance between delivering the story and the key messages for younger years regarding feeling safe and talking to someone when you need help versus scaring them about alcohol and their parents drinking. It was very clear that the P1 to P3 classes from the point of view of the teachers, often had no concept of their parents drinking alcohol or getting into problems with alcohol:

“P1/2 and really P3 found it difficult to move into concepts of alcohol and drink...” (BP2)

This must be placed within the context of how the pack was delivered and the confidence of the teaching staff to engage with their pupils regarding the sensitive topic of alcohol and its effects (this will be discussed further in section 11).

Best years to deliver Rory

Teachers felt overall that Rory was in its present form connected best with younger pupils:

“story works really well with the P2 and P3 but the middle stages engaged with the alcohol aspect of the story....” (B6h)

It was felt that the resource needed to be more age appropriate across the years. Certainly teachers perception was that the story and characters worked well with very young children across P1 to P3. However across all of the schools it was felt that Rory offered an opportunity to lead into initial discussions. The focus should be on engaging with the children at this early year’s stage on happiness, sadness, feelings and emotions in a general sense. From P3 to P5 there was the wish for the pack to then enable a progression to more generic alcohol discussion (which in a number of cases within this evaluation it showed that it could with pupils)

It was felt at this time that the Rory pack was not necessarily suited to P6/7; however for future development it was felt there is an opportunity to build on the progression of work in earlier years that would enable pupils then to focus on alcohol and its role in the community.

Vulnerable Pupils and Sensitivity of the topic

For a number of the teachers, elements of the Rory resource in its present form were seen as inappropriate and this was certainly the case with certain worksheets that focused on parental drinking and asking the pupils what their parents drank.

It is also very clear across a number of the schools that the work with Rory and the associated activities for some pupils within P3 – P6 did bring to the fore issues, concerns and worries for a number of young people. The discussions that pupils engaged in raised some emotional issues:

“I had at least a couple of children in P3 who were worried and got very emotional - not about alcohol but about smoking...” (S2P1)

“One of my wee girls was nearly crying as she thought her mum was drinking...but in reality she really wasn’t” (B3R)

“with a lot of the younger children the story brought up a lot of emotional things like how they feel about friends, things going on in the family” (M4O)

Teachers who referred to this felt that they had the channels to deal with those concerns and on a small number of occasions new concerns were brought to the attention of the teachers. However it was also clear for a number of the younger children that merely engaging with the topic of drinking, talking about their parents drinking, and connecting that with an owner not looking after their dog highlighted worries that some teachers had to calm.

All of this points to the sensitivity of the topic, the vulnerable nature of young pupils and especially the need, as the resource is developed, to build in at every stage more practical support for teachers in working through the topics, discussions and themes that children will bring up once they have been involved with the Rory Learning Resource.

“really have to be careful about how sensitive all children are at this age not just what we think are the vulnerable ones.....our pupils will worry about things and some of the issues that Rory brings up really rely on the skill of the teacher to gently bring them into a discussion...” (B4R)

It is also clear that teachers were not happy focusing on parental drinking when they knew that certain children within their classes were very aware of their parent’s issues with alcohol – again by focusing on the topic of parental drinking and alcohol misuse it would open up topics that some pupils found difficult to deal with.

Confidence of teachers to engage with the subject

Teachers provided no indication that they were not confident in delivering the lessons, but a number of them were slightly disconcerted at the possibility of difficult topics being raised and they as teachers having to deal with those issues.

“Some of my colleagues were not comfortable with some of the resources and I think it is also about their confidence in dealing with some of the issues raised” (B5V)

“some queries from the kids were difficult because you are trying to deal with your own views” (S5G)

“I would be worried that younger less experienced teachers would not know how to respond to some of the questions even from the early P2 /3 ‘s” (SL8M)

Again within the training there was the request to get more practical information on how the resource would work and how they as teachers could deal with the topics raised.

Use of MP4 technology - where to best use

A number of the schools utilised the MP4 players but teachers felt the use of the technology was hampered by glitches with the packs or issues to do with health concerns:

“technology was complicatedbit fiddly “ (BG2S)

“MP4 players at points didn’t work and then had problems with ear pieces and not being hygienic” (M3L)

On the whole teachers who worked with older pupils found that they enjoyed using the MP4’s but were not convinced of the overall worth within the context of the Rory story and message. For some it was seen as a bit of an add-on:

“my older pupils (P5) enjoyed the MP4’s but I found they were very individualistic and shut the discussion down” (S8J)

“to be honest the MP4’s will probably get used but they seemed to be tagged on to the pack rather than part of the whole thing...” (B9H)

“could have done with a bit less selling of the MP4 concept and a bit more practical application in terms of how it fitted in with the rest of the work” (SL1K)

Parental Feedback

Across the schools teachers reported a mix of feedback from parents regarding the Rory lessons and the input going into the schools. All schools advertised the fact that the input was being put into place for pupils either through the school newsletter or presenting the materials at events such as health week presentations or parents evening. At one school there was no feedback even though the materials were presented at a parents evening:

“No feedback from parents and this was even when we displayed all the materials at the parents evening - got a lot of feedback re sex education materials on the night but nothing about Rory..” (S3p)

However at two of the other schools, teachers received direct and positive feedback regarding the Rory input.

“did have positive feedback at the parents evening after I had used the homework packs” (BL3P)

Teachers also mentioned that they believed the messages had gone home regarding the Rory work – not only because of what the pupils told them, but also because of the direct feedback from parents at the school gate:

“Had parents come up to me in the playground and say (jokingly) – so you are the one to blame for me not being able to have ma glass of wine or pint of beer!” (L2d)

Ways forward - planning Rory and practical lesson development

From the teachers interviewed across the 7 schools who participated within the pilot there was a qualified welcome for the pack. All of the staff felt that there was a need for alcohol input at years prior to Primary 7; however this needed to be gradual within the context of the pack being more age appropriate for the different stages.

All of those interviewed felt that the story was strong and worked well with the younger children. The concepts of happy/sad, talking to someone when you need help, and then linking that to more general alcohol work topics would allow the teacher to work with the whole class (including the perceived vulnerable children). However there was the real wish for the pack to be developed with more of an understood progression to the work so that teachers (of all experiences) could clearly see the aims and objectives within provided clear lesson plans.

“I think the pack can lead in with the P1 and P2 with happy and sad use of puppet maybe then core aspects in P3 / 4 / 5 for alcohol with P6 and P7 focus on the family”

“the pack needs more detailed lessons plans; I would have liked that in the training, more practical application of how to deliver the resource to see progress across the lessons...”

“I have had to do a lot of preparation, this is not an off the shelfit has potential and the story is strong but I would like to see more age appropriate lesson plans for teachers to work with....”

“I want to see how progress is made across the lessons, yes leave flexibility but at the moment I feel that the success of the lessons was down to our skills rather than being directed by the pack”

If this was provided it would then allow teachers to plan across the years and see how each class interacts with Rory as they pass through the school leading to more direct alcohol knowledge that they receive within P6 and P7 years.

“Can we see progress through the years so in early years Rory brings in basic emotional concepts that are then built upon so by the time the kids are in P6/7 they then see Rory for what it is and also it allows you an opportunity to link better in to what else is provided”

9. Parents focus groups (n=3)

9.1 Introduction

Three focus groups with parents from across 3 different schools involved in the pilot, were conducted at the end of the Rory delivery. Two of the groups were conducted as part of either a standard parent council meeting with the third arranged as a specific meeting called by the head teacher.

At the start of the meeting parents were told that they were going to be asked questions in relation to health and lifestyle related topics. **A total of 19 parents** were involved in the groups (Group A: 8, Group B: 6, Group C: 5). All parents involved in the interviews had children attending the pilot schools. In order to address concerns over confidentiality, in agreement with the parents involved, quotes, comments and information presented are as a whole group within this section. The interview (as can be seen within the methodology report) was split into 3 distinct sections;

- How children/pupils take on health / lifestyle related messages
- Level of knowledge of what health / lifestyle related work goes on in school
- Level of knowledge and perceptions about Rory alcohol education resource.

The aim was to gather an indication of parents' perception on

- what they believe are the best ways to get messages across to their children
- where they feel alcohol fits in terms of the health related work within primary schools.

As well as getting

- an indication of whether or not they had any perception of the Rory work and whether or not their children had fed any of the messages back home.

9.2 The best ways for kids to take health/lifestyle related messages

When first asked to give an indication of what they thought were the best ways for children to take on health related messages all three groups agreed that the methods had to be interactive and engage the children. It was no good just teaching the children facts:

"Got to have something that is interesting and fun..." (PG1a)

"Something that they are actively involved in bit of ownership..." (PG1b)

"Do something practical so they are involved with doing something a bit more interactive (PG2a)

Parents made it clear that kids were far more willing to take things on board if they were all involved, engaged, interested and cared about the topic.

9.3 Who, and from where, do children get health related messages

All three groups of parents felt that where, and from whom, children take their health related messages changes as they get older and progress through primary school. All of the parents felt that the main influences were themselves as parents, then teachers and peers/friends. As the children got older and went from P1 / P3 to P4 / P7 the influence of their friends increased and the relationship with teachers developed.

Parents felt that a lot of misinformation was passed within peer groups even at early stages from P4 onwards. Even from young children it was felt that messages were being taken from TV, movies, friends, parents and teachers, with the influence of older brothers and sisters seen by one of the parents groups as key:

“Younger kids take messages from older kids: peer group is important” (PR3c)

“Certain topics as they get older become uncool to talk to with your mum or dad - you find that with the younger ones they will take things on board more easily, but as they get older it is more difficult to get them to take things on board...”

“My eldest is in P6 and her attitude has changed: she is now reading a lot of magazines getting a lot of info from them” (PR3e)

“There’s a real change in P4, 5 and 6 just going up to the big playground so they are mixing with the older ones” (PG2d)

9.4 Health related / lifestyle sessions delivered in the school

Parents mentioned a range of health related work and healthy lifestyle initiatives across each of the schools. These included:

- Healthy tuck shop schemes
- Sex education
- Fruit tasting
- Healthy packed lunch initiatives
- Health week
- Walking to school
- Drug education
- Involvement of outside agencies including the police
- External provision of dancing, basketball, swimming and golf
- Personal social development lessons
- Choices for life and Young Scot provision for P7's

What was apparent was that none of the parents mentioned the Rory interventions at this stage without being prompted..

9.5 What messages come home regarding health related / lifestyle topics

Parents again gave a range of answers when asked about what sort of messages the kids brought home regarding health related matters and healthy lifestyle. Popular mentions were 5 pieces of fruit a day and eating vegetables, drinking water, doing exercise / walking / running, cutting down on smoking, drug education and sex education. Again none of the parents mentioned Rory without prompting at this point.

A number of parents felt that the sort of messages and information that came home really depended on the relationship that children had with their parents or the person who looked after them.

“my lad is P6, came home the other day, came up the stairs and started to talk to me about Sex Education and I couldn’t believe some of the stuff he was telling me but he just would not talk about this stuff with his dad....but happy to chat to me...”

“This is not only about mental and social health - some parents have that conversation and others don’t”

9.6 Concept of alcohol - what is talked about

Parents across the 3 groups were asked what sort of concept their children had of alcohol and what they would talk about when alcohol was mentioned.

Opinion was split across the groups regarding how pupils perceived alcohol. All the groups agreed that young primary school children from P1 to P3 had little concept of alcohol - they might know the word but not any concept of what it means.

There was a clear difference of opinion between parents who perceived that generally from P3 onwards pupils have a concept of alcohol and begin to see or talk about the consequences of alcohol, and then others who believe that pupils at that age do not have a detailed concept of what it actually means.

“It really is age dependent; I would say they have general concepts but no real idea of the consequences”

“my boy knows that it gets you drunk but not actually what that means...”

“A lot of the younger ones not really getting an idea of consequences.... had a recent example of seeing a woman who was drunk and they were stunned with what was wrong with her - they were frightened”

Another group felt that from P3 onwards children began to know about alcohol and could see the practical consequences and as they got older towards P6 and P7 knew a lot more than a lot of parents realised:

“Kids do talk about alcohol I never heard them but I am sure they do - they do know more than they let on – found that with certainly sex education and overall lifestyle and drinking”

“Kids talk about alcohol - they see the consequences, when we’re sitting with glass of wine our kids ask and want to know if we are going to be sick or not cause we live opposite a shop – they see people drink too much then they see the consequences”

“For my 10 year old he has an awareness that adults do drink and it is not all about that people get hammered you have a couple then not drunk”

“ma wee one knows that football tops don’t have drink sponsors – and he will tell you why”

“They are making judgements about alcohol and the effects all the time like a lot of things in their lives....why do we think that alcohol is different....they see the effects of it on the streets or in the park where they are playing”

For a number of the parents they felt that it was dependent on how the family dealt with communication within the family home and how alcohol and its use was explained to the young people:

“But it depends how the family is, some will talk to their kids other won’t and are scared of doing it”

“Ma wee one has liver problems but we had to explain the role of alcohol in that and how it effects people’s bodies – he asked, we told him but others might not have” ???

“you need to take responsibility as a parent and give the facts at the appropriate age but not to scare them - don’t make it a taboo subject they need to be safe....”

9.7 Knowledge of Rory pack

Parents within 2 of the focus groups mentioned the Rory pack specifically (2 parents in each) though they all had to be prompted. However the awareness was positive and there were clear indications that the Rory message had had an impact:

“parent of P4 was out the other night and her son said don’t be drinking too much because you remember what happened to Rory so it had really stuck”

“my P4 told me about it; it’s a story about a dog and the consequences of not being looked after by their owner when the owner gets into trouble with the drink”

“yeh heard about from the kids...don’t really know a lot about it but parents have been talking about it and aware of it”

“couple in 3 / 4 class talked about it - storyboards and really talked about story”

“From what my lad told me the story seemed to catch their attention, it is interactive and they seem to grab hold of the character and story...he really enjoyed telling the story to younger kids...”

One parent did point out that although he was not able to specifically remember the Rory input he was not overly concerned as he would expect an alcohol input to be part of a holistic approach anyway and he did not want it to be made out to be a huge deal that people got worried about:

“I don’t know much about an alcohol input but actually I see that as a healthy thing that it didn’t strike me; that’s good I want a holistic approach - it’s just another tool used in the armoury then that’s great...” (PG1g)

It must be pointed out that within all 3 of the parent focus groups the Rory input had been promoted within the school newsletter.

9.8 Use of Rory and a way forward

When Rory was fully explained to the groups, the parents were fully supportive of the intervention and the thinking behind it. They were happy to see a resource:

- Being age appropriate
- Focusing on help, friendship and happiness /feelings and emotions for the young children
- Focusing on alcohol and the role of alcohol in the community and its effects for the older children
- Providing vulnerable pupils with an opportunity to seek support

“No doesn’t worry me - needs to be talked about... it’s part of life...it’s part of what a lot of people do in and out of the home...”

“All about developing people gradually and the more it’s imbedded then that is the right way to do it”

“Start off gradually and then gives them an option to come forward”

“Seems to me appropriate, much more balanced approach to bring young people into discussions regarding alcohol”

“Kids are not afraid to ask issues but the balance has to be right”

10. One to One Worker Interviews (n=4)

10.1 Introduction

The Rory Learning Resource was also provided to a range of one to one workers within the Blackburn and Bathgate area of West Lothian. The agencies represented were:

- Circle West Lothian
- West Lothian Drug and Alcohol Service
- West Lothian Children and Young Person Team
- West Lothian Youth Action Project
- Whitdale Family Centre

The professionals within the above agencies deal with children and families where either alcohol is a direct issue, or they engage with vulnerable groups of children and families. Staff across these agencies were provided with brief training on the Rory resource.

10.2 Interviews with staff members

Each agency was contacted as part of the wider evaluation and if applicable brief telephone interviews were conducted covering topics such as:

- How has the delivery of the pack gone?
- Usefulness and confidence in relation to delivery?
- Has the pack engaged the young people – how exactly?
- What topics have come out of the work?
- Had the children and young people been able to make links with story to alcohol concerns?
- Most useful aspects of the pack?
- What aspects would you improve?
- Has it been utilised with other resources?
- Has the pack enabled young people to more openly discuss the issues surrounding alcohol?

10.3 Implementation of Rory and its resources

Of the 5 agencies that had been provided with the Rory resources **only staff within two of the organisations** had, within the evaluation period, been able to implement the resource with clients.

The other 3 agencies were very clear that failure to utilise the resource was not because of the resource itself, but due to lack of opportunity to identify with appropriate clients at this point, as well as going through re-organisation of services.

“still think the resource has potential and will look to use it just haven’t found the right time”

Representatives from all 5 agencies involved in the original training were contacted and briefly interviewed over the phone. Brief telephone interviews were then conducted with **4 one to one workers** with regards to implementation and delivery of the Rory resource.

Training

Across all of the agencies provided with the training there was a consensus that it had been appropriate and provided the necessary information

“thought the training worked well ...”

Who was Rory delivered to?

Across the 2 agencies who put Rory in place staff worked with a total of 8 children with the Rory story. All the children that were engaged with were involved with the service as a result of parents or other members of their family being in contact with the service due to alcohol issues. The small sample of children ranged from the youngest being 4 years old to the oldest being 11 years (also 6, 8 and 10 years).

The majority of the children were delivered engaged on a one to one basis with the worker, and although group work had been considered at one point within one organisation this was seen as a future potential method of delivery. Two children were read the story as part of a joint session with parents. The one to one worker felt this worked really well on two fronts. The parent was able to talk about alcohol with their child in a general way, but also staff believed it enabled the parent to see the impact of drinking behaviour in their own context:

“the parent really enjoyed the session, they had never heard of it and enjoyed it - found being able to talk about alcohol in a general way and open a discussion with the young person...”

“thought it was also a good way for them to see the impact - saw that Rory was being harmed and for them to look back at their own behaviour and their own context.....also good to see how their own child reacted to the story and Rory not being looked after”

What aspects of Rory were used?

All 8 children were read the Rory story which then led onto different discussions with them. For the youngest child the puppet was also used which the worker felt worked really well:

“The puppet went down very well especially with one wee girl who had seen it at school, but not had an opportunity to play with the puppet but this time it got her full attention “

The 11 year old also had a session with the MP4 player and this was seen as useful as they felt the story was a little babyish and it had engaged them.

“Found it a bit babyish but the technology was interesting cause they didn’t have it at home...”

Rory engaging with the children

All staff interviewed felt that the resource engaged the children it was delivered to, and enabled further useful discussion. For the younger children this discussion concentrated upon happy/sad concepts, friendship, and talking about why Rory was not being looked after.

“Cause the dogs got the cuteness factor it’s something real for them to look at they were concerned about the dog”

For the children aged 6 – 8 years this was supplemented by discussions regarding alcohol and going to someone who can help. For the older children the story was a little young, but they were able to see the concepts of the topic and that enabled the worker to engage with the subject.

“For the older one it gave the opportunity to say what it’s like with mum and dad with the story “

Discussion of alcohol as an issue

Across the staff interviewed (similar to teachers) they felt that the younger children who were 6 years or under found a number of the alcohol concepts difficult to grasp.

“For younger children not really got concepts - certainly aware that Rory sad and not looked after but the older ones did from 8 and 11 get the issues behind why he was not looked after...”

“For the younger ones some are not aware of alcohol going on at home so enabled a way into talking about how things are with mum or dad in a general sense and being looked after”

Where the resource was seen as useful was the ability to discuss topics without a direct question and answer style. Staff felt that the children were engaged with the story and the character and this enabled them to see where alcohol was in terms of an issue being raised by the child without being overly direct:

“Gave us a different way of discussing it without having to have direct questions and answers discussion “

“A more informal and relaxed way to discuss the situations“

Another staff member felt that it also helped establish a connection with a new client in a non threatening way and begin to allow discussion points on a number of themes:

“I think it helped establish a relationship for newer families and to see if alcohol was mentioned”
“Easier to do this through telling the story and the character of Rory”

10.4 Development of the Rory Learning Resource

Staff within the interviews were asked how they saw the Rory Learning Resource developing. All of them (n=4) said that they would like to use the resource more to see what needed to change, but were happy to continue to put it in place for the appropriate individuals. The majority saw it as a resource for younger children under the age of 10, with it being particularly age appropriate for ages 7-8 years. A couple of staff members felt that it could be adapted for group work, but could see that with the specific client group where alcohol was an issue that this would have to be carefully planned and sensitively handled.

10.5 Overall Perception of the Rory resource

Obviously the perceptions of the implementation have to be considered in light of the small numbers involved, however the limited results are positive up to this point. The main advantage that staff felt the resource provided was a route in with regards to different topics and discussions. This was easier to address by hanging onto the Rory story as the client group was involved in each of the agencies due to alcohol being an issue within the families, therefore Rory was seen as an opening to topics but in a softer gentler way:

“Felt more comfortable especially with an 8 year old to have different themes – using Rory as a hook into the discussions without having a direct counselling approach which is difficult to use with younger children”

“Found it quite useful to have a different approach - just used the story “

The staff involved were child and families professionals who were confident in dealing with the topics and the resource provided them with the flexibility to open up different routes of communication:

“using it with children where alcohol is an issue in their lives but with the character you can nudge into sensitive issues in a gentle way”

“We can pick and choose the bits - we can grab it and go and that is great... “

All the staff interviewed remarked that they would continue to use it

“found it good and enjoyed working with the resources”

11. Discussion & Recommendations

11.1 Where it has been delivered and in what context

The Rory Learning Resource has been delivered across 7 schools within the Blackburn and Bathgate West Lothian areas, as well as offered as a resource to one to one workers with 5 local agencies dealing with vulnerable children.

Across the pilot schools 106 sessions have been delivered to 840 children (in total over 2000 Rory inputs delivered across the 106 sessions). Across both teachers and parents there is a recognition that an alcohol input is required and, when asking a small sample of parents, it is clear that they believe that inputs for health and well being within the schools should be interactive and engage with children. Two agencies delivered the Rory story to a small sample of children (n=8).

At present within the pilot schools the main alcohol input that pupils receive is in P6/P7 with indirect alcohol topic work through personal and social development lessons or direct input from the 'Choices for Life' initiative. The pilot clearly shows that Rory sessions have been delivered through a range of interactive methods that the children engaged with.

In general the Rory resource has been well received by the schools and one to one workers involved in the pilot. Some schools have taken Rory to their hearts and developed it across the school and, as has been detailed, utilised a range of activities out of the resource. Others have decided to just deliver Rory specifically to a couple of classes in a year within a specific event like a health week. The one to one workers mainly focused on delivery of the story to children.

All of the schools delivered Rory within the PSD /PSE /Health arenas and the staff interviewed felt that it fitted well within that area of the curriculum. It is also clear through the results that the resource did indeed link into personal social development work, health education, language and writing skills, talking and listening skills.

Staff felt that the base Rory story is strong – with good recognition and connection by younger children (P1 – 4) to Rory and his story, with 70% (74) of sessions delivered to P1 to P4 with a smaller number of sessions delivered to P7. The strong themes that the children at this level connect with are focused around friendship, emotions, feelings, looking after Rory, him being looked after, him being sad, lonely and not knowing where to turn for help. In general staff overall

felt that they are then able to link into where the children feel they can go for help when lonely, sad etc.

However up to P3 the concept of alcohol for a number of the children is a difficult one to get their heads around – certainly for P1 and 2 the issue of alcohol has not been addressed or teachers have found it difficult (or been unhappy – uncomfortable?) to address it. A number of these elements are also apparent with the one to one workers perceptions of the story - it having a strong character yet for some of the younger children the specific concepts of alcohol often being difficult to grasp.

11.2 Pupils perceptions of the Rory Learning Resource and Lessons

This pilot has shown that pupils receiving Rory input reacted to it positively. When asked post intervention whether or not they enjoyed the Rory lessons 84 % (141) of P1 and P2 pupils said that they enjoyed the lessons. Again with a smaller group of P1 to P3 pupils 96% (86) indicated that they had learnt a lot or quite a lot about Rory and how to talk to someone if they felt sad or lonely. This is encouraging and could point towards how important the skills of the teacher are in the delivery of an informative and interactive lesson that the young children were very engaged with.

Again 84% (156) P3 to P4 pupils and 85% (265) of P5 to P7 pupils indicated they had enjoyed the lessons and when asked what their favourite part of the lesson was over half (53% 93 of P3/4 and 52% 132 P5/7) mentioned the happy ending to the story. 72% (201) P5 – P7 pupils felt that nothing better could be done to improve the lesson.

Across the evaluation sheets there are beginnings of evidence to show that for both P3 to P4 and P5 to P7 classes respondents understood a number of the key themes surrounding the work. Significant numbers of pupils could either describe specific details of the Rory lesson and story along with mention of speaking to someone for support, and things sometimes not being your fault when things go wrong.

When asked if they had learnt anything new from the Rory lessons, P5/7 classes again showed a range of answers that had opened the door to learning regarding alcohol, its affects and talking to someone regarding support and help. Again we have to consider that these results are from evaluation sheets very soon after the intervention/lesson, and further work would have to be undertaken control for teacher affect, however at an initial pilot stage major themes of the Rory work have been initially taken on board and understood, especially by the middle primary school years.

A follow up sample of 135 P5 – P7 pupils shows the beginnings of some evidence that this information was retained and the themes taken on board. The group could both describe in detail basic alcohol concepts and knowledge along with a clear perception of Rory and the themes behind the story. However there was very little mentioned of the effects of parental drinking with much more emphasis on the effect of the behaviour of Rory's owner.

11.3 Placing Rory in a better context for older pupils (P6 – P7)

Across the pilot schools the Rory story was enjoyed but it is apparent that the pack and resources need to be placed in the correct context for older pupils. For the older years (P6/7) Rory has in some classes been seen as slightly babyish, so there is again a delicate balance to be drawn between leading primary school pupils gently into the alcohol topic versus not engaging them due to the brand core image. This was also perceived to be the case by one to one workers.

In some ways the opportunity to utilise a relatively new technology such as MP4 players can be seen as an attempt to better engage with the older pupils, but this has been met with mixed results. Teachers have utilised the MP4's with interactive sessions on podcasts, recording and developing video and audio discussion. However on a number of occasions the MP4's have been hampered by technical difficulties or health concerns regarding the sharing of earpieces.

There is the perception within the teaching group that they are slightly seen as an add on to the resource whose a main character is more directed at younger pupils. It is also a learning technique that could be seen as more individualistic on occasions with pupils working on their own with the technology. The pilot has shown more interactive techniques across classes such as mentoring or buddies work that has allowed the Rory resource to work well within the context of peer work and allowing older pupils the chance to work with the younger classes.

11.4 The sensitivity of the topic - alcohol as a topic for primary school age children

It has to be remembered that this phase of work and development of this resource is at a pilot stage. It also has to be placed within a context of primary schools not necessarily having a direct alcohol input within the curriculum up until at earliest P5 stage, and this resource is one of the first attempts to provide such an input across all age groups.

It also vital to recognise that that a resource of this nature challenges a teachers own concepts of the role of drinking and alcohol within their own lives and childhoods. Indeed the evaluation team were made aware of instances where not only alcohol issues were raised by pupils regarding their

own families following work on Rory, but also staff members being affected by the issues. With the one to one workers the role of addressing alcohol within the context of dealing with vulnerable children to some extent is more understandable.

It is clear that, from the perspective of the teachers, for P1 to P3 years dealing with the concept of alcohol and the sensitivities surrounding that, brings considerable difficulties. The teachers within the pilot were well aware of vulnerable children within their classes, as well as the awareness for the need to bring the topic of alcohol into the Rory story for the wider group and this is a difficult balance to strike.

Some of the resources require to be altered (especially certain worksheets) to address the concerns regarding the direct nature of some of the questions that are asked of the pupils. Within a class environment, and at such a young age, a number of the concepts surrounding drinking, alcohol and parental behaviour regarding drinking are not appropriate but may be appropriate, with children who are in direct contact with other agencies.

Alcohol is still in some instances the elephant in the room for more general populations and the development of the Rory resource should enable teachers and parents to be better equipped to deal with the practical queries and questions that young people will bring when an intervention of this nature is delivered. One to one workers were ready for those queries as this was seen as the main reason for telling the Rory story.

There are some indications both through teacher's feedback and the parents' focus groups that the Rory messages have gone home. However an interesting point of note is the response of parents when asked what they considered to be the healthy related / lifestyle projects going on in the schools and what health related topics are discussed by their children. Without prompting them about Rory and alcohol education the vast majority talked about a number of other topics (sex education, drug education, smoking prevention healthy eating and exercise) before any mention of alcohol. When prompted a number of them gave feedback about Rory but it was focused on about their own individual worries regarding alcohol use. With the development of the Rory resource more will have to be done in the promotion of the resource via parental groups and engaging with the wider parent population.

What is clear from the limited use of the Rory resource within the local agencies dealing with vulnerable children is that because alcohol is a known concern, and the topic is one which the workers need to address with the young people in their contact, Rory as a concept and intervention was seen as fitting more easily into the usual practical roles of the staff.

The original intention for Rory was to assist in developing a dialogue with young people regarding the affect of parental alcohol misuse, their understanding to increase their resilience. In this context it certainly was seen by one to one staff (admittedly small numbers) as a success in allowing them to gently address alcohol as an issue without the need for a direct yes / no confrontational approach.

11.5 Development of Lessons within the Rory Learning Resource

There was a split in terms of school staff perception of how the training went. Some were happy with the focus, but some felt the training was too theoretical and wanted more focus on practical lesson plans that were age appropriate.

There was recognition that the time required by the trainer could not be accommodated therefore the ability to deliver the training in the time available was problematic. As a result teachers did not feel that enough time was spent on delivery of resource and practical application. To build the confidence of teachers (especially newly qualified) in delivering the resource and its messages, future training should be allocated more time and should attempt to build more focus on practical delivery and interaction with the resource and less on theory and less on the role of the MP4 player.

This leads onto the future development of the resources and focus of the pack. There is acknowledgement that teachers were able to develop the resources in the way that they wished, however there is a consistent theme from staff that they would like a better lead on how to deliver the Rory messages.

Teachers need flexibility to deliver resources in the way they see appropriate, and of course will want to mould and shape the Rory resource to their own context. In the next stage of development the resources must encapsulate more detailed information both within training and within the pack regarding lesson plans. This will enable a teacher to place it within a context of seeing progress across the lesson. Lesson plans should include:

- *Background factors - who it is being delivered to, in the context of that group – age appropriateness*
- *What specific Rory activities could benefit that group*
- *What the planned outcomes will be*
- *What the learning intention for the lesson is*
- *What will be seen as success criteria*
- *Particular teaching strategies to be delivered - main mode of delivery*

- *Resources required for the whole lesson*
- *How will the lesson be introduced*
- *Where will this lead and develop into - main phases*
- *How can the lesson be closed*

Within this and within future training of staff more practical focus on the delivery of Rory within lesson plans will ensure that experienced and less experienced staff can run with the resource more easily.

The resource needs to be utilised more within external organisations who deal with vulnerable children however for one to one workers practical focus within training on how it can be delivered will also enhance delivery. The use of the Rory resource with one to one workers must be seen differently from the work undertaken in schools. The client groups are different - general vs. specific, the clients within specific agencies are already in contact with a service – alcohol is likely to be an issue either directly or indirectly within the family. Therefore the Rory training can focus on the practical application of the resources in light of addressing alcohol in a gentle more subtle way through the use of the character and story. Rory can be used to address alcohol not necessarily just as a basic general issue but within the direct context of parenting and what role alcohol plays in the behaviour of the adults.

11.6 Progression of Rory across the primary school years

More structured available lesson plans will enable a more age appropriate focus and allow schools to place Rory within a context of work progressing through the primary school years. Staff across the schools indicated that they would want to see the resource directed slightly differently for each year group to show an age appropriate progression of the work. Therefore the delivery of Rory would split across the years for example:

- P1 to P3 could address a more focused approach on emotions and feeling topics based around the story
- P4 to P5 could place the Rory story within a general alcohol discussion
- P6 to P7 to link Rory in to basic alcohol information / knowledge and other related linked work e.g. leading onto the ‘Choices for Life’ event.

11.7 The overall goal and opportunity for the Rory Learning Resource

The Curriculum for Excellence advocates approaches to learning and teaching that challenge children and young people to develop their knowledge and understanding, skills and attributes. It also underlines the role of all teachers in supporting the health and wellbeing of all children and young people. The Curriculum for Excellence is not prescriptive about teaching methods – activities should meet the needs of individual pupils. Approaches to learning and teaching should

include participation as well as outcomes. The need for teachers to respond to pupils' views, especially where sensitive issues are involved, is also highlighted.

As part of the Schools (Health Promotion and Nutrition) Scotland Act (2007) the health promotion guidance for local authorities and schools encourages the need for focused programmes covering key elements of personal, social and health education that include whole-school, cross-curricular and special focus components (also as outlined in Personal Support for Pupils in Scottish Schools (HMIE 2004) and Health and Wellbeing for All). In particular, it stresses approaches that look to boost knowledge, skills and confidence about substance misuse for teachers and other professionals involved in delivering health education in schools, through improving access to suitable resources appropriate for each age group.

Within the schools covered by this pilot the Rory resource fitted well into the PSD/PSE element of the curriculum and offers the opportunity for the first real resource across primary school age groups that begins to offer emotional and feelings components as well as alcohol knowledge and awareness. With one to one workers it has offered a resource that can be easily delivered as part of their overall general role in dealing with both vulnerable children and their parents.

It has to be recognised that this resource is still at the pilot stage - this evaluation has focussed on the first steps in terms of the way it works. It is also very difficult at this stage with an intervention of this nature to show what it is affecting over different age groups. The next evaluation stage would hope to begin to tease out results over a longer period of time and perhaps compare groups of pupils who have had the Rory input compared to those who have not.

By providing teachers and professionals resources to interactively engage with primary school age children, Rory has the potential to allow staff (within a PSD/PSE context for schools) to address a number of sensitive topics including emotions, feelings, friendship, access to help and support, and in later years within a general context of alcohol and the potential affects on the family. For staff who work directly with vulnerable children it is beginning to show an opportunity for the topic of alcohol within the family to be addressed in a sensitive and less direct manner. With clearer lesson development for schools to aide the strong character and story, this engagement can be done using a sensitive approach to enhance children's knowledge, skills and confidence in dealing with a range of personal social health issues - one of which is alcohol.

11.8 Recommendations

- The Rory Learning Resource (especially specific worksheets) should be developed so that it is more age appropriate across specific years.

Lesson Plans

- Utilise Rory across schools as more of a progression throughout the primary school years to direct it with slightly different messages for specific age levels e.g.:
 - (i) P1/2 - utilise Rory as a character with book and story / games to deal with emotions and feelings of happiness/sadness – no mention of alcohol. Explore feelings and how they can be resolved
 - (ii) P3 / 4 / 5 core work on generic alcohol issues with Rory story
 - Build in topic work that focuses on going for help where to get help and how to address feelings and emotions.
 - Involve Rory with games and interactive aspects such as smart boards, drama, creative writing and develop story in light of general discussion on alcohol and the behavioural affects of alcohol.
 - (iii) P6/7 more detailed attitudinal / social norm work that specifically looks at Rory story from perspective of drinker.
 - Engage P6 and P7 as mentors to younger ones, allowing them to work with younger pupils..
 - P6/7 - link Rory into the other more direct knowledge as well as linking into 'Choices for Life' work. Alcohol will no longer be a shock and they are then used to the character and the aspects of his owners drinking can be more easily explained.

Training

- The training should be delivered to focus on practical delivery of the resource that allows teachers in training to mock up lesson plans. For one to one workers allow development of care plans that could potentially include parents in the delivery of the story. This would result in a consistent and progressive message as the pupil goes through the years in primary school.

Evaluation

- Continue to evaluate the resources across age groups to develop understanding of impact of Rory across both general child groups and vulnerable groups.

The overall aim of the Rory Learning Resource is to empower, children, parents, teachers and practitioners to discuss and explore alcohol and associated issues in a way that promotes resilience and understanding. Rory provides schools and agencies for the first time with an alcohol resource that will gradually address alcohol in an interactive sensitive manner within a PSD/PSE and health component. It also brings alcohol awareness gradually into the pupil's education before they are provided with more distinct style 'positive choices / decision making / don't do it programmes' like the Choices for Life programme in P6/7.

12. Appendices

12.1 References

- Black, D. R., Tobler, N. S. & Sciacca, J. P. (1998) 'Peer helping/involvement: An efficacious way to meet the challenge of reducing alcohol, tobacco, and other drug use among youth?', *Journal of School Health*, Vol. 68, No. 3, pp. 87-93.
- Lister-Sharp, D., Chapman, S., Stewart-Brown, S. & Sowden, A. (1999) Health promoting schools and health promotion in schools: Two systematic reviews, *Health Technology Assessment*, Vol. 3, No. 22, pp. 51-60.
- Ludbrook, A Godfrey, C Wyness, L Parrott. S Sally Haw, S Moira Napper M & Edwin Van Teijlingen E (2006) Effective and cost-effective measures to reduce alcohol misuse in Scotland: a literature review Edinburgh Scottish Executive
- HMIE (2004) HMIE Guide - The Health Promoting School - Tackling Drugs in Scotland. HMIE.
- HMIE (2004) HMIE Guide - The Health Promoting School. HMIE.
- Scottish Executive (2006) A Curriculum for Excellence: Progress and Proposals – A Paper from the Curriculum Review Programme Board
- Scottish Executive (2007) Curriculum for Excellence - building the curriculum (3-12) 2: active learning in the early years, Edinburgh, Scottish Executive.
- Scottish Executive (2007) The evaluation of the effectiveness of drugs education in Scottish schools, Edinburgh Scottish Executive
- Scottish Government (2007) Better Health, Better Care: Action Plan, Edinburgh Scottish Government.
- Scottish Government (2007) Schools (Health Promotion and Nutrition) Scotland Act Health promotion guidance for local authorities and schools Scottish Government website
- Scottish Government (2008) A guide to Getting it Right for Every Child Edinburgh Scottish Government Crown copyright <http://www.scotland.gov.uk/Publications/2008/09/22091734/0>
- Scottish Government (2008) The Road to Recovery A New Approach to Tackling Scotland's Drug Problem SG, Edinburgh
- Scottish Government (2008) Changing Scotland's Relationship with Alcohol: A Framework for Action SG, Edinburgh
- Scottish Government (2009) Annexes to the ASB Framework "Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland" Online at <http://www.scotland.gov.uk/Publications/2009/03/27114014/0>
- UK Advisory Council on the Misuse of Drugs (2003) Hidden harm: responding to the needs of children of problem drug users online at: <http://drugs.homeoffice.gov.uk/publication-search/acmd/hidden-harm?view=Binary>
- UK Advisory Council on the Misuse of Drugs (2007) Hidden harm: Three years on: realities, challenges and opportunities. ACMD, London.



mpc

mpconsultancy

10 Mansfield Avenue
Cambuslang
Glasgow
G72 8NY

T: +44(0) 7747 620 271

E: matthew.plunkett@mp-consultancy.co.uk

W: www.mp-consultancy.co.uk