Pre-Analysis Plan: Can Entertainment Education be Used to Prevent Alcohol and Drug Use by Young People?

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1 Introduction

This document outlines a pre-analysis plan for evaluating strategies to prevent alcohol and drug consumption among middle school students in Mexico City. It pre-commits the authors to test the hypothesis listed using the empirical approach outlined below. This plan has been written after data collection, but before conducting any data analysis.

Section 2 provides an overview of the project, including the motivation behind the study, details of the intervention and evaluation design. *Section 3* presents the empirical analysis to be conducted, while *Section 4* specifies the hypotheses.

2 Project overview

2.1 Abstract

Entertainment education (or edutainment) is a form of media that seeks to incorporate educational messages into an entertaining format with the objective of enhancing knowledge, shifting attitudes and social norms and changing behavior.

This study will experimentally measure the impact of "Addicted to Life" (A2L), an edutainment production designed to prevent the use of alcohol and drugs by young people. Screenings of A2L will be complemented by school based activities with students and their parents that will reinforce the main messages of the show. To the best of our knowledge, the study will be the first large scale randomized controlled trial investigating the effects of educational entertainment on substance use by young people. Additionally, the evaluation will test the effectiveness of two delivery modes for the

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edutainment production: screenings in movie theatres and in schools. This will increase the external validity of the study and maximize its scale-up potential.

2.2 Motivation and intervention

Rates of drug and alcohol consumption among young people in Latin America are high (Inter-American Drug Abuse Control Commission, 2015), and they increase rapidly over the course of adolescence. In Mexico, the 2014 National Survey of Drug Use among Students (n=191,880; Villatoro et al, 2015) found that the prevalence of drug use increases exponentially from primary (3.3%) to middle (10.9%) and high school (26.2%). The same pattern is observed for alcohol binging (defined as 5 or more drinks in one sitting) in the last year: prevalence was 2.4% in primary, 8.9% in middle and 27.3% in high school. The social costs of addictions continue into adulthood. For example, according to the Addiction Attention and Prevention Institute (2012), four out of every five crimes in Mexico are committed under the influence of alcohol.

Governments have commonly sought to address this problem through primary prevention programs delivered in the school setting. The evidence of these programs' effectiveness, mostly from developed countries, is mixed. Faggiano et al (2014) provide a comprehensive overview of various types of programs and a systematic review and meta-analysis of impacts measured through 51 RCTs. They find improvements in knowledge and small effects on behavior, though not always statistically significant. Moreover, these programs are generally quite resource intensive (most involve between 10 to 20 sessions), and for this reason, they cannot be easily scaled up in developing countries.

Many behavior change interventions are based on rational behavior models that greatly assume the provision of information should be sufficient to motivate individuals to adopt healthier behaviors. Rational and individual-centered models are increasingly being enriched with insights from the psychology and sociology literatures (DellaVigna 2007, World Bank World Development report "Mind, Society and Behavior" 2015). Decisions are often driven by emotions, systematic biases, and by an individual's perception of social norms, or what others do or approve of. Mass media programs can support behavior change campaigns by targeting these non-rational components. Entertainment education (or edutainment) is a type of media that incorporates educational messages into an entertaining format with the end goal of improving knowledge, shifting attitudes and social norms and changing behavior (Singhal and Rogers, 2004). Entertainment education traces its theoretical foundations to Albert Bandura's (1976) *social learning theory*, which posits that individuals learn by observing others, especially if these are role models that observers can relate to. Narratives are inherently easier to observe, understand and remember than abstract concepts that lack a storyline to connect them (Fisher 1987). Pioneered by Mexican TV producer Miguel Sabido in the 70s, entertainment education has been used to address public policy issues primarily related to health, and increasingly in other areas as well.

The entertainment education production that is the focus of this evaluation, "Addicted to Life" (A2L), has been designed to prevent the consumption of psychoactive substances by young people . A2L was created by Life Changing Experiences, an Israeli company, with the help of national and international behavior specialists, and incorporates local content to make it more relevant and appealing to Mexican audiences. A2L is an educational multi-sensorial and interactive production intended to promote a drug free life. It shows dramas of teenagers who suffered negative health

consequences after consuming drugs or were involved in a car crash due alcohol abuse. The show also includes 3D videos about how the different drugs and their natural equivalent, dopamine "highs" from say, running or engaging in intellectual endeavors, affect the brain and ultimately youths' behaviors. It has a total duration of 1.5 hours.

Screenings of A2L will be complemented by interventions organized in schools the following week: a workshop with students and a session with parents. Both have been designed and carried by an external organization specialized in organizing activities for the prevention of alcohol and drug use among youth. The workshop with students will have a duration of 1.5 hours and will center around three key messages that can be traced back to specific theoretical mechanisms underlying entertainment education[4]: (1) I can resist peer pressure to consume and can support others when they are being pressured (*self-efficacy channel*), (2) drugs generate only temporary happiness by affecting our central nervous system, and real happiness is to be found in each one of us (*information channel*) (3) drug and alcohol use is not very common among young people (*social norms channel*). Through open discussion and role playing, students will be encouraged to reflect upon these messages and consider their relevance to their own lives. The sessions with parents, also lasting for 1.5 hours, will provide information about "Addicted to life" and will encourage them to talk to their children about the use of drugs and alcohol.

This study will investigate the potential role of an entertainment education production as a tool to prevent and reduce the use of alcohol and drugs among middle school students in Mexico City. The participants will be students in the second year (12-14-year-olds) of middle school. The selection of the target group is motivated by consumption patterns as measured by the 2012 Survey of Drug Use among Students in Mexico City. This survey revealed that students start experimenting with alcohol and drugs in the second and third year of middle school, hence the importance of implementing a prevention program with this group. We chose students in the second year to be able to measure effects in the following academic year (those in the third year would have already moved on to high school).

This study will make three important contributions. *First*, it will provide experimental evidence about a low-intensity drug and alcohol prevention program targeting young people. The study will take place in a middle-income country, where the evidence is scarce.

Second, this research will generate new evidence on the use of entertainment education as a tool for behavior change in a new sector. To the best of our knowledge, this will be the first large scale randomized controlled trial investigating the effects of educational entertainment on substance use by young people.

Third, this research will generate evidence regarding the importance of the delivery mode. "Addicted to Life" will be shown in movie theatres (Treatment 1) and in schools (Treatment 2). If the intervention is successful, and if results are similar for the two treatment groups, then one can

[4] The channels through which entertainment education can result in behavior change are discussed in detail in the *Theory of change* section of this document.

conclude that content drives the results and the mode of delivery is irrelevant. CinemaPark, the implementation partner, is associated with Cinépolis, the second largest movie theatre chain in the Americas. Screenings are easily organized in movie theatres of large urban centers, where this infrastructure is well developed. However, there are many areas where no theatres are available or where security risks impede the transportation of students to external venues. Additionally, primary prevention programs for substance use have traditionally been implemented in school settings and many education authorities might be more willing to accept such an intervention when delivered in schools.

2.3 Research Questions

The study aims to answer the following research questions:

- Does the intervention lead to changes in knowledge about the effects of drugs, perceptions of risk, self-efficacy to resist peer pressure, beliefs about the consumption of peers?
- Does the intervention lead to a reduction in or a delayed onset of alcohol and drug use?
- Does the mode of delivery matter: do screenings in movie theatres and in schools have similar effects?
- Do the effects differ by gender?
- Are there heterogeneous effects on youth at higher risk of consumption ex ante?

2.4 Evaluation design

2.4.1 Sample and Randomization

The sampling frame for the study was determined by the Federal Education Authority in Mexico City – Ministry of Education. This primarily consisted of schools with extended hours (8 hours in school consisting of the regular curricula plus afternoon workshops) because it was deemed easier for these schools to accommodate extracurricular activities. However, since the total number of schools of this type in Mexico City is 160 and each school has autonomy to decide whether to participate or not, some schools with regular schedules (5.5 hours in school) were also added to the sampling frame. All schools in the sampling frame received the same invitation to participate in the study, which made it clear that assignment to the two treatment arms or to control was going to be random. The final sample consisted of 115 extended hours schools and 35 regular hours schools.

The evaluation employs a **cluster randomized controlled trial design** where 150[5] schools were randomly assigned to one of three groups: screenings of "Addicted to Life" in the movie theater plus complementary school based interventions (*Treatment 1 – 49 schools*[6]), screenings of "Addicted to

[5] Initially 151 schools agreed to participate, however, one changed its mind before the start of the baseline survey and was thus removed from the sample.

[6] The intention was to have 50 schools, however, the school that chose to remove itself from the study had been assigned to this treatment group, leaving 49 schools.

Life" in schools plus complementary school based interventions (*Treatment 2 – 50 schools*), and a comparison group that will participate in screenings of "Addicted to Life" only after the follow-up survey (*Control – 51 schools)*. Randomization was stratified by school type (regular/technical schools[7]), hours (extended hours[8]/regular) and school size (above/below mean), yielding seven strata (no technical schools with regular hours were selected into the sample).

Within each middle school, two to four classrooms of the second year (depending on their size) reported to have a combined total of approximately 90 pupils[9], were randomly selected to participate in the study. 98 percent of students were 14 or 15 years old at the time of the baseline survey and 51 percent were male. All students in the selected classrooms were invited to participate in the each of the two surveys, though only those who assented to participate and whose parents also consented to their participation answered the surveys. The baseline collected data from approximately 60 students per school, while the follow-up was administered to approximately 65 students per school. Follow-up data collection took place 9 to 12 months after the baseline.

Absenteeism was a challenge for both surveys; the survey team aimed to address this by visiting schools multiple times and on different days, but despite these efforts, some students were not present during any survey administrations and thus ultimately did not participate. The sample thus may differ from the general population of students in that it excludes students who are frequently absent, or who may have dropped out or enrolled in a different school without formally registering the change in status.

The primary analysis sample will consist of students who participated in both the baseline and the follow-up surveys (N~=7,200), while a supplementary sample consisting of all students who participated in the follow-up survey will be used for robustness checks (N~=9,500). Students who were part of the baseline, but not the follow-up sample will be considered as attrited; more details about the planned analysis of attrition can be found below in sub-section 3.2 below.

Additionally, we will study short term effects of the intervention by comparing baseline responses with data collected by our implementing partner as part of the *Addicted to Life* experience[10]. Since this data was only collected from students in the treatment groups, the sample for this analysis will consist of those students who attended the screenings and chose to answer the short survey embedded in them, as well as the baseline. Participation among baseline students was 74 and 73 percent respectively in the two treatment arms

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[7] Technical schools include skills-based workshops such as carpentry, metallic structures, use of computers, accounting, fashion and tailoring, agriculture, etc.

[8] Schools in this category have 2 extra hours of classes/day.

[9] Administrative records provided by the Ministry of Education are not always updated so there might be slight variations in the actual number of students enrolled.

[10] The experience includes an interactive component during which students use clickers to answer questions displayed on the cinema/TV screen. Our implementing partner routinely uses these before and after surveys to measure short term impacts.

2.4.2 Statistical Power

We conducted power calculations using data from the 2012 Survey of Drug Use among Students in Mexico City, shared with the research team by the National Institute of Psychiatry of Mexico. Assuming a total sample of 7500 students, power of 80%, a significance level of 5% and performing two-sided tests, we calculated that minimum detectable effect sizes are 0.8-0.9 standard deviations for outcomes measuring consumption of a series of drugs, alcohol use, alcohol binging and perceptions of risk. Assuming an equal gender distribution, minimum detectable effect sizes for the same outcomes measured on males are 0.11-0.12 standard deviations and on females 0.11-0.14 standard deviations.

2.4.3 Attrition

At the time of writing this pre-analysis plan, the follow-up survey had already been completed and attrition was 18 percent. The research team and survey implementing partner went through great lengths to maximize attrition rates, including multiple visits to each school, and collaborating closely with Ministry of Education authorities to reiterate the importance of the study to school principals. However, we faced three challenges that prevented us from reaching a higher percentage of baseline respondents.

First, many school principals did not make sufficient efforts to reach students' parents to explain the purpose of the study and obtain their informed consent[11]. Second, absenteeism rates are quite high in public middle schools in Mexico City. Finally, a considerable proportion of students (approximately 8 percent) were reported to have ceased to attend the original school. Unfortunately, the Ministry of Education does not keep records of the reasons for dropout or transfer, nor does it have a unique ID for each student that could enable tracking across schools. These students could have moved to a different school in Mexico City or another state, or could have dropped out. Towards the end of data collection, we asked principals about the reasons students were no longer in their school, however our sample is limited so we cannot generalize the distribution of reasons to our study sample.

3 Empirical analysis

3.1 Baseline balance

To test balance in baseline characteristics comparing across the experimental arms, we will estimate the following equation:

$$X_{i0} = \beta_1 T1_i + \beta_2 T2_i + \phi_c + \varepsilon_{it} \quad (1)$$

where $\boldsymbol{X_{i0}}$ denotes covariates or outcomes at baseline; $\boldsymbol{T1_i}$ is the dummy for Treatment 1 (A2L screenings in movie theatres plus complementary school based interventions); $\boldsymbol{T2_i}$ is the dummy for

[11] We relied on school authorities to handle communication with parents, as is customary for school based activities in Mexico. Some were very forthcoming, while others did not make any effort to reach out to parents who did not indicate whether they agreed to allow their child to participate in the follow-up survey or not.

Treatment 2 (A2L screenings in schools plus complementary school based interventions); $\boldsymbol{\phi_c}$ are school type (technical or regular), school hours (regular or extended hours) and school size fixed effects (above or below mean) $\boldsymbol{\varepsilon_{it}}$ represent a set of random time-varying unobserved characteristics.

We will report the mean for variables of interest in each experimental arm, as well as the p-value on the joint test $\boldsymbol{\beta_1 = \beta_2 = 0}$. Additionally, we will report normalized differences in means, a scale-free measure of the difference in distributions suggested by Imbens and Wooldridge (2009); this is calculated as $\frac{\boldsymbol{Mean_{Treatment} - Mean_{Control}}}{\sqrt{\boldsymbol{Variance_{Treatment} + Variance_{Control}}}}$. In considering their significance, we will follow Imbens and Rubin (2015), who set a threshold of 0.25 standard deviations above which differences are thought to be substantial.

The following variables will be included in the balance check:

- *Covariates*: age [calculated from **Q2**], gender [**Q1**], whether the respondents works part time [**Q3**], number of household members [calculated from **Q4**], whether the student lives in a single parent or no parent household [calculated from **Q4**], parents' level of education [**Q5-6]**, household socio-economic index [constructed from **Q5-12** following the methodology developed by AMAI (2018), a dummy indicating whether the respondent has ever been to the cinema [**Q14**], the number of times the respondent has been to the cinema in the three months prior to the baseline [**Q15**], the self-reported grade point average for the first year of middle school [**Q25**].
- *Baseline levels of outcome variables*

3.2 Attrition

To analyze patterns of attrition between the two survey rounds we will estimate the following equations:

$$Surveyed_{i1} = \beta_1 T1_i + \beta_2 T2_i + \phi_c + \varepsilon_{it} \quad (2.1)$$

$$Refused_{i1} = \beta_1 T1_i + \beta_2 T2_i + \phi_c + \varepsilon_{it} \quad (2.2)$$

$$No\ longer\ in\ original\ school_{i1} = \beta_1 T1_i + \beta_2 T2_i + \phi_c + \varepsilon_{it} \quad (2.3)$$

where $\boldsymbol{Surveyed_{i1}}$ indicates the baseline respondent participated in the follow-up survey; $\boldsymbol{Refused_{i1}}$ indicates that either the parent or the student refused to consent; $\boldsymbol{No\ longer\ in\ original\ school_{i1}}$indicates that the school authorities reported the student no longer attends that school; this category includes students who have moved to a different part of the city/country, as well as dropouts; $\boldsymbol{T1, T2, \phi_c, \varepsilon_{it}}$ have the same meaning as in equation (1).

As with the balance check, we will report means in each experimental arm as well as the p-value on the joint test $\boldsymbol{\beta_1 = \beta_2 = 0}$.

We will also analyze determinants of attrition by regressing the dummy variable *surveyed* on baseline characteristics (including the baseline covariates specified above as well as baseline levels of outcome variables) and these characteristics interacted with a treatment dummy. The objective to

identify whether there is any significant differential attrition of respondents with certain characteristics in treatment versus control schools.

3.3 Specifications: ITT

Impact estimates of the treatment arms will be obtained through an ANCOVA specification. This compares average outcomes at follow-up controlling for the baseline levels of those outcome variable. This is described by the following equation:

$$Y_{i1} = \alpha Y_{i0} + \beta_1 T1_i + \beta_2 T2_i + \gamma X_{i0} + \phi_c + \varepsilon_{it} \qquad (3)$$

where $\boldsymbol{Y_{i1}}$ is the outcomes variable at follow-up for individual i; $\boldsymbol{Y_{i0}}$is the same outcome of interest, measured at baseline; $\boldsymbol{T1_i}$ is the dummy for Treatment 1 (A2L screenings in movie theatres plus complementary school based interventions); $\boldsymbol{T2_i}$ is the dummy for Treatment 2 (A2L screenings in schools plus complementary school based interventions); $\boldsymbol{X_{i0}}$ are a set of characteristics measured at baseline to control for (e.g. gender, household socio-economic index, parents' education level, number of household members and any characteristics not balanced at baseline); $\boldsymbol{\phi_c}$ are school type (technical or regular), school hours (regular or extended hours) and school size fixed effects (above or below mean); $\boldsymbol{\varepsilon_{it}}$ represent a set of random time-varying unobserved characteristics. Standard errors will be clustered by school. We will also estimate equation (1) on male and female subsamples to test differential effects by gender.

3.4 Specifications: Treatment on the Treated

The screenings and post-screening workshops were offered to all students enrolled in the selected groups in treatment schools. Additionally, their parents were invited to workshops designed specifically for them. However, participation was not universal among those invited to attend, and thus we will also analyze treatment on the treated specifications using a two-stage least squares equation, employing treatment assignment as an instrument for individual-level attendance. The first-stage specification can be written as:

$$Attended\_T1_i = \beta_1 T1_i + \gamma X_{i0} + \phi_c + \varepsilon_{it} \qquad (4.1.a)$$

$$Attended\_T2_i = \beta_1 T2_i + \gamma X_{i0} + \phi_c + \varepsilon_{it} \qquad (4.1.b)$$

where $\boldsymbol{Attended\_T1_i}$ / $\boldsymbol{Attended\_T2_i}$ are dummies indicating if (A) the student participated in at least one of the two activities involving students directly – screenings in cinemas / in schools or student workshops OR (B) if his/her parent attended the workshop for parents;, $\boldsymbol{X_{i0}}$, $\boldsymbol{\phi_c}$ and $\boldsymbol{\varepsilon_{it}}$ have the same meaning as in equation (3) above.

We will then estimate the following second-stage specification:

$$Y_{i1} = \beta_1 \widehat{Attended\_T1_i} + \gamma X_{i0} + \phi_c + \varepsilon_{it} \qquad (4.2.a)$$

$$Y_{i1} = \beta_1 \widehat{Attended\_T2_i} + \gamma X_{i0} + \phi_c + \varepsilon_{it} \qquad (4.2.b)$$

3.5 Specifications: Heterogeneous Effects

To investigate **heterogeneous effects for youth at higher risk of consumption**, we will estimate a modified version of (1) that includes an interaction term between relevant variables and the treatment dummies.

$$Y_{i1} = \alpha Y_{i0} + \beta_{r1}(T1_i * R_{i0}) + \beta_{r2}(T2_i * R_{i0}) + +\zeta R_{i0} + \beta_1 T1_i + \beta_2 T2_i + \gamma X_{i0} + \phi_c + \varepsilon_{it} \quad (5)$$

where R_i are risk or protective factors for consumption measured at baseline, such as:

- single/no parent households [derived from **Q4**],
- high crime school [school level index constructed by aggregating answers to **Q16a, b, g, and h** for each individual, averaging the answers of all students in a particular school]
- high crime neighborhood [index constructed by aggregating answers to **Q16c-f]**
- good relationship with parents [index construction by aggregating answers to **Q50-51]**
- parents offered alcohol to the student [**Q46**]
- consumption or crimes by family members [index constructed by aggregating answers to **Q43**]
- consumptions by close friends [index created from **Q42c-h**]
- low self-control [index created by aggregating answers to **Q21**]
- low self-esteem [index created by aggregating answers to **Q21**].

The coefficients of interest in (2), β_{r1} and β_{r2}, can be interpreted as the effect of the intervention on youth having a higher/lower risk of consumption.

3.6 Specifications: Short-term effects

Additionally, for the treatment groups, we will also analyze short term effects by using data collected by our implementing partner as part of the screenings. The following specification will be run:

$$Y_{ishort-term} = \alpha Y_{i0} + \beta_1 T1_i + \gamma X_{i0} + \phi_c + \varepsilon_{it} \quad (4)$$

where $Y_{ishort-term}$ is the outcome variable measured during the exit survey component of the *Addicted to Life* experience, $\boldsymbol{X_{i0}}, \boldsymbol{\phi_c}$ and $\boldsymbol{\varepsilon_{it}}$ have the same meaning as in (3) above. Note this specification will be estimated only for those individuals assigned to schools exposed to treatment.

The exit survey measured knowledge and attitudes variables also collected at baseline and follow-up. These short-term results will complement those from the main analysis in that they will enable us to see how impacts evolve over time among treatment group respondents, from immediately after intervention exposure to 9-12 months later.

This data presents some challenges which might limit our ability to reliably estimate short-term effects. *First*, the data was collected using questions displayed on the cinema/TV screen and clickers commonly used in audience response systems. Attendees were asked to be truthful in their answers, however, individual answers may have been influenced by those of their neighbors. *Second*, only a subset of participants attended the screenings and a subset of those answered the survey, possibly introducing selection bias. *Finally*, though we asked the intervention implementation partner to keep

record of the clicker code assigned to each student so we could trace answers back to specific individuals, some mix-ups occurred and resolving those cases proved challenging. Although we made all efforts to match answers to the correct baseline respondents, some errors may still persist. We will further analyze the quality of this data before determining if it can be used to draw conclusions about the short-term effects of experiencing *Addicted to Life*.

4 Hypotheses

The hypotheses of interest focus on changes in knowledge, attitudes and behaviors related to the consumption of alcohol and drugs and to some extent tobacco[12]. Hypotheses 1-5 refer to primary outcomes, while hypotheses 7-9 refer to secondary outcomes. For each hypothesis, we list the specific indicators and the corresponding questions in the survey instrument. For each family of outcomes including multiple indicators (knowledge, behavior, social norms, aspirations, risk perception and resistance to peer pressure), we will also estimate a mean effects index following Kling et al. (2007) to mitigate the problem of over-rejection of the null hypothesis due to multiple inferences.

A. Knowledge

Hypothesis 1: The *Addicted to Life* intervention will yield an increase in knowledge about drug and alcohol consumption.

Relevant indicators include:

- Exposure to school based programs providing education about alcohol and drugs **(Q30)**
- Ability to recognize the effects (**Q32-34**) and consequences of drug use (**Q35**)

B. Behavior

Hypothesis 2: The intervention will result in a decrease in reported consumption of alcohol, drugs and tobacco.

Consumption will be measured using the following indicators:

- For alcohol, a set of commonly used drugs or substances used as drugs, and tobacco: whether they consumed in the last 6 months and the last 30 days[13] [**Q56b and Q56c, Q53b and Q53c, Q68-69**], frequency of consumption for the last 30 days [**Q56b, Q68, Q55b)**]; and how old they were when initiating consumption [**Q58, Q71, Q55**].

[12] Tobacco was not a focus of neither the screenings, nor the workshops, but since it is a substance that causes dependency, we expect to also see effects in students' knowledge, attitudes and behavior related to it.

[13] In line with similar surveys, we also asked about lifetime consumption. This will be used as a robustness check.

- Enumerated drugs are: marihuana; inhalable substances like paint, thinner, cement; tranquilizers or sedatives without a medical prescription; amphetamines; cocaine; crack; substances causing hallucinations, such as mushrooms, LSD, etc.; methamphetamines like chrystal, extasis, etc.; heroine

- For alcohol, incidence of binge drinking in last 30 days (more than 3 or more than 5 units) [**Q60, Q62, Q63**] and whether they ever got drunk [**Q61**]

Hypothesis 3: The intervention will result in an increase in conversations about alcohol and drugs with parents

- We will analyze whether students and parents spoke about the effects of alcohol and drugs [**Q45a, Q49a**], as well as who initiated the discussion – the student or the parent [**Q45b), Q49b**]

Hypothesis 4: The intervention will lead to a reduction in knowledge about how to obtain substances

- Relevant indicators include whether the student knows how to obtain alcohol, marihuana or inhalable psychoactive substances [**Q72, Q73, Q74**]

Hypothesis 5: The intervention will yield an increase in information sought about drug and alcohol

- At the end of the follow-up survey we encouraged all respondents to visit a website created by our implementing partner. Each respondent was given a unique access code on a piece of paper, along with the url. Upon entering the website, they had to key in this access code.

C. Attitudes

Hypothesis 6: The intervention will combat unhealthy social norms related to the consumption of alcohol, drugs and tobacco.

Social norms will be measured using the following indicators:

- Change in perceptions of alcohol and drug consumption among a *reference group – a middle school in Mexico City*: among all pupils, among females and among males [**Q36-41**]
- Change in perception of the acceptability of consumption among parents and friends [**Q44, Q47**]
- Change in perception that alcohol, drug and tobacco use makes one popular [**Q75**]

Specifically, we hypothesize that students start out by overestimating consumption among peers, essentially normalizing it, and that the intervention will combat this normalization and yield a reduction in perceptions of consumption and perceptions of the acceptability and popularity of consumption.

Hypothesis 7: The intervention will increase aspirations.

- Change in aspirations related to finishing middle and high-school, graduating college, having a happy family life and having a well-paid job as an adult [**Q28**]

Hypothesis 8: The intervention will increase the perceived risks of consuming drugs, alcohol and tobacco.

- Relevant variables include statements related to the risk of consuming alcohol, drugs and tobacco [**Q76**]

Hypothesis 9: The intervention will increase resistance to peer pressure to consume

- Change in the likelihood of declining offers of alcohol or drugs [**Q77**]

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SCHOOL: |__|__|__| **CLASS: |__|** **LIST NUMBER: |__|__|**

First Name(s): _____ **Last Names: _____ _____**

Let's start with some questions about you and your family.

1. You are a: ☐ 1. Man ☐ 2. Woman
2. Your date of birth is: day |__|__| month |__|__| year 20|__|__|
3. Occupation: 1. Study ☐ 2. Study and work → What work do you do? _____

4. In your house do you live with …?
   Give an answer for each sub-question.
   a. Mother: ☐Yes ☐No → Do you keep in touch with your mother? ☐Yes ☐No
   b. Father: ☐Yes ☐No → Do you keep in touch with your father? ☐Yes ☐No
   c. Stepmother: ☐Yes ☐No
   d. Stepfather: ☐Yes ☐No
   e. Brothers and/or stepbrothers: ☐Yes → How many? |__| ☐ No
   f. Sisters and/or stepsisters: ☐Yes How many? |__| ☐No
   g. Grandparent(s): ☐Yes How many? |__| ☐No
   h. Other family members not mentioned already: ☐Yes How many? |__| ☐No
   i. Other people who are not family members (specify): _____ ☐Yes How many? |__| ☐No

5. What is your father's level of education?
   ☐ 1. Did not study
   ☐ 2. Primary
   ☐ 3. Secondary or similar
   ☐ 4. High school or vocational training
   ☐ 5. Bachelor
   ☐ 6. Postgraduate
   ☐ 99. Do not know

6. What is your mother's level of education?
   ☐ 1. Did not study
   ☐ 2. Primary
   ☐ 3. Secondary or similar
   ☐ 4. High school or vocational training
   ☐ 5. Bachelor
   ☐ 6. Postgraduate
   ☐ 99. Do not know

7. Who is the head of the household?
   ☐ 1. My father
   ☐ 2. My mother
   ☐ 3. Someone else

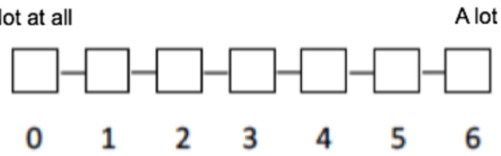
[IF THE HOUSEHOLD HEAD IS SOMEONE ELSE]

7a. What is level of education of the household head?
   ☐ 1. Did not study
   ☐ 2. Primary
   ☐ 3. Secondary or similar
   ☐ 4. High school or vocational training
   ☐ 5. Bachelor
   ☐ 6. Postgraduate
   ☐ 99. Do not know

8. Of the people aged 14 or older who live in your house, how many worked in the last month?	|__|			
9. In your house, how many rooms are used to sleep? Please do not count bathrooms or hallways.	|__|			
10. How many full bathrooms with shower and W.C. (toilet) are there in your house?	|__|			
11. Without taking into account the mobile connection you might have from a cell phone, does your house have internet?	☐Yes ☐No			
12. Does your family have a car or SUV?	☐Yes → How many? |__| ☐No			
13. Do you have a phone?	☐Yes ☐No			
14. Have you ever gone to the movies?	☐Yes ☐No			
15. How many times have you been to the movies in the last three months, i.e. between [calculate month] 2018 and now?	|__|__|			
16. Now we'll describe some situations that could happen near your school or in your neighborhood Tell us if they happen very often, often, sometimes or never. *Mark one answer for each sub-question*	1.Very often	2. Often	3. Sometimes	4. Never
a. Assaults happen outside my school.	Very often	Often	Sometimes	Never
b. My school is a safe place	Very often	Often	Sometimes	Never
c. The neighborhood where I live is pleasant	Very often	Often	Sometimes	Never
d. I feel safe on the streets of my neighborhood.	Very often	Often	Sometimes	Never
e. In my neighborhood, gangs steal from or attack people.	Very often	Often	Sometimes	Never
f. Drugs are sold close to my house.	Very often	Often	Sometimes	Never
g. Drugs are sold outside my school.	Very often	Often	Sometimes	Never
h. Drugs are sold in my school.	Very often	Often	Sometimes	Never
17. Now we would like to ask you some questions about your classmates. Please tell us who are your BEST FRIENDS AND FRIENDS IN YOUR CLASS. You can mention up to 5 names.	Friend 1: First Name _____ Last Name _____ Friend 2: First Name _____ Last Name _____ Friend 3: First Name _____ Last Name _____			

	Friend 4: First Name _____ Last Name _____ Friend 5: First Name _____ Last Name _____			
18. Among these friends, who is your BEST FRIEND?	Best Friend :First Name_____ Last Name_____			
19. Please tell us who are your most POPULAR classmates. You can mention up to 5 names.	Student 1: First Name _____ Last Name _____ Student 2: First Name _____ Last Name _____ Student 3: First Name _____ Last Name _____ Student 4: First Name _____ Last Name _____ Student 5: First Name _____ Last Name _____			
20. Think of your BEST FRIENDS, those whom you meet most often. How many BEST FRIENDS do you have … a) in your classroom? b) in your school, but in other classrooms? c) outside of school, i.e. they do not study at your school?	a. |__|__| b. |__|__| c. |__|__|			
21. Please indicate how much you agree or disagree with each of the following statements. *Mark one answer for each sub-question*	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
a) I feel that I have good skills	Strongly disagree	Disagree	Agree	Strongly Agree
b) I am able to do things as well as most people	Strongly disagree	Disagree	Agree	Strongly Agree
c) I have a positive attitude towards myself	Strongly disagree	Disagree	Agree	Strongly Agree
d) Sometimes I think I'm not good at anything	Strongly disagree	Disagree	Agree	Strongly Agree
e) Most people my age are smarter than me	Strongly disagree	Disagree	Agree	Strongly Agree

f) I'm ashamed when I have to say something in class	Strongly disagree	Disagree	Agree	Strongly Agree
g) For my parents / guardians it is important that I am happy	Strongly disagree	Disagree	Agree	Strongly Agree
h) I worry a lot about silly things	Strongly disagree	Disagree	Agree	Strongly Agree
i) I usually get nervous about nothing	Strongly disagree	Disagree	Agree	Strongly Agree
j) I have many interests (sports, classes) and hobbies.	Strongly disagree	Disagree	Agree	Strongly Agree

22. Using the scale provided, please indicate how each of the following sentences reflects how you are on a daily basis. The scale goes from 0 to 6, where 0 is "Not at all" and 6 is "A lot" *Mark an answer for each statement.*	
a) I'm good at resisting temptations.	|__|__|
b) It is difficult for me to end bad habits.	|__|__|
c) I am lazy.	|__|__|
d) I say inappropriate things.	|__|__|
e) I do things that are bad for me if they are fun.	|__|__|
f) I reject things that are bad for me.	|__|__|
g) I wish I had more self-discipline.	|__|__|
h) Others would say that I am very self-disciplined.	|__|__|
i) Pleasure and fun sometimes prevent me from doing a task.	|__|__|
j) I have difficulties focusing	|__|__|
k) I am able to commit to achieve long-term goals	|__|__|
l) Sometimes I can't stop doing something even if I know it's wrong.	|__|__|
m) I often act without thinking about all the alternatives.	|__|__|
23. On a NORMAL DAY DURING THE WEEK, how much time do you spend doing each of the following activities? Think about the activities you do almost daily. For activities that you do not	24. On a SATURDAY OR SUNDAY, how much time do you spend doing each of the following activities? Think about the activities you do almost every weekend. For activities that you do not do

do almost daily, put 0.		almost daily, put 0.	
a) At what time do you go to bed?	hour: |__| minutes: |__|__|	a) At what time do you go to bed?	hour: |__| minutes: |__|__|
b) At what time do you get up in the morning?	hour: |__| minutes: |__|__|	b) At what time do you get up in the morning?	hour: |__| minutes: |__|__|
c) At what time school does start?	hour: |__| minutes: |__|__|	c) At what time does school start?	hour: |__| minutes: |__|__|
d) At what time does school finish?	hour: |__| minutes: |__|__|	d) At what time does school finish?	hour: |__| minutes: |__|__|
e) How much time do you spend doing your homework?	hour: |__| minutes: |__|__|	e) How much time do you spend doing your homework?	hour: |__| minutes: |__|__|
f) IN TOTAL, how much time do you spend eating (breakfast, lunch and dinner)?	hour: |__| minutes: |__|__|	f) IN TOTAL, how much time do you spend eating (breakfast, lunch and dinner)?	hour: |__| minutes: |__|__|
g) How many times do you use the cell phone to chat with friends on the phone or internet?	times: |__|	g) How many times do you use the cell phone to chat with friends on the phone or internet?	times: |__|
h) How many minutes do you spend chatting each time you do it?	minutes each time: |__|__|	h) How many minutes do you spend chatting each time you do it?	minutes each time: |__|__|
i) How much time do you spend browsing the internet (Google, YouTube, Facebook and other social networks)?	hour: |__| minutes: |__|__|	i) How much time do you spend browsing the internet (Google, YouTube, Facebook and other social networks)?	hour: |__| minutes: |__|__|
j) How much time do you spend with your friends when you are not at school?	hour: |__| minutes: |__|__|	j) How much time do you spend with your friends when you are not at school?	hour: |__| minutes: |__|__|
k) How much time do you spend doing activities with your family?	hour: |__| minutes: |__|__|	k) How much time do you spend doing activities with your family?	hour: |__| minutes: |__|__|
l) How much time do you spend doing sports?	hour: |__| minutes: |__|__|	l) How much time do you spend doing sports?	hour: |__| minutes: |__|__|
m) How much time do you spend watching TV or movies on Netflix, DVD, etc.?	hour: |__| minutes: |__|__|	m) How much time do you spend watching TV or movies on Netflix, DVD, etc.?	hour: |__| minutes: |__|__|

n) How much time do you spend helping with housework? hour: |__| minutes: |__|__|	n) How much time do you spend helping with housework? hour: |__| minutes: |__|__|			
o) How much time do you spend in other activities? (Specify)_____ hour: |__| minutes: |__|__|	o) How much time do you spend in other activities? (Specify)_____ hour: |__| minutes: |__|__|			
25 What average did you get at the end of the last school year? If you do not remember the exact average, an approximation is fine.	Write it with decimals: |__|.|__|			
26. What average do you think you will get at the end of this school year?	Write it with decimals: |__|.|__|			
27. What average do you think you will get at the end of the third year of secondary school?	Write it with decimals: |__|.|__|			
28. What is the probability... Mark an answer for each sub-question.	1. High	2. Medium	3. Low	4. None
a) that you'll graduate from secondary school?	High	Medium	Low	None
b) that you'll graduate from high school?	High	Medium	Low	None
c) that you'll graduate from university?	High	Medium	Low	None
d) that you'll have a happy family life as an adult?	High	Medium	Low	None
e) that you'll have a well-paid job when as an adult?	High	Medium	Low	None
29. What kind of work would you like to have when you finish your studies?	☐ 1. Office work in government ☐ 2. Office work in a company ☐ 3. Work in a workshop (for example, tailoring, mechanics) or electrician, plumber, etc. ☐ 4. Doctor or lawyer ☐ 5. Domestic employee ☐ 6. Merchant ☐ 7. Owner of a company ☐ 8. Dedicate myself to the house ☐ 9. Independent professional ☐ 88. Other (Specify _____)			
30. Have you been taught in a class or a talk at school during this school year, about:				
a) the problems associated with drinking alcohol and the effects of its use?	☐Yes ☐No			
b) the problems associated with trying or using drugs and their effects?	☐Yes ☐No			

c) how to tell someone that you do not want to drink alcohol?	☐Yes ☐No
d) how to tell someone that you do not want to try or use drugs?	☐Yes ☐No
31. Have you heard about the following drugs? *Mark an answer for each sub-question.*	
a) Marijuana or pot	☐Yes ☐No
b) Inhalants such as thinner, glue, paint, cement, active	☐Yes ☐No
c) Tranquilizers or sedatives	☐Yes ☐No
d) Amphetamines	☐Yes ☐No
e) Endorphin	☐Yes ☐No
f) Cocaine	☐Yes ☐No
g) Crack	☐Yes ☐No
h) Hallucinogens such as mushrooms, LSD, acid	☐Yes ☐No
i) Methamphetamines such as chrystal or ecstasy	☐Yes ☐No
j) Heroine	☐Yes ☐No
k) Other (Specify _____)	☐Yes ☐No
32. What happens when a person takes an ecstasy? *Select the one that applies the most*	☐ 1. She/he gets happy ☐ 2. She/he stays the same ☐ 3. She/he gets sad ☐ 4. You cannot know, each person reacts differently ☐ 99. I do not know
33. How does a user know when the effect of a drug has worn off? *Select the one that applies the most*	☐ 1. They feel normal ☐ 2. They feel sad ☐ 3. They get hungry ☐ 4. They do not know ☐ 99. I do not know
34. How long can the effects of marijuana stay on the body? *Select if you think they are hours or days and write down the number.*	☐ hours ☐ days ☐ I do not know Number: |__|__|
35. What are the possible consequences of drug use? *Mark all that apply*	☐ 1. They reduce your ability to learn ☐ 2. They make you feel happy ☐ 3. You can develop mental illness

	☐ 4. They make you more popular ☐ 5. They reduce the probability that you get a good job ☐ 6. They affect your ability to enjoy life ☐ 7. They help you to be more accepted by your classmates ☐ 8. It makes you want to go to the bathroom more often ☐ 9. They can give you panic attacks ☐ 10. They affect your ability to do sports ☐ 11. They affect your nervous system
Now we are going to ask you about secondary school students in Mexico City. Imagine that we are going to **20 secondary schools and we randomly chose 1 student from each one.** We invite those 20 students to an auditorium. Do you imagine them sitting? We are going to ask you some questions about these students.	
36. Out of the **20 secondary school students** in Mexico City, how many do you think **have ever had a full glass of a drink containing alcohol** in the past 30 days? A glass is equivalent to a drink prepared with alcohol, a beer, a tequila or mezcal shot, a glass of wine or liquor, etc.	Out of 20 students: |__|__|
37. Now, suppose that out of those 20 students, half are women and half are men. Out of the **10 women**, how many do you think **have had a full glass of a drink containing alcohol** sometime in the past 30 days? And out of the 10 men?	Out of 10 women: |__|__| Out of 10 men: |__|__|
38. Out of the 20 students, how many do you think **have gotten drunk** in the last 30 days?	Out of 20 students: |__|__|
39. And out of the 10 women, how many do you think **have gotten drunk** in the last 30 days? And out of the 10 men?	Out of 10 women: |__|__| Out of 10 men: |__|__|
40. Now, speaking of the same **20 students**, how many do you think **have tried marijuana or pot** in the last 30 days?	Out of 20 students: |__|__|
41. And out of the 10 women, how many do you think **have tried marijuana or pot** in the last 30 days? And out of the 10 men?	Out of 10 women: |__|__| Out of 10 men: |__|__|
42. Out of the [X] friends that you have already mentioned you spend most of your time with in and out of school ... *Mark an answer for each sub-question.*	
a. How many like to go to school?	|__|__|

b. How many have good grades at school?	|__|__|		
c. How many frequently bully other colleagues?	|__|__|		
d. How many smoke cigarettes?	|__|__|		
e. How many drink alcohol?	|__|__|		
f. How many have gotten drunk?	|__|__|		
g. How many have tried marijuana?	|__|__|		
h. How many have inhaled substances like thinner, glue, paint, cement, active?	|__|__|		
43. Does someone who lives in your house: *Mark an answer for each sub-question.*			
a. Have alcoholic drinks (prepared or canned drinks, beer, wine, tequila, mezcal)?	☐Yes ☐No		
b. Get drunk?	☐Yes ☐No		
c. Smoke marijuana or pot?	☐Yes ☐No		
d. Inhale substances like thinner, glue, paint, cement, active?	☐Yes ☐No		
e. Has used other drugs?	☐Yes ☐No		
f. Has sold or manufactured drugs?	☐Yes ☐No		
g. Has done other things that would put them in trouble with the police, like stealing, selling stolen goods, assaulting, or attacking others, etc.	☐Yes ☐No		
44. How would the following people see you if you drank beverages containing alcohol, including beer? *Mark an answer for each statement.*	1. Good	2. Neither good, nor bad	3. Bad
a. Parents or guardians	Good	Neither good, nor bad	Bad
b. Best friend	Good	Neither good, nor bad	Bad
45. Have your parents or guardians ever talked to you about the effects of alcohol?	☐ Yes ☐No		
45a. [IF THE ANSWER IS YES] Who started the talk about the effects of alcohol?	☐ Me ☐ My parents / guardians		

46. Have your parents or guardians ever offered you a beer or other drink containing alcohol?	☐ Yes ☐ No			
47. How would the following people see you if tried marijuana? *Mark an answer for each sub-question.*	1. Good	2. Neither good, nor bad	3. Bad	
a. Parents or whoever replaces them	Good	Neither good, nor bad	Bad	
b. Best friend	Good	Neither good, nor bad	Bad	
48. Have you ever been offered a pot, whether it's a gift or to buy?	☐Yes ☐No			
49. Have your parents or guardians ever talked to you about the effects of drugs?	☐Yes ☐No			
49a. [IF THE ANSWER IS YES] Who started the talk about the effects of drugs?	☐ Me ☐ My parents / guardians			
50. Please indicate how much you agree or disagree with each of the following statements about your relationships with your parents or guardians.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
a) My parents or guardians establish clear rules.	Strongly disagree	Disagree	Agree	Strongly Agree
b) My parents or guardians know where I am when I'm not at school and on weekends.	Strongly disagree	Disagree	Agree	Strongly Agree
c) I can easily get my parents' or my guardians' support.	Strongly disagree	Disagree	Agree	Strongly Agree
d) For me it is very important not to disappoint my parents.	Strongly disagree	Disagree	Agree	Strongly Agree
51. Tell us how often it happens that your parents or guardians….	1. Never	2. Sometimes	3. Often	4.Very often
a) Try to know who are your friends.	Never	Sometimes	Often	Very often
b) Keep track of your school performance.	Never	Sometimes	Often	Very often
c) Do fun activities with you.	Never	Sometimes	Often	Very often
d) Congratulate you when you do a task or work well.	Never	Sometimes	Often	Very often
e) Ask for your opinion before making family decisions that affect you.	Never	Sometimes	Often	Very often
f) Are willing to listen to you when you have a problem.	Never	Sometimes	Often	Very often
g) Are so busy that they forget where you are.	Never	Sometimes	Often	Very often
h) Make you feel unappreciated, for example, they have said that you are a fool or useless.	Never	Sometimes	Often	Very often
i) Let you go out without knowing where or with whom you are going.	Never	Sometimes	Often	Very often

52. [SKIP IF IN QUESTION 4 THERE IS ONLY 1 ADULT] Now we want to know how is the relationship BETWEEN your parents or guardians. Your parents or guardians ..	1. Never	2. Sometimes	3. Often	4. Very often
a) They calmly discuss their differences.	Never	Sometimes	Often	Very often
b) They argue when they are together.	Never	Sometimes	Often	Very often
c) They know how to resolve their problems.	Never	Sometimes	Often	Very often
d) They have used physical violence when fighting.	Never	Sometimes	Often	Very often
e) They insult each other when they argue.	Never	Sometimes	Often	Very often
f) They stop talking to avoid fighting.	Never	Sometimes	Often	Very often
g) They support each other in their plans.	Never	Sometimes	Often	Very often
h) They show each other affection	Never	Sometimes	Often	Very often
i) They spend time together.	Never	Sometimes	Often	Very often
j) They injure each other when they fight.	Never	Sometimes	Often	Very often

Now we are going to ask about you. Remember that all answers are 100% confidential. We are not going to share them with anyone and we will not analyze your data separately. We are interested in knowing in a general way about the lives of young people of your age in your city.

53. How many times have you smoked tobacco (cigarettes)? *Mark an answer for each sub-question.*	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
a. In your lifetime?	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
b. In the last 30 days?	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
c. In the last 6 months (Between *[month]* 2017 and now)?	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times

54. How long ago did you smoke tobacco (a cigarette) for the first time?	☐ 1. Less than 1 month ago ☐ 2. 2 to 6 months ago ☐ 3. 7 to 12 months ago ☐ 4. More than one year ago ☐ 5. I have never smoked tobacco (a cigarette)
55. Approximately how old were you when you smoked tobacco (a cigarette) for the first time?	___ years ___ months ☐ I have never smoked tobacco (a cigarette)

56. On how many occasions, if you have done so, have you had a full glass of a drink containing alcohol? A glass is equivalent to a drink prepared with alcohol, a beer, a tequila or mescal shot, a glass of wine or liquor, etc *Mark an answer for each sub-question.*	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
a. In your lifetime?	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
b. In the last 30 days?	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
c. In the last 6 months (Between *[month]* 2017 and now)?	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
57. How long ago did you take a full glass of a drink with alcohol for the first time?	☐ 1. Less than 1 month ago ☐ 2. 2 to 6 months ago ☐ 3. 7 to 12 months ago ☐ 4. More than one year ago ☐ 888. I have never drank alcohol					
58. Approximately how old were you when you had a full glass of a drink containing alcohol for the first time?	____ years ____ months ☐ I have never drank alcohol					
59. What type of alcoholic beverage have you taken? *Mark all that apply*	☐ 1. Beer ☐ 2. Wine ☐ 3. Liquors such as tequila, mescal, rum, gin, whiskey, vodka ☐ 4. Prepared or canned drinks containing alcohol, margarita, pina colada, etc. ☐ 88. Other (Specify _____) ☐ 888. I have never drunk alcohol					
60. How many drinks do you have on a typical or common day when you drink? *Select only one answer.*	☐ 1 or 2 drinks ☐ 3 or 4 drinks ☐ 5 or more drinks ☐ I have never drank alcohol					
61. Has a friend or relative ever told you about things you said or did while drinking alcohol, but you do not remember?	☐ Yes ☐ No ☐ I have never drank alcohol					
62. In the past 30 days, how many times have you had at least 3 drinks in a row?	☐ None ☐ 1 time ☐ 2 times ☐ 3-5 times ☐ 6-9 times ☐ 10 or more times					
63. In the past 30 days, how many times have you had at least 5 drinks in a row?	☐ None ☐ 1 time ☐ 2 times ☐ 3-5 times					

	☐ 6-9 times ☐ 10 or more times					
64. Could you recognize the smell of marijuana?	☐ Yes ☐ No					
65. In which contexts have you smelled it? *Mark all that apply*	☐ 1. Inside school ☐ 2. Outside school ☐ 3. In my neighborhood ☐ 4. At parties ☐ 88. Other (Specify _____) ☐ 888. I have never smelled it					
66. Do you know any of the people who were smoking?	☐ Yes ☐ No ☐ I have never smelled it					
67. How many times IN YOUR LIFE have you used or tried the following substances? *Mark an answer for each sub-question.*	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
a) Marijuana or pot	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
b) Inhalants such as thinner, glue, paint, cement, active	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
c) Tranquilizers or sedatives without medical prescription	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
d) Amphetamines	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
e) Endorphins	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
f) Cocaine	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
g) Crack	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
h) Hallucinogens such as mushrooms, LSD, acid	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
i) Methamphetamines such as Chrystal or ecstasy	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
j) Heroine	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
k) Other drug (Specify_____)	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
68. How many times IN THE LAST 30 DAYS have you used or tried the following substances? *Mark an answer for each sub-question.*	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
a) Marijuana or pot	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times

b) Inhalants such as thinner, glue, paint, cement, active	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
c) Tranquilizers or sedatives without medical prescription	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
d) Amphetamines or ampheta	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
e) Endorphins	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
f) Cocaine	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
g) Crack	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
h) Hallucinogens such as mushrooms, LSD, acid	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
i) Methamphetamines such as Chrystal or ecstasy	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
j) Heroine	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
k) Other drug (Specify _____)	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
69. How many times IN THE LAST 6 MONTHS (between *[month]* and now) have you used or tried the following substances? l) *Mark an answer for each sub-question.*	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
m) Marijuana or pot	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
n) Inhales substances like thinner, glue, paint, cement, active	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
o) Tranquilizers or sedatives without medical prescription	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
p) Amphetamines or ampheta	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
q) Endorphins	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
r) Cocaine	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
s) Crack	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
t) Hallucinogens such as mushrooms, LSD, acid	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
u) Methamphetamines as Chrystal or ecstasy	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times

v) Heroine	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times
w) Other drug (Specify _____)	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20 or more times

70. How long ago did you try the following drugs for the first time? *Mark an answer for each sub-question.*	1. Less than 1 month	2. 2 to 6 months	3. 7 to 12 months	4. More than 1 year	5. I have never tried
a) Marijuana or pot	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
b) Inhalants such as thinner, glue, paint, cement, active	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
c) Tranquilizers or sedatives without medical prescription	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
d) Amphetamines or ampheta	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
e) Endorphins	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
f) Cocaine	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
g) Crack	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
h) Hallucinogens such as mushrooms, LSD, acid	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
i) Methamphetamines such as Chrystal or ecstasy	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
j) Heroine	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried
k) Other drug (Specify _____)	Less than 1 month	2 to 6 months	7 to 12 months	More than 1 year	I have never tried

71. Approximately, how old were you the first time you tried any of these substances?	___ years ___ months ☐ I have never used drugs

72. If you wanted to get alcohol, how would you do it? *Select only one answer*	☐ 1. I know from whom to get it ☐ 2. I know who could get it for me ☐ 3. I think someone could get it for me ☐ 99. I do not know
73. If you wanted to get pot, how would you do it? *Select only one answer*	☐ 1. I know from whom to get it ☐ 2. I know who could get it for me ☐ 3. I think someone could get it for me ☐ 99. I do not know
74. If you wanted to get Inhalant like thinner, glue, paint, cement, active how would you do it? *Select only one answer.*	☐ 1. I know where to get it from ☐ 2. I know who could get it for me ☐ 3. I think someone could get it for me ☐ 99. I do not know

75. What is the possibility that others consider you popular if:	1. High	2. Medium	3. Low	4. None
a. You are very committed your studies	High	Medium	Low	None
b. You start drinking alcohol regularly, i.e. once or twice a month	High	Medium	Low	None
c. You defend someone who is being bullied at school.	High	Medium	Low	None
d. Smoke marihuana.	High	Medium	Low	None
e. Start smoking cigarettes.	High	Medium	Low	None
76. In your opinion, how much risk of harming himself (physically or otherwise) does a person of your age take by doing the following? *Mark an answer for each sub-question*	1. Very risky	2. Moderate risk	3. Small risk	4. No risk
a) Smoke 1 or 2 cigarettes in a meeting with friends or in a party.	Very risky	Moderate risk	. Small risk	No risk
b) Smoke 1 or 2 cigarettes every day.	Very risky	Moderate risk	. Small risk	No risk
c) Drink 1-2 beers or alcoholic beverages almost every week.	Very risky	Moderate risk	. Small risk	No risk
d) Drink more than 3 beers or alcoholic beverages often.	Very risky	Moderate risk	. Small risk	No risk
e) Drink more than 5 beers or alcoholic beverages often.	Very risky	Moderate risk	. Small risk	No risk
f) Try marijuana once or twice.	Very risky	Moderate risk	. Small risk	No risk
g) Smoke marijuana often	Very risky	Moderate risk	. Small risk	No risk
h) Try inhalants (like thinner, glue, paint, cement, active) once or twice	Very risky	Moderate risk	. Small risk	No risk
i) Try ecstasy once or twice.	Very risky	Moderate risk	. Small risk	No risk
j) Get in a car when the driver has been drinking alcohol.	Very risky	Moderate risk	. Small risk	No risk
k) Get in a car when the driver has been smoking marijuana.	Very risky	Moderate risk	. Small risk	No risk

77. How likely is it that the next thing happens? *For each sub-question, select the option that most resembles what you think.*	1. Yes	2. Probably yes	3. Probably not	4. No
a) If one of your best friends offered you an alcoholic drink, would you take it?	Yes	Probably yes	Probably not	No
b) If one of your best friends offered you pot, would you try it?	Yes	Probably yes	Probably not	No
c) Would you get into a car with a friend or relative who has just drunk 3 beers?	Yes	Probably yes	Probably not	No
d) If you had a driving license, would you drive a car after drinking 3 beers?	Yes	Probably yes	Probably not	No
e) If a friend or relative has drunk alcohol and tries to drive, would you do something to prevent him from driving?	Yes	Probably yes	Probably not	No
f) You are with your best friend at a party where you can meet new people. You really want to know them. Someone offers you to smoke pot together. Your friend accepts. And you?	Yes	Probably yes	Probably not	No
g) You are very nervous because you have a very important exam tomorrow. A classmate offers you an inhalant to relax. Do you accept it?	Yes	Probably yes	Probably not	No
h) You're at a concert and the people around you are smoking marijuana. Someone offers it to you. Do you accept it?	Yes	Probably yes	Probably not	No
i) Outside the school there is a group of classmates who are inhaling a substance. They offer it to you. Do you accept it?	Yes	Probably yes	Probably not	No