



Audio script: HBSC recorded lesson

#	Topic	Time	Audio script
1	Cover slide	00.00	Welcome to this lesson by the HBSC study team – in this lesson, we’ll find out what the HBSC study is all about and how it links to you and your school work
2	Contents of the lesson and its objectives	00.11	<p>This is what we’d like to cover here – firstly, we’d like to introduce you to the study itself: what is it, why do we collect the data and which countries take part in this cross-national study? Then we’ll show you some of our findings and give you the opportunity to discuss your reactions to them.</p> <p>Next – we’ll go deeper into the process that gets us to the findings stage – how we make the HBSC study accurate, useful and relevant to young people, those who work with and support you, and the people who make decisions and policies that affect your lives.</p> <p>And as we go through, we want to show how this study is a real life example of the research methods you study in school when you talk about study samples, means, statistics and using graphs to present information, for example.</p>
3	Introduction to HBSC	00.57	<p>So firstly, HBSC – no, it’s nothing to do with the bank... This stands for the health behaviour of school aged children.</p> <p>In Britain, there are three research teams working on the HBSC study – one for Scotland, one for Wales and here in England, we have a team of five researchers based at the University of Kent. Now I refer to Britain rather than the United Kingdom or the UK, and that’s because at present, Northern Ireland is not part of HBSC.</p>
4	When we deliver HBSC surveys	01.26	HBSC started in the 1980s and will be 40 years old in 2023. The researchers wanted to learn more about the health behaviour of young people – the survey is also longitudinal, which means we repeat the study asking the same basic questions every 4 years to track issues over time.



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5	Why we run HBSC - our objectives	01.45	<p>Now HBSC has evolved and grown since the 1980s but the main aims of the study remain:</p> <ul style="list-style-type: none">• To gain new insights – we want to learn from young people what they think about their health and wellbeing• To understand the social determinants of health – so that means understanding how factors such as where young people grow up, study and socialise affect their health and wellbeing• - And by providing trusted evidence that can be used to inform policy and working practices which can make positive improvements to young people’s lives at school, in the community and beyond
6	HBSC membership	02.21	<p>I mentioned that in Britain, there are three HBSC teams covering England, Wales and Scotland, but HBSC is much bigger than that – in fact, it takes place across all of the nations coloured in green here which fall under the WHO European region (which actually extends slightly beyond Europe into Central Asia for example) and North America.</p> <p>The numbers of participating countries have grown over the years with 51 due to take part in 2021-22 – however of course it is now difficult for Ukraine to collect data in the usual way in this round, and so for 2021-22, Russian Federation data will also not be included in the international reporting.</p> <p>Beyond the countries shown here, we work with partners across the global south, with linked surveys based on HBSC running in Australia, Brazil, Chile, China, Lebanon, Mozambique and other countries.</p>
7	Introducing HBSC 2017-2018 findings	03.19	<p>Across all of these countries in our WHO or World Health Organisation region, we are still collecting 2022 data for analysis and our findings won’t be ready until next year – so in the meantime, let’s look at some of the findings from our last round of data collection.</p> <p>The 2018 survey report presents data from over 220, 000 young people in 45 countries and regions in Europe and Canada.</p>
8	Findings on online communication among adolescents	03.48	<p>In recent years it has become important to learn more about online communication – so let’s look at this infographic first:</p> <p>The numbers that stand out here are 1 in 3, so that’s over 1 in 3 adolescents – or more than a third – communicate with their friends online almost all the time during the day. When we look at the breakdown by</p>



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			<p>gender, we can see that the figure for girls is a bit higher than it is for boys – 38% of girls versus 31% of boys report this. The study also showed that intensive use of online communication increases with age.</p> <ul style="list-style-type: none">• So, what are your thoughts about this finding? Does this fit with your experience? Is this a good or a bad thing in your opinion? <p>Now you might like to discuss the next two points:</p> <ul style="list-style-type: none">• What do you think might be the reason for the higher figures in girls?• How this might this have changed since the Covid lockdowns?
9	Findings on cyber-bullying	04.48	<p>While we can see that having extra ways to communicate was positive for many young people, one of the downsides of online communication was the rise in cyber-bullying.</p> <p>In 2018, over 1 in 10 adolescents reported that they had been cyberbullied at least once in the past few months. How do you think this might differ for males and females? About the same or greater for one group? Well, there were more reports of cyberbullying among girls (at 14%) than they were for boys (12%). 13 year old girls were the most likely to be affected. This was different to face to-face bullying where the boys and girls were just as likely to be bullied.</p> <ul style="list-style-type: none">• Are you surprised by these findings? Why do you think it's important to gather findings like this? <p>Now, as HBSC is about using the data to make changes, you might like to discuss the following:</p> <ul style="list-style-type: none">• What kind of recommendations would you give to schools to help them a) reduce cyberbullying? b) support young people experiencing cyberbullying?
10	Findings on teeth-brushing	05.55	<p>This infographic presents our findings for how often young people brush their teeth. In 2018, only two thirds of 220,000 adolescents we surveyed reported brushing their teeth twice a day.</p>



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			<p>Now, some of the findings we record are quite consistent – or similar – across groups of males and females – so they have small percentage differences, however this item presented a much larger difference. Any guesses?</p> <p>Well, we found 73% of girls were brushing their teeth twice daily, compared to just 57% of boys.</p> <p>So what do you think? Would you have predicted something like this?</p> <ul style="list-style-type: none">• How would you explain this difference?• And perhaps more importantly, how could this information help to increase tooth brushing?
11	Eating behaviours and oral health: differences by gender and family affluence	06.48	<p>That last infographic presented the findings for young people’s teeth brushing behaviour – with a breakdown for females and males.</p> <p>It can also be interesting – and important – to examine sets of connected behaviours together, for example, how often young people drink sugared soft drinks or eat together with their family.</p> <p>So here, we are looking at a range of eating behaviours alongside oral health, and again, we are showing the differences found for not only girls and boys, but also the differences for young people who live in families with lower or higher amounts of wealth, or family affluence.</p> <p>For example with the toothbrushing item, you can see that the percentage of young people brushing their teeth twice a day has a huge range between 50% and 80% depending on gender and family affluence</p>
12	Eating behaviours and oral health	07.42	<p>Now over to you – please choose two behaviour items – such as: daily fruit and daily family meals.</p> <ul style="list-style-type: none">• How do the findings differ for the different groups for these two items?• How do you feel about it and why do you think this is important to understand when working to make health improvements?
13	Behind the findings: design	08.06	<p>Ok, well we’ve had a look at some example findings – now we’ll look about what we need to consider when we are designing and delivering a research study like this – and when we are managing the data that comes in</p>



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	and data collection		And as we go through you might recognise terms that you come across in maths to do with statistics for example, or in your citizenship or RHSE - as well as in science - hopefully here you can see how these things you are studying now work in live research.
14	Designing the study	08.40	<p>In HBSC, this is our starting point. If we think about health and wellbeing - we need to acknowledge that it is more complex than whether or not young people get sick.</p> <p>We need to think about young people as individuals at a particular time of their life - but we also need to understand where and how they live, with the sources of support and relationships they have available to them or stresses they experience - as well as the health conditions they or the people around them have, and the wider political or environmental situation</p> <p>Listening to young people 'in context' like this gives us much richer understanding of their lives.</p> <p>So it's essential to reflect this in the questions in our survey - so, if you did the survey for us - thank you - and if you felt it was quite long (it takes up to an hour to complete), this is why...!</p>
15	Deciding what to ask	09.31	<p>The value of having a cross-national survey is that we can compare findings from different countries - but to do this you need to know that the questions are <u>standardised</u> - so that even in different languages, they have the same meaning and are being asked in the same way so the research and its findings are reliable. So we have a detailed guidebook called the <u>study protocol</u> that each HBSC country uses to help with this.</p> <p>All HBSC surveys have a number of core 'set' questions that all countries ask (so they are the mandatory questions - you have to include them). These questions have been tested scientifically (or <u>validated</u>) - to check that they are clear and understandable, and that they measure the subject that they intend to measure - and that we can be as confident as possible about the answers they give</p> <p>Then there are optional questions that countries can choose - these might be in response to new health and wellbeing issues (such as Covid), issues that are increasingly impacting young people's health and becoming more recognisable and of importance to YP (such as environmental health).</p>



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			<p>Then there are country only questions – so in England we can add questions on topics that are of interest here. For example in 2022 we added questions on experience of in-game purchases or micro-transactions</p> <p>Importantly, we recognise that language changes – so we check the questions for relevance, understanding, language appropriateness with young people – in England we work with young people from the Sussex Partnership Trust Youth Café who provide advice and feedback on research</p>
16	Ethics	11.09	<p>If you are doing research, there are a whole range of checks that you'll need to make before you can go ahead. This is to show you are taking your responsibility to your participants seriously – universities, NHS and other institutions have an ethical approval process to check that your research has been well thought through – so that when people take part in the research, they can be confident you will look after their data, be truthful and not subject them to any harm</p> <p>Informed consent is central to this – people can't say yes or no to something if they don't have the information about it, so we provide clear information letters to parents, carers and students – and importantly, we don't make anyone answer particular questions or take part if they don't want to</p> <p>Confirming that you will protect people's anonymity is also an important factor in ensuring your research is ethical - so we don't collect names and each student, class and school is allocated an anonymous code</p> <p>Then we also need to ensure that the research is meaningful and that you'll be able to get truthful, useful answers from the questions asked – otherwise, why do it? So we need to show we are doing all we can to get as truthful a picture as possible, while allowing for a degree of error (there are always some 'creative answers'... for example, penguin seems to be a popular answer this year in response to the gender question...).</p>
17	Data collection: who completes the survey	12.49	<p>So who completes the survey? Some of you might have done it, others might not...</p> <p>We can't invite every person to take part in the survey for a range of reasons such as time, interest, other commitments, Covid and cost... Instead – we select a <u>proportion</u> of school classes of 11, 13 and 15 year olds from the wider population: this is our sample</p>



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18	Getting a good sample	13.14	<p>Planning how we build this group of participants is important as we want to create a good sample which is as representative as possible. That way we can suggest that our findings represent the wider population of young people in England of that age</p> <p>So how do we get the sample to be representative in this way? Well, the final sample should have the same proportion of participants, according to particular categories, as the original population. The chosen categories are called "<i>strata</i>" – so for example,</p> <ul style="list-style-type: none">• Have a look at this 'population' of fish on the right – this is our starting point. Now imagine we want to create a smaller sample from this population and it is important that our sample mirrors this population• So now, how many strata or layers of this fish population would you choose – and what would they be?• So it seems that there are 3 clear strata of fish – and we can identify them by their shape or colour – the colour is easier to describe here, so let's say we've stratified by colour: blue, green and pink• So how many do we want now for our sample? 3 of each? Different numbers?
19	Stratified sampling	14.42	<p>Well, you can see here, we've chosen 3 blues, 2 green and 1 pink – why did we do this? So that the sample proportions mirror the population proportions</p> <p>In the population group, there are 15 blue fish, 8 green fish and 4 pink fish. So, if we just took 2 fish of each colour for our sample, then the proportions would be out – so instead we randomly select 25% or a quarter of each strata for the sample - so the proportions match and this helps our sample to be as representative as possible</p> <p>One thing to remember with strata though is that you need to be careful when you choose how many strata you want to use. If your sample size is not that large, you'll end up with very few fish... or schools.... or students... in some of your categories and that can be a problem. In the HBSC study, we stratified by Geographical Region and by School Type (Academy, Community, Independent, etc.)</p>



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20	Analysis and reporting	15.56	<p>So we collect all this data – but then what? Well we run the analysis to work out what the data has told us... and then we report it in a range of ways – via school reports, an England report and the international report as well as other shorter briefings on particular subjects for specific audiences.</p> <p>The important thing is that the reporting is clear, useful and user-friendly. At the moment, we are discussing with the international committee about releasing the international report from this round in short, interactive sections on a HBSC microsite so we can share it sooner to those who took part and those who need the evidence for learning and decision making</p>
21	Survey analyses	16.36	<p>Our data is all quantitative (eg: number code responses to a survey) rather than qualitative (eg: interviews) – so our analysis uses things like means and frequencies to summarise answers.</p> <p>But before we even get to the analysis, we need to have a plan about how we manage missing data - because not everyone responds to all of the questions for a range of reasons - so, for example, we will take out responses that are less than 50% complete - and - We'll identify questions which have not been answered by large numbers of people, so we can say that we have less evidence for these findings when we report them</p> <p>In our analysis we are looking for how the majority respond to each item or variable being measured (so the variable might be feeling supported by your peers or getting daily exercise) – this 'majority response' is called the 'central tendency'. You'll have covered this in class when you talk about the mean, the median or mode. But not everyone is in this majority or central tendency group – so we also examine the spread of responses around the mean – this is the dispersion of the data</p> <p>From there we can start to look at ... comparisons, such as, in 2022, how does the amount of gaming differ by age, or country? We can also look at Relationships between variables (for example – sleep and social support) as well as trends over time - eg: how have young people's experiences of teacher support changed since 2012?</p>
22	Producing user friendly resources	18.37	<p>We want people to understand our findings and use them – so as well as the images we present in our reports using graphs and tables, we also produce shorter, user friendly resources - if you look on the HBSC website, you'll find short factsheets and interactive data presentations where you can select a topic such as peer support or sleep, then explore trends over time for a particular country, age or gender</p>



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23	Explainer for following slide on health complaint data presentation	19.00	<p>So this is just an explainer for the next image which will present information about how prevalent – or how common - 8 different health complaints are for male and female young people across our whole cross national 2018 sample, and it shows the findings at different ages.</p> <p>What you'll see is a dart board-like image, which gives the lowest reading as 10% in the centre and then goes up by 10% as you work your way out to the outside of the image. Then, you have the 8 health complaints around the outside: from headache to stomach ache.</p> <p>The black lines on the image will show the findings for 11 year olds, the pink for 13 year olds and the green line is for 15 year olds. So for example, if we look at the data for 11 year old girls here - we can see that the most prevalent or common health complaint is sleep difficulties and approx. 25% of 11 year old girls reported this complaints - whereas dizziness and backache were the least prevalent or common, with 10% or fewer 11 year old girls reporting.</p> <ul style="list-style-type: none">• So how do you think this will compare with 11 year old boys? or with 13 or 15 year old girls?
24	Prevalence of 8 individual health complaints among girls and boys	20.11	<p>Well, the two images here present the findings for all three ages, with the findings for girls on the left, and the boys on the right.</p> <ul style="list-style-type: none">• What do you notice about the two images? Did this match your predictions? <p>Well, we can see that there is a much greater degree of change over time for girls than boys and that with the girls, the prevalence, or common-ness, of the health complaints increases as they get older. But with the boys, we see a similar but smaller trend with feeling nervous, irritability, feeling low and backache for example, but the findings actually show that sleep difficulties are more common for younger boys than they are for older boys. Of course the next stage is thinking about why this might be – but the idea with this image in the report is that a lot of information can be presented in one place, illustrating trends and comparisons.</p> <ul style="list-style-type: none">• What do you think are the benefits and downsides of presenting information in this way? How might you change and develop this to improve it?



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25	Proportion of YP who find their classmates kind and helpful: cross-national findings	21.10	<p>We've done a lot of looking at gender differences, but this tool allows us to examine a whole range of cross national trends and comparisons about young people's experiences of peer support</p> <p>The image shows the proportion of young people agreeing or strongly agreeing that 'most students in my class are kind and helpful' – and how that changed over time between 2006 and 2010 for different countries. So if you look down the left here, you can see that I've selected the findings for specific countries, and for boys who are aged 13. And that the red line shows a decrease versus green for an increase – with a thicker line indicating a bigger change</p> <p>You can see that the proportion of boys in England reporting positive experiences for peer support in the classroom fell in England over this period, as it did in the Netherlands – but at the same time, other countries were showing much more positive gains.</p> <ul style="list-style-type: none">• So what kind of factors do you think might influence these changes in peer support?• And what do you think we could learn from comparisons with – and working with - other countries? <p>I've included an action icon on the right here, so you might be able to click through to the interactive data page if you are in PowerPoint, but otherwise, please use this link (http://www.hbsc.org/publications/datavisualisations/peer_support.html) and you can have a go at finding the data you want and examining the differences and changes.</p>
26	Example page: interactive data visualisations	22.43	<p>This is where the link should take you – it's the page for peer support – then if you click here on data visualisations – it will take you to a page showing all the other data topics available that you can explore</p>
27	Health promoting schools	22.58	<p>Ok – so the last set of data we looked at was about support from classmates. What happens in schools and the atmosphere in schools is important – and our data is good at highlighting students' feelings about this and showing where changes would be valuable.</p>



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			<p>So, for example, one of our schools in the last round of data collection told us how their school report showed that students did not feel personally cared about in school – and so in response, the school leadership team were able to work with their school counsellor to plan and make improvements with students.</p> <ul style="list-style-type: none">• What do you think would be the best way to do this – what would your recommendations be?• What do you think are the necessary things that make up a supportive school environment – what it at its roots?• And what do you think are the positive things that would grow out of this supportive environment for young people? <p>Our study showed that all schools should be supported to be ‘health promoting schools’ where students’ physical and mental health are supported and the social factors that affect their students are understood</p> <p>These schools are more able to create a positive school climate, develop and maintain democratic school community where students felt included and listened to - and deliver a wide range of learning and teaching strategies to better promote student engagement and interactions</p> <ul style="list-style-type: none">• But how can this be done?
28	Example recommendations	24.30	<p>Well, let’s start at the classroom level - these are just some of the recommendations, such as identifying and promoting young people’s special interests at the bottom here, or supporting teachers – they are in no particular order – which do you think should be in the top three positions and why? Or is it difficult to order or choose? Are there any others you would add to this?</p>
29	Whole system recommendations	24.57	<p>Just as a final word on recommendations - it’s important to keep in mind that schools or teachers can’t be expected to make these improvements to young people’s lives alone as you have a life beyond schools and schools only have so much time and funding – so HBSC takes what is called a ‘whole system approach’ that includes actions at the school level for the teachers and leadership, but also recommendations for government (looking at how much money they are putting into things, what actions they are taking and what sectors other than education and health can do to provide positive support) and then locally, recommendations for your area or place itself – the community members and partners and those who plan and provide services.</p>



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			<p>This goes right back to that original image that shows health and wellbeing is about much more than not being ill and has many layers – and we can summarise it with this quote: “Improving the health of adolescents requires action across all sectors and at all levels of society.”</p>
30	Summary	26.14	<p>In summary – our study takes place across numerous countries, and is longitudinal, so it’s repeated every four years. We use a study protocol, or a clear guide, so that we can compare our findings reliably – and we also make sure we check with young people that we are researching what’s important to them, as well as keeping up with other research evidence.</p> <p>Our survey is long – that’s because we ask a lot of questions to try to build a fuller picture of young people’s health and wellbeing - and the things that affect them – and to do this we sometimes need to adapt our questions or how we ask them to keep up with changing times. We don’t ask all young people our questions – but select a sample which we aim to get as representative as possible of the population of young people aged 11-15.</p> <p>We analyse the thousands of responses, looking for the central tendency and how the data is spread around the mean. Then we present our findings to show the trends over time, comparisons and the relationships between the variables we study, such as peer support and electronic media use.</p> <p>Lastly, we use our reports to make recommendations across the whole system with the aim to improve young people’s health and wellbeing.</p>
31	Quick quiz	27.39	<p>OK – and finally here is a quick quiz just to check what you have learned over this lesson.</p> <ol style="list-style-type: none">1. Can you remember what HBSC stands for? (answer: Health behaviour of school aged children)2. What is a longitudinal study?<ol style="list-style-type: none">a. a study that started a long time agob. a study that collects data over time, every ‘x’ years so you can examine the trends and comparisons (answer: b)



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			<ol style="list-style-type: none">3. We follow a clear guide (or protocol) for how to run the study – this is so we can...<ol style="list-style-type: none">a. feel confident when comparing the data for different age groups or regions, as the survey data has been collected in a similar wayb. save time (answer: a)4. It's good to use sets of 'validated' questions in a survey (where possible) because...<ol style="list-style-type: none">a. it shows the questions are newb. they've been tested scientifically to check that they are accurately measuring the topic (or the variable) you want to examine (answer: b)5. Getting ethical approval for your study means you can show that...<ol style="list-style-type: none">a. you are being responsible towards your study participants, protecting their identity and datab. you have a good reason for collecting the data and are going to use it effectively (answer: both)
32	Thanks	29.53	<p>Well thank you very much for listening and thank you also to the Sussex Partnership Trust Youth Café members, Isabella Wilson, Joshua Pipe, Magnus Irwin and Eva Fitzsimons for their support.</p> <p>Here are the links for all the information discussed here – and if you have any questions at all about the study or its findings, or if you'd like to get involved, our contact details are shown here – we'd love to hear from you.</p>
	End	30.18	