

## **SALSUS and CHILDREN'S WELLBEING SUPPLEMENT 2015 INSTRUCTIONS FOR LIAISON POINTS V1**

Thank you very much for your help so far with this survey. Included in this pack you will find everything you need for classes at your school to take part in SALSUS and Children's Wellbeing Supplement 2015. You will have been sent a pack of materials for each S1 to S4 class in your school. This document explains the steps you need to take – **please read it carefully as the process is different to SALSUS in previous waves.**

**If you have any problems or questions, see the SALSUS website ([www.ipsos-mori.com/SALSUS](http://www.ipsos-mori.com/SALSUS)), or contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com). For more information on the Children's Wellbeing Supplement go to [www.transformingchildrensfutures.scot](http://www.transformingchildrensfutures.scot)**

Each pack, to undertake SALSUS and Children's Wellbeing Supplement 2015 with one class of pupils, should contain:

- Instructions for the class teacher administering the survey (x1). These instructions are also included at the end of this document for your reference.
- Opt-out letters for parents (x30)
- Information sheets for pupils (x30)
- Class response sheet (including spare logins) (x1)
- A set of test logins for you and the class teachers administering the survey (x1 set per school)

If there is anything missing, please contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com). Alternatively, electronic copies of instructions for teachers, pupil information sheets and opt-out letters to parents can be downloaded from the Realigning Children's Services website: [www.transformingchildrensfutures.scot](http://www.transformingchildrensfutures.scot)

### **A summary of the steps involved...**

1. Schedule in S1-S4 timeslots to complete the survey online (e.g. in IT suites or using laptops/tablets/netbooks in class).
2. Check the contents of the class packs and read these instructions and the class teacher instructions carefully.
3. Raise awareness of the survey among parents.
4. Use one of the test links to verify that the survey works and none of the questions are blocked by a filter (if this happens, contact your IT administrator/Local Authority's IT department, or David Myers from Ipsos MORI on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com)).
5. Follow the separate instructions from your Local Project Manager to allocate pupil logins and produce a list for each class. Your Local Project Manager is XXXX.
6. Distribute the packs to the relevant class teachers.
7. Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the class response sheet to you on that date.
8. Use the completed class response sheets to complete the School Response Spreadsheet and email this to Ipsos MORI. The School Response Spreadsheet will be emailed to you separately. If you have not received it, contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com)
9. Follow up on absent pupils.
10. Securely destroy all login sheets/slips/stickers.

### **Step 1: Schedule in S1-S4 time slots for completing the survey on-line.**

Pupils will require either access to a computer in an IT suite or a laptop, tablet or netbook to complete the survey. It will take around 40 minutes for pupils to complete the survey.

### **Step 2: Check the contents of the class packs and read these instructions and the class teacher instructions carefully**

You should keep these instructions and give everything else to the class teachers. We have assumed that you will be administering the survey in class groups (e.g. PSE classes or form classes) but you can arrange for pupils to complete the survey in other groupings if that is easier. 'Class teacher' in these instructions refers to any individual who administers the survey with the group/class.

### **Step 3: Raise awareness of the survey among parents**

In addition to sending out the opt-out letters via pupils (see Step 6 below) and to ensure that parents are aware their child will be asked to participate in the survey, we need you to raise awareness that the school is taking part in SALSUS and Children's Wellbeing Supplement 2015. This could be done, for example, by using ParentMail or other email/text communication as long as it is a method of delivery that all parents have access to.

The information should make clear to parents that, while participation is important, and the results of previous waves of the survey have helped in planning and developing services aimed at reducing smoking, drinking and drug use among young people in Scotland, they can request that their child does not take part in the survey.

Sample text for raising awareness of the survey among parents is provided on the Realigning Children's Services website ([www.transformingchildrensfutures.scot](http://www.transformingchildrensfutures.scot)).

**Within each teacher's pack there are opt-out letters for parents, which need to be given out to parents at least a week in advance of the survey. If parents do not wish their child to take part then they should sign and return the slip on the opt-out letter prior to the survey taking place. Please reiterate to class teachers that it is vital that children whose parents have opted them out of the survey do not take part.**

### **Step 4: Check survey links with test login**

Use one of the test logins to check that the survey works and none of the questions are blocked by a filter (if this happens, contact your IT administrator/Local Authority IT department, or David Myers from Ipsos MORI on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com)). Please go through the survey right to the end in case one of the later questions is blocked.

It is important that you only use test logins for this purpose. Spare logins should only be used by pupils whose own login does not work.

### **Step 5: Follow the separate instructions from your Local Project Manager to allocate pupil logins and produce a list for each class. Your Local Project Manager is XXXXX**

The login codes are specific to individual children and are used throughout the survey process. The codes will be used at a later stage to match local administrative data from Education and Social Work services to pupils' survey results so it is important that each child receives the correct login.

Your Local Project Manager will email you a file containing the unique login codes and SCNs for the pupils in your school from S1 to S4 and instructions on what to do with these. This involves allocating names, years and classes to the list of SCNs so please ensure there is

enough time set aside to complete this task. Please contact your Local Project Manager if you have not received these instructions or have any questions about this process.

### **Printing login codes**

The logins should be printed in a way that is easy to give to individual pupils. We would recommend using sticky labels or paper slips. This will be easier for class teachers to distribute, pupils will be able to keep the details in front of them (so they will be less likely to make a mistake) and it will keep the login details confidential between the pupil and the teacher.

Each sticker/paper slip should contain the pupil's name, their unique login code and the survey website link which is [www.ipsos-mori.com/RCS2015](http://www.ipsos-mori.com/RCS2015).

### **Step 6: Distribute the packs to the relevant class teachers**

Please give each relevant class teacher the survey pack. When distributing the packs to the relevant class teachers please emphasise the following key points:

- **the opt-out letters for parents and the information sheets for pupils need to be issued at least a week before the survey is completed (please use these opt-out letters and information sheets rather than your own)**
- they must ensure that any pupil whose parent has opted them out of the survey does not take part. Those pupils whose parents have opted out should not be given their login code and are to do another task on the computer instead of the survey.

***If you prefer to issue and/or collate the parental opt-out letters centrally, rather than via the class teacher, that is fine. The important points are that parents receive the opt-out letters at least a week in advance and that the class teacher is informed of any opt-outs in advance so s/he can ensure the pupil does not undertake the survey.***

- on the class response sheet, they must record the logins of pupils who have been opted out by their parents or opt out themselves
- on the class response sheet, they must record whether they allocated any of the spare logins (e.g. because the original login did not work) and what the original login of that pupil was
- they must return the class response sheet to you
- arranging for absent pupils to complete the survey at a later date is key to the reliability and representativeness of the results.

### **Step 7: Follow up on administration of survey by class**

Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the class response sheet to you on that date.

### **Step 8: Complete and email the School Response Spreadsheet to Ipsos MORI Scotland**

Please use the completed class response sheets to complete the School Response Spreadsheet and email it to [salsus@ipsos.com](mailto:salsus@ipsos.com). You must NOT include any pupil names or SCNs on the spreadsheet.

If you have not received the School Response Spreadsheet or have any questions about it, please contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com)

The final date for the completion of online surveys and return of the School Response Spreadsheet is **Tuesday 22<sup>nd</sup> December 2015**, but please return it as soon as all your surveys have been completed.

Spare materials should be retained until all absent pupils have completed the survey and then put in your paper recycling – please do not return any spare materials.

### **Step 9: Follow up on absent pupils**

If any pupils are absent when the survey is completed, class teachers should note their names in the space provided in Step 4 of their instructions.

If possible, absent pupils should complete the survey the next time they attend that class. If this is not possible, please arrange another suitable time. The school may choose to administer the survey to all absent pupils in the same ICT suite or library space, or do so with individual pupils either in the library or on laptops, netbooks or tablets. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results.**

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are 'different' to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2013 survey:

- 76% of 15-year-old regular smokers had truanted in the past year, compared with only 34% of 15-year-old non-smokers
- 54% of 15-year-olds who had drunk in the last week had truanted in the past year, compared with 25% of 15-year-olds who never drink alcohol
- 18% of 15-year-olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 3% of 15-year-olds who had never used drugs.

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 91% of those who had never used drugs rated their health as 'excellent' or 'good' compared with 77% of those who had used drugs in the month before the survey). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the survey at a later date should do so under the same conditions as pupils in the main session. This needs to be explained before they complete

the survey so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected.

**Step 10: Securely destroy all login sheets/slips/stickers**

**Please ensure that any leftover paperwork containing the unique logins and pupils names is destroyed as securely as possible. This includes the slips/stickers the pupils receive to log in - the best option is to shred them, It is also important that any computer files that you have created that link the logins and the pupils' names or SCN's are deleted after the survey has been completed.**

*Thank you very much again for your help.*

The Scottish Government recognises the efforts from the liaison points, teachers and pupils involved in this survey. Without them, this important survey would not be possible. In order to give something back to schools, the Scottish Government has funded a SALSUS education pack for secondary schools. This has recently been developed by Education Scotland and Information Services Division (ISD) and is available at:

[http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/Latest-Report/docs/SALSUS\\_2013\\_Education\\_Resource.pdf](http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/Latest-Report/docs/SALSUS_2013_Education_Resource.pdf).

Further free teaching resources will be developed in 2015.

**SALSUS AND CHILDREN'S WELLBEING SUPPLEMENT 2015**  
**INSTRUCTIONS FOR CLASS TEACHERS**  
**★ PLEASE READ AT LEAST A WEEK BEFORE THE SURVEY ★**

Please read these instructions carefully as they are essential for the robustness of the research. They will only take around five minutes to read but please do so at least one week before you plan to administer the survey as letters must be sent to parents and information sheets given to pupils in advance.

**If you have any problems or questions, please contact the liaison point within your school, see the SALSUS website ([www.ipsos-mori.com/SALSUS](http://www.ipsos-mori.com/SALSUS)), or contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com)**

### **Class Pack**

Your pack to undertake SALSUS and Children's Wellbeing Supplement 2015 with one class of pupils should contain:

- Opt-out letters for parents (x30)
- Information sheets for pupils (x30)
- Class response sheet (including spare logins) (x1)
- Your school liaison point will also provide you with unique login codes to be handed out to individual pupils at the start of the survey.

If there are more than 30 pupils in the class, you will require additional opt-out letters and information sheets. For additional materials, please contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com). Or these can be downloaded from the Realigning Children's Services website [www.transformingchildrensfutures.scot](http://www.transformingchildrensfutures.scot)

If there is anything missing, please contact the liaison point within your school.

### **Background to the survey**

SALSUS (the Scottish Schools Adolescent Lifestyle and Substance Use Survey) has been running since 1982. It provides valuable information about young people's lifestyle choices, in particular, providing data on levels of smoking, drinking and drug use. The Scottish Government has commissioned Ipsos MORI to undertake the 2015 wave of SALSUS.

This year SALSUS will be slightly different from previous years. Firstly, every child in S1 to S4 will be invited to take part. Secondly, they will be asked to complete some additional questions called the Children's Wellbeing Supplement. Thirdly, we will be undertaking a process called data linkage where the answers to the survey are anonymously matched to local administrative data from Education and Social Work services. These changes are happening as part of a wider Scottish Government programme called Realigning Children's Services. To find out more, please visit [www.transformingchildrensfutures.scot](http://www.transformingchildrensfutures.scot)

To ensure the results are reliable, it is important that the survey is administered in the same way across all classes and schools. We have therefore drawn up the following guidelines.

## **A summary of the steps involved...**

- 1) Identify a suitable date and time to administer the survey**
- 2) Distribute the opt-out letters for parents and the information sheet for pupils a week in advance**
- 3) Administer the survey**
- 4) Complete the class response sheet (noting any opt-outs and use of spare logins) and take a note of absent pupils (not on the class response sheet)**
- 5) Return the class response sheet to your school liaison point**
- 6) Follow up on any absent pupils.**

### **Step 1: Identify a suitable date and time to administer the survey**

The survey must be undertaken and filled in on one occasion (not two separate occasions). This may be over one class period or a double period (depending on how long each period lasts). The survey should take around 40 minutes to complete although many pupils will complete it in half an hour.

When planning a date to administer the survey, please bear in mind that the opt-out letters to parents and the pupil information sheets need to be issued at least a week before the survey is to be administered.

### **Step 2: Distribute the opt-out letters for parents and information sheet for pupils**

An opt-out letter should be taken home by each pupil, and given to their parent/guardian. Please ask pupils to write the final return deadline (i.e. the day the survey will take place) on the opt-out letter. At the same time, each pupil should be given a copy of the 'Information sheet for pupils'. In order to allow time for parents to respond if they *do not* wish their child to participate, these handouts need to be issued at least a week before the survey is to be administered. When pupils are given these materials, please re-iterate to them that they should ensure they pass the opt-out letter on to their parent/guardian.

### **Step 3: Administer the survey**

The survey can be administered on desktop PCs, laptops, netbooks or tablets.

#### **Set-up of the room**

To help ensure that responses are as honest as possible, it is important that pupils cannot see each other's answers. If pupils are completing the survey on laptops or tablets in an ordinary classroom, the room should be set up exam style, with pupils at separate desks. If an ICT suite or the school library is being used, they should be spaced out as much as possible if it is practical to do so.

You will receive login slips/stickers for each child from your school liaison point. Pupils whose parents have opted them out of the survey should not be given a login (see further instructions for this group below).

Please ensure that each pupil receives the unique login that has been allocated to them. **Please make sure that you use the correct login with the correct pupil as they cannot be used interchangeably.** We have provided 5 spare logins per class that are NOT linked to any individual pupil. These can be used if spares are required (for example, if a pupil's

login doesn't work). **It is vital that you double check that you have removed the login of every pupil who has been opted out by their parent before handing them out.**

Please emphasise the anonymity and confidentiality of the exercise, and that no-one in the school will see any of the completed surveys.

So that pupils feel they can be honest while they are completing the survey, these reassurances about confidentiality and anonymity need to be given before pupils start the survey – reassurances given afterwards will be too late to affect the quality of the data collected.

Some pupils will be worried if you are able to see their answers, so please **remain at the front of the room as much as possible.**

Some pupils may choose not to take part or have been opted out of the survey by their parents. Pupils in this situation should take part in an educational activity on the computer such as GLOW. This allows them to not take part in the survey without being excluded from their classmates. **Please note that if a parent has opted their child out but the child states they would like to take part, then the parent's decision to remove the child takes precedence.**

### Instructions to pupils

Before pupils start, you should stress the points which are explained in the section below. You may choose to read this out. However, if not, **please stress the points in bold – it is important that all the points in bold are made to all participating pupils:**

*Our school is taking part in a study about the lifestyle choices of young people in Scotland. You will be asked to fill in a survey. **It is up to you whether you want to complete the survey. If you do complete the survey and there are any questions you do not want to answer you do not have to. There will be a 'prefer not to answer' option to select if this is the case.***

***The survey is confidential and anonymous. Nobody at school (including me), or at home, will see your answers. Don't type your name into the survey. When you have completed the questions, select 'Finish' to submit your answers. All the surveys will then be sent securely to the Survey Team.***

***Answer the questions as honestly as you can but don't spend too much time on each question. You should not talk to each other until everyone has finished. Remember it is your own opinion that is of interest and not that of everyone else. Although there will be no talking, the survey is not a test and there are no right or wrong answers.***

***Before starting to fill out the survey, you should read the instructions at the beginning. You should therefore look closely at the instructions for each question – most of the time you will be asked to select the box that best fits your answer, but not always. Then select the 'Next' button underneath the question.***

***If you have moved on and realise that you have made a mistake, select the 'Back to last question' button and then select the box that you think best fits your answer.***

*When you get to the end of the survey, select 'Finish' to submit your answers.*

Ask pupils to type in the survey link into the web browser, and to type in their login code in the space provided.

### **Giving help**

The survey contains all the instructions pupils should need and will automatically route them to the next question. However, it is possible that some pupils may have problems answering certain questions, and ask you for guidance.

Any help you give must not bias the pupil's answers. Therefore, help should only be given if the problem is a practical one e.g. whether to select or type a number in a box, or how to rectify a mistake. **Please do NOT help pupils interpret questions, suggest specific responses, or influence their responses in any way.**

If the request for help would mean helping a pupil interpret a question, or suggesting an answer, then the pupil should be instructed to answer as best they can or to answer the question as they understand it. If a pupil really does not know what to write and there is no 'Don't know' option they can select 'Prefer not to answer'.

It is important that pupils are not rushed as this will affect the validity of their answers.

### **Pupils with additional support needs**

If there are any pupils who would normally receive support (e.g. scribing or other assistance), they should be given the choice of:

- completing the survey on their own
- not completing the survey
- completing the survey with support.

If a pupil is taking part with support, this should take place in an area where they cannot be overheard by anyone else. The person providing support must agree to maintain confidentiality and not to refer to the responses in any future contact with the pupil. The survey can be completed on a laptop or tablet device, so ASN pupils can complete the survey in a different room than the rest of the class if they require privacy (e.g. because they are using a screen reader or are receiving support to complete the survey).

It is very important that pupils understand the nature of the questions before deciding whether or not they wish to participate (particularly if they want to complete the survey with support). Some of the most sensitive/personal questions are shown below. Please read these questions to the pupil before they make up their minds whether they want support to take part.

Q7) Do you smoke cigarettes at all nowadays?

Yes

No

Q35) Have you ever been drunk?

No, never

Yes, once

Yes, 2-3 times

Yes, 4-10 times

Yes, more than 10 times

Q50) When was the last time you ever used or took any of the following?

Cannabis (hash, joints, weed, green, grass, pollen, resin, bud, smoke)

Gas, Glue or other solvents (Tipp-Ex, lighter fuel, aerosols, NO, laughing gas) – To inhale or sniff

Amphetamine (speed, base, whizz, sulph)

Methamphetamine (crystal meth, tina, glass, ice)

LSD (acid, tabs, trips)

Ecstasy (E, eccies, XTC, pills, MDMA, sweeties)

Semeron (sems, semmies)

Poppers (Amyl Nitrite, Liquid Gold, Rush)

Tranquilisers (downers, benzos, valium, vallies, blues, Temazepam)

Heroin (smack, skag, gear, H, kit)

Magic mushrooms (shrooms, mushies)

Methadone (linctus, physeptone, meth)

Cocaine (coke, charlie, c)

Crack cocaine (crack, rock, stone)

Anabolic Steroids (roids)

Mephedrone (bubbles, drone, M-CAT, meow meow)

GHB/GBL (G, liquid ecstasy)

Ketamine (K, ket, special k, horsey)

Synthetic cannabis – e.g. Damnation, Black Mamba, Clockwork Orange, Pandora's Box

Salvia

MDMA powder (mandy, molly, madman)

MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)

MXE, MXP (or other synthetic dissociative)

Ethylphenidate, MPA or branded packets such as Ching, Snow White, Blue stuff, Pink

Panthers (or other synthetic stimulant)

AMT, NBOMe, 2Cs (or other synthetic psychedelic)

Powders or pills that are sold as legal highs

Other drugs that would not be given to you by a doctor or chemist

SDQ For each item, please mark the box for the Not True, Somewhat True or Certainly True.

I am helpful if someone is hurt, upset or feeling ill

I am constantly fidgeting or squirming

I have one good friend or more

I fight a lot. I can make other people do what I want

I am often unhappy, down-hearted or tearful

Other people my age generally like me

I am easily distracted. I find it difficult to concentrate

I am nervous in new situations. I easily lose confidence

### Step 4: Complete the class response sheet and take a note of absent pupils to be followed up

The class response sheet should be completed during the session or immediately afterwards. It is really important that it is completed accurately so that we know who opted out and which spare logins were used by which pupils. Please do not forget to return the class response sheet to your school's liaison point.

If any pupils are absent when the survey is completed, please note their names in the space provided below. Remember to keep their logins (securely) so that you can give them to the pupil when they return to school and complete the survey.

Class (e.g. '2F' or '4B' etc.) .....

Date surveys completed by class .....

Names of absent pupils to be followed up (do not include those who have opted out or whose parents opted them out):

.....	Date completed	.....

### Step 5: Return the class response sheet to your liaison point

Return the class response sheet to your liaison point. Please do not return spare materials – retain them until all absent pupils have completed the survey and then put them in your paper recycling.

Securely return any login details and any completed opt-out letters to your school liaison point so that they can be destroyed securely.

### Step 6: Follow up on any absent pupils

If any pupils are absent when the survey is completed, please note their names in the space provided under Step 4 above.

If possible, absent pupils should complete the survey the next time they attend that class. If this is not possible, please arrange another suitable time. The school may choose to administer the survey to all absent pupils in the same ICT suite or library space, or do so with individual pupils either in the library or on laptops or tablets. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results.**

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are 'different' to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2013 survey:

- 76% of 15-year-old regular smokers had truanted in the past year, compared with only 34% of 15-year-old non-smokers
- 54% of 15-year-olds who had drunk in the last week had truanted in the past year, compared with 25% of 15-year-olds who never drink alcohol
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Absent pupils who are completing the survey at a later date should do so under the same conditions as pupils in the main session.

Please keep your liaison point informed of when absent pupils have completed the survey.

**If you have any problems or questions, please contact the liaison point within your school or David Myers, Ipsos MORI researcher, on 0131 240 3260 or [salsus@ipsos.com](mailto:salsus@ipsos.com), or see the SALSUS website ([www.ipsos-mori.com/SALSUS](http://www.ipsos-mori.com/SALSUS)).**

## **Thank you very much for your help with SALSUS and the Children's Wellbeing Supplement 2015**

The Scottish Government recognises the efforts from teachers and pupils involved in this survey. Without them, this important survey would not be possible. In order to give something back to schools, the Scottish Government has funded a SALSUS education pack for secondary schools. This has recently been developed by Education Scotland and Information Services Division (ISD) and is available at:

[http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/Latest-Report/docs/SALSUS\\_2013\\_Education\\_Resource.pdf](http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/Latest-Report/docs/SALSUS_2013_Education_Resource.pdf).

Further free teaching resources will be developed in 2015.