



CONTRACT

Between

Planet Youth ehf.
Registration number: 510920-0660
Lagmula 6, 108 Reykjavik, Iceland

And

Sipoo Municipality
Business ID: 0203533-8
Lukkarinmäentie 2, 04130 Sipoo, Finland

Planet Youth ehf., hereafter referred to as **“Planet Youth”** and **Sipoo Municipality** hereafter referred to as **“Planet Youth Partner”** or **“Partner”** agree to the implementation described in this contract with the aim of decreasing the likelihood of substance use and increasing wellbeing among youth and adolescents.

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1. General terms and definitions

The above-mentioned parties agree to the following general terms and definitions:

1. Definitions:

- a. The Icelandic Prevention Model (hereafter referred to as the IPM) is the model of prevention developed and applied in Iceland since the early 90s. This model has been documented and described in numerous peer-reviewed academic publications (including those referred to in Clause 3k) as well as in numerous non-academic publications, including the Planet Youth Implementation Guide.
 - b. Planet Youth is the consulting and service organization founded to adapt and implement the IPM in other countries using the Planet Youth Guidance Program.
 - c. The Planet Youth Guidance Program is the systematic and standardised implementation methodology, developed by Planet Youth, to adapt and implement the IPM in contexts outside of Iceland.
 - d. The Planet Youth Core Questionnaire is used to collect information from adolescents. This information is critical for the adaptation and implementation of the IPM. This instrument is shown in Appendix 6.
 - e. The Planet Youth Partner is the legal entity that is committed to implement the Icelandic Prevention Model through the Planet Youth Guidance Program for a 5-year period.
 - f. A local unit is a community with schools in which prevention strategies are to be implemented by a single team or a stakeholder coalition applying a project structure. The local terms for such a unit can for example be commune, council, county, district, municipality, city, borough, region, and area. In the following this will be referred to as a “local participating unit” or “local units”. The number of local units is shown in Appendix 4. A project can include one local unit or be composed of teams from several local units either with or without a central coordinating unit.
 - g. The Planet Youth Implementation Guide is a guide to the implementation of the IPM and the Planet Youth Guidance Program. This guide is made available to the Planet Youth Partner at the signing of this contract.
2. Planet Youth provides the Planet Youth Partner with support and expertise for adaptation and implementation of the IPM in selected local participating units.
 3. This includes training of the Planet Youth Partner’s personnel in the theoretical pillars underlying the IPM, Planet Youth survey methodology, dissemination planning and action planning. The aim is to build prevention capacity at all levels to support the implementation of the IPM.
 4. The Planet Youth Partner will support the development of capacity, at the participating local unit level, to facilitate collective decision-making, collaboration, resource allocation and development of expertise in the local participating unit.
 5. The collaboration between the Planet Youth Partner and Planet Youth in the above is further defined in:
 - a. Appendix 1: Detailed Planet Youth Guidance Program activity schedule for project years 1-5
 - b. Appendix 2: Report structures for local unit and school reports
 - c. Appendix 3: Follow up process questionnaire for years 1-5
 - d. Appendix 4: General project specific and Planet Youth Partner specific terms
 - e. Appendix 5: The Planet Youth Data Protection Policy
 - f. Appendix 6: The Planet Youth Core Questionnaire
 6. All parties are to appoint a project management contact person. These are shown in Appendix 4.

2. Responsibilities of Planet Youth



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1. Overall responsibilities
 - a. Carry out all obligations of the Planet Youth Guidance Program under this contract in a professional manner using personnel with the requisite skill, experience, and qualifications, and devote adequate resources to meet its obligations under this contract.
 - b. Oversee data collection activities (in the following called either “data collection” or “surveys”), based on the Planet Youth core questionnaire (Appendix 6), analyse data, provide reporting based on the collected data about local unit and school level analysis of various factors of youth health and behaviour related to substance use and prevention.
 - c. Provide advice and consult with the Planet Youth Partner in the process of designing strategies based on the data as well as on project management. The implementation of activities, initiatives and interventions will always be the responsibility of the Planet Youth Partner.
 - d. Conduct a process follow-up data collection based on a predetermined schedule and questions. (Appendix 3).
 - e. Provide a report at the end of each Planet Youth Survey period. This output is based on the standardized questionnaire (Appendix 2).
 - f. Conduct regular online meetings with the PY Partner project contact person (Appendix 4).
 - g. Ensure timely performance of its obligations under this contract including but not limited to the provision of reports and all other deliverables under this contract to the Planet Youth Partner by the applicable dates or deadlines set out in the Appendices.
2. Planet Youth commitments relating to the Planet Youth surveys:
 - a. Electronic survey questionnaire preparation, assembly, and selection of questions, according to Planet Youth standards. Paper-based or offline data collection are subject to a separate contract and potentially additional fees.
 - b. Provide a standardized electronically distributable questionnaire layout. Note that all Planet Youth questionnaires are standardized. Any requests for customization or additional questions are subject to approval by Planet Youth and could incur additional fees.
 - c. Data cleaning and processing according to scientific standards.
 - d. Deliver one report for each participating local unit within 8 working weeks (40 working days) of receiving completed surveys and data from the participating local units.
 - e. Deliver one report to each participating school within 8 working weeks (40 working days) of receiving completed surveys for the school. There is a minimum reporting size of 23 students per question cell (nominator and denominator) to protect respondent anonymity.
 - f. Each participating local unit and school report will include the information and structure specified in Appendix 2.
3. Planet Youth commitments relating to training and workshops:
 - a. Conduct training in the IPM and the data collection approach employed prior to the Year 1 survey.
 - b. After the Year 1 Planet Youth survey the Planet Youth Partner and Planet Youth will host the Year 1 community dissemination and goal setting workshops in a location (if on site) chosen by the Planet Youth Partner.
 - c. The purpose of the Year 1 community dissemination and goal setting workshop is to initiate the design of community-based interventions considering the results of the Year 1 Planet Youth Survey. Planet Youth staff will participate in this workshop. The agenda will include, as a minimum, a presentation by the Planet Youth Partner and Planet Youth personnel of the overall results and the process for designing dissemination plans and goals for interventions.
 - d. Workshops in Years 3 and 5 focus on evaluation, designing new strategies or redesigning existing ones considering the data collected in Planet Youth surveys in Years 3 and 5. These focus on critically evaluating progress, evaluating strategies and specific intervention



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- performance and evaluating the participating local unit infrastructure and changes. Planet Youth staff will participate in these workshops.
- e. Conduct follow up assessments in Years 1-5. These follow up questions are based on a standardized questionnaire distributed to the Planet Youth Partner and local teams (Appendix 3).
 - f. Provide the reports and any other deliverables outlined in Appendix 1, on request of the Planet Youth Partner.
4. Planet Youth represents and warrants to the Planet Youth Partner that:
- a. It is duly incorporated, organized and subsisting under the laws of the jurisdiction of its incorporation or existence and has fully power and authority to enter into and perform its obligations as set out in this contract;
 - b. Its performance under this contract shall not violate any rights of any third party, and does not violate any applicable laws, including without limitation privacy laws; and
 - c. It has all necessary rights, approvals and consents to license the Planet Youth Partner Logo, and that the Planet Youth Partner's use of such logo, and any other materials provided to it by Planet Youth, will not infringe the rights of any person.

3. Responsibilities of the Planet Youth Partner

1. The Planet Youth Partner commits to:
 - a. Establish and co-ordinate the participating local unit teams, including leadership structure and responsibilities, and a project governance structure, before the first data collection.
 - b. Assigning a selected number of staff for training in the IPM, data collection procedures and standards. This staff will be committed to the Planet Youth Guidance Program for the duration of the implementation of the IPM.
 - c. During the Planet Youth Guidance Program duration, commit this staff to participate in community-based intervention activities and implementation workshops together with staff from the participating local unit.
 - d. Using the Planet Youth Questionnaire (Appendix 6). Any alterations of questions or scales must be approved by Planet Youth. Requests for changes must be submitted to Planet Youth in a timely manner using the "Request for Changes in Questionnaire" form supplied by Planet Youth. Planet Youth can advise on including selected additional questions on other relevant topics.
 - e. Translating (if needed) and proofreading the final Planet Youth questionnaire to ensure that local vocabulary and language is used.
 - f. Appointing a contact person for each participating local unit. Personnel contact information is to be sent to the Planet Youth contact person before Year 1 survey training commences.
 - g. Being responsible, for the following:
 - i. Appointing the participating local unit working team.
 - ii. Conducting school selection, school contact and preparation for survey administration.
 - iii. Administering the school surveys in line with Planet Youth standards.
 - iv. Setting up access to electronic questionnaire for respondents through the link provided by Planet Youth.
 - v. Providing a technical report after each round of data collection that specifies any errors or faults in the data collection that could affect the validity of the data, in addition to other standard information. Planet Youth will provide a template for the technical reports.
 - vi. Deliver to Planet Youth a document that includes identifiers for all schools (i.e., name or code) and the number of eligible students for surveying per school,



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- vii. Participating in design and implementation of community-based intervention strategies based on findings from the surveys and recommendations by Planet Youth.
- h. Complying with all local laws and customs in connection with the implementation of the IPM and carrying out the activities of the Planet Youth Guidance Program, including (but not limited to) the conduct of surveys and other data collection. This can include potentially obtaining approvals by institutional review boards as well as complying with any parental consent requirements.
- i. Complying with the Planet Youth Data Protection policy (Appendix 5).
- j. Ensuring that all survey and related data is adequately protected against unauthorised access and disclosure, both during storage and transit.
- k. Requiring all involved stakeholders, prior to conducting any online and onsite seminars/workshops, to review and familiarise themselves with the following publications:
 - i. The Planet Youth Implementation Guide (supplied to the Planet Youth Partner by Planet Youth).
 - ii. Sigfusdottir, ID, Soriano, HE, Mann, MJ, Kristjansson, AL (2020). Prevention is Possible: A Brief History of the Origin and Dissemination of the Icelandic Prevention Model. *Health Promotion Practice*, 21(1), 58-62.
 - iii. Kristjansson, AL., Mann, MJ., Sigfusson, J., Thorisdottir, IE., Allegrante, JP., Sigfusdottir, ID. (2020). Development and Guiding Principles of the Icelandic Model for Preventing Adolescent Substance Use. *Health Promotion Practice*, 21(1), 62-69.
 - iv. Kristjansson, AL., Mann, MJ., Sigfusson, J., Thorisdottir, IE., Allegrante, JP., Sigfusdottir, ID. (2020). Implementing the Icelandic Model for Preventing Adolescent Substance Use. *Health Promotion Practice*, 21(1), 70-79.

4. Services and fees

1. The fees payable to Planet Youth are annual license fees payable for each local unit that is implementing the guidance program.
2. The license fees, shown in Appendix 4, give the partner access to the following services:
 - a. Access to training of the Planet Youth Partner personnel before Planet Youth surveys. This training takes place either via virtual seminars, online courses or on-site training, or in a combination of these.
 - b. Right to use the Planet Youth Partner Logo as outlined in Clause 6.
 - c. Access to Planet Youth teaching materials and presentations.
 - d. Right to use the Planet Youth questionnaires throughout the duration of this contract.
 - e. Access to electronic questionnaires. Paper based questionnaires or offline tablet-based questionnaires will incur extra costs.
 - f. Use of Planet Youth data collection procedures, processing, analysis, and reporting encompassing the selected schools from the participating local units.
 - g. Access to the reports generated based on the data to local units and schools.
 - h. Right to participate in community dissemination and goal setting workshops after each survey.
 - i. Access to the Planet Youth Implementation Guide.
 - j. Right to participate in the process follow up program and use of reports generated from these.
 - k. Access to continuous project management support by Planet Youth experts.
 - l. Access to community development advice by Planet Youth experts.
 - m. Access to the Planet Youth community where Planet Youth Partners from around the world are connected and share information and best practices.



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- n. An optional annual in person visit by a Planet Youth expert.
3. All direct costs concerning training, interpretation, simultaneous translation, travel of Planet Youth delegates to meetings and workshops, as well as accommodation of Planet Youth delegates in connection with necessary travel, will be reimbursed by the Planet Youth Partner. This also includes the direct costs of the optional annual visit by a Planet Youth expert.
4. The amounts stated in this contract are the net payable amounts to Planet Youth. Payment of any local taxes, levies or any other deductions are the responsibility of the Planet Youth Partner and will not affect the net payable amount to Planet Youth (Appendix 4).
5. Appendices 2 and 3 state the overall reporting structures and process follow up approach. Any requests for additional analysis, significant changes in questionnaires or additional services not listed in Section 4.2. above can result in additional fees.
6. Appendix 4 states the scope and scale of the projects in terms of number of schools, the number of students surveyed and number of local units. Changes in the scope and scale of the project during the project may result in increased fees for the Planet Youth partner.

5. Use, delivery, and ownership of data

1. Planet Youth is the Data Coordinating Centre for all Planet Youth Data collected around the world. Planet Youth owns the respective datasets generated by the Planet Youth surveys.
2. Planet Youth will deliver a cleaned dataset, and reports based on the data, to the Planet Youth Partner, which the partner can use at will in future work and for practical and/or scientific collaborations with others working on IPM implementations.
3. Any requests for additional analysis, reports, visualisations, and modifications will be considered as separate projects and charged according to the hourly rate of analytic services.
4. Planet Youth is permitted to use the aggregated data generated in the Planet Youth surveys for scientific purposes, share these data with selected scientists, and publish journal articles based on the data without identifying individual schools or communities.
5. Planet Youth stores all datasets in secured servers behind a firewall. Only employees of Planet Youth specifically working on data processing and analysis can access the data.
6. Planet Youth's Data Protection Policy dictates that data is not traceable to, and cannot in any way be linked to, individual respondents' identity as per the Planet Youth Data Protection Policy (Appendix 5). Planet Youth warrants that it does not collect, use or disclose personal information of individual respondents in any manner at any time.

7. Use of the Planet Youth brand, logo, and other intellectual property

1. Planet Youth hereby grants to the Planet Youth Partner non-exclusive, limited, license to use the Planet Youth Partner Logo for the duration of this contract. Planet Youth Partners can incorporate this logo in their marketing material relating to the Planet Youth Guidance program, including brochures, websites, social media, or other printed material. An example is shown below.



2. The licence is subject to the following conditions:
 - a. The licence applies only to the use of the Planet Youth Partner Logo in its entirety and does not entitle the Planet Youth partner to use the "Planet Youth" logo separately, except when referring to Planet Youth and provided a clear separation is made between the Partner and



- Planet Youth, for example when the Planet Youth Partner Logo and the logo of Planet Youth are placed side by side.
- b. The Planet Youth Partner may not alter, animate, or distort the Planet Youth Partner Logo or combine it with any other symbols, words, images, or designs, or incorporate them into a tagline or slogan, except with the prior written permission of Planet Youth.
 - c. The Planet Youth partner shall not do or fail to do any act or thing whereby the validity, enforceability, or Planet Youth's ownership of the trademark registrations for the Planet Youth and/or Planet Youth Partner Logo, or the reputation or goodwill associated with them is likely to be prejudiced.
 - d. The licence does not extend to any kind of commercial use of the Planet Youth Partner Logo, e.g., applying the logo to goods that are produced and marketed for sale, except with the prior written permission of Planet Youth.
3. Planet Youth shall defend, indemnify, and hold harmless the Planet Youth Partner from and against any and all claims, damages, losses, liabilities, costs and expenses, including, without limitation, reasonable legal fees on a solicitor and own client basis, made against the Planet Youth Partner arising out of or in connection with the actual or alleged infringement by the Planet Youth Partner Logo of any trademark, copyright or other intellectual property right of a third party.
 4. The use of website domains and social media accounts should follow the same guiding principle as the use of the Planet Youth logo. Instead of using "Planetyouth" and the domain ending for each country Planet Youth requires that other options are used as for example "Planetyouthpartner" and then the domain ending, or other alternatives.
 5. Planet Youth shall ensure that all surveys and other materials shared with the Planet Youth Partner that are subject to Planet Youth copyright are labelled "COPYRIGHT DO NOT FORWARD". The Planet Youth Partner may not copy, publish, distribute, alter, incorporate, or otherwise use any Copyright Material except as expressly provided for by this contract or with Planet Youth's written permission. This contract does not constitute any form of copyright assignment to the Planet Youth Partner.

7. Duration of contract and termination

1. This contract is valid from the date of signature by Planet Youth and the Planet Youth Partner until the end of the Planet Youth Guidance Program after 5 years (see Appendix 4 for specific dates).
2. Either party may terminate this contract by giving written notice to the other party if:
 - a. the other party fails to pay any amount due under this contract on the due date for payment stated in Appendix 4 and remains in default not less than 14 days after being notified in writing to make such payment;
 - b. the other party commits a material breach of any other term of this contract (including but not limited to unauthorised alterations to questionnaires, unauthorised use of brands and/or logos, or material failures to adhere to timelines and/or schedules) and (if such breach is remediable) fails to remedy that breach within a period of 30 days after being notified in writing to do so;
 - c. the other party repeatedly breaches any of the terms of this contract in such a manner as to reasonably justify the opinion that its conduct is inconsistent with it having the intention or ability to give effect to the terms of this contract;
 - d. the other party suspends payment of its debts or enters into moratorium, bankruptcy or similar proceedings.
3. In case of termination the license fees already paid by the Planet Youth partner will not be reimbursed.



8. Confidentiality

1. “Confidential Information” shall mean any information disclosed to a party or its representatives by, or on behalf of, the other party about the disclosing party’s business or activities that is proprietary or confidential to the disclosing party and all such information which, by the nature of the circumstances surrounding the disclosure, ought in good faith to be treated as confidential; provided that, information shall not be considered Confidential Information of a party if it can be shown from documented records that such information: (i) was known to the recipient (prior to its disclosure by, or on behalf of, the disclosing party) directly or indirectly from a source other than one having an obligation of confidentiality to the disclosing party; (ii) becomes known (other than as a result of disclosure by, or on behalf of, the disclosing party) to the recipient directly or indirectly from a source other than one having an obligation of confidentiality to the disclosing party; (iii) is, or becomes, readily available to the trade or the public through no fault of the recipient, provided however that where any part of such information is readily available to the trade or the public but a compilation of information which includes such part is not so available then such compilation shall be treated as Confidential Information hereunder; or (iv) was independently developed by the recipient.
2. During and after the termination or expiration of this contract for any reason, neither party shall disclose to any third party, and each party shall keep strictly confidential, the confidential information of the other, protecting the confidentiality thereof with at least the same level of efforts that it employs to protect the confidentiality of its own proprietary and confidential information of like importance to it and in any event, by reasonable means. Each party may disclose the confidential information of the other only to those of such party’s personnel with a need to know, provided that such personnel: (a) are directed to treat such Confidential Information confidentially and not to use such Confidential Information other than as permitted hereunder; and (b) are subject to a legal duty to maintain the confidentiality and restricted use thereof. Neither party shall use the Confidential Information of the other except solely as necessary in and during the performance of this contract.
3. Planet Youth is not permitted to share any individual, school, or collective participating local unit datasets or reports with a third party, not participating in the project, without permission from the Planet Youth Partner.

9. General Indemnity

Each party (the “Indemnifying Party”) shall indemnify and hold harmless the other party (the “Indemnified Party”) and each of their respective officers, directors, agents and employees from and against all third party claims, losses, damages and legal proceedings, including all penalties, fines or other sanctions (and all costs, fees, charges, expenses, interest and legal fees on a solicitor and his own client basis arising in connection therewith) which in any way either directly or indirectly result from the other party’s breach of any representation, warranty, covenant or obligation under this contract, and any negligence or more culpable act or omission (including reckless or wilful misconduct) in connection with the performance or non-performance of any of its obligations under this contract. This clause 9 shall survive the expiration or termination of this contract.

10. Notices.

1. All notices between the parties concerning this contract shall be in writing. either by e-mail, letter or courier, and sent to the following addresses:

Planet Youth:
Att. of: Chief Executive Officer Pall Rikhardsson
E-mail: pall@planetyouth.org



Lágmúli 6, 108 Reykjavík
Iceland

Planet Youth Partner:
Att. of: Mayor Mikael Grannas
e-mail: mikael.grannas@sipoo.fi
Lukkarinmäentie 2, 04130 Sipoo
Finland

11. Assignment and transfers

1. Neither party shall assign or otherwise attempt to transfer its rights under this contract without the prior written consent of the other party.

12. Amendments and waivers

1. No amendment or variation of this contract shall be effective unless it is in writing and signed by the parties.

13. Applicable law and jurisdiction

1. This contract is governed by the laws of Iceland.
2. The parties will endeavour to settle any disputes concerning this contract by mutual negotiation.
3. Any disputes which cannot be settled amicably shall be brought before the district court (Héraðsdómur) of Reykjavik, Iceland.

14. Miscellaneous

1. The legal language of Planet Youth is English. This English language version will have priority over all other language versions of this contracts.
2. This contract is signed in an agreed upon number of identical copies and each signatory party keeps one.
3. If any provision of this contract as applied to any part or to any circumstances shall be adjudged by a court of competent jurisdiction to be invalid or unenforceable, the same shall not affect any other provision of this contract, the application of such provision in any other circumstances, or the validity of enforceability of this Contract.
4. This contract and any amendment, supplement, restatement, or termination of any provision of this contract may be executed and delivered in any number of counterparts, each of which when executed and delivered is an original but all of which taken together constitute one and the same instrument.

Signatures of the parties



For the Planet Youth Partner

Name: Mikael Grannas
Title: Mayor

Date:

Place: Sipoo

For Planet Youth ehf.

Name: Pall Rikhardsson
Title: Chief Executive Officer

Date:

Place: Reykjavik



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Appendix 1: Detailed Planet Youth Guidance Program activity schedule Years 1-5

This timeline is based on the process described in Kristjansson, AL., Mann, MJ., Sigfusson, J., Thorisdottir, IE., Allegrante, JP., Sigfusdottir, ID. (2020). Implementing the Icelandic Model for Preventing Adolescent Substance Use. *Health Promotion Practice*, 21(1), 70-79, as well as the Planet Youth Implementation Guide.

No.	Steps	Description	Form	Date/ deadline	Responsibilities		
					Planet Youth	Planet Youth Partner	Participating local unit and school teams/coordinators
1.	Establish the coordinating teams/persons centrally, in the local participating units and in the schools.	Establish local teams in local participating units, contact persons in school and a reporting/organizing/communication structure. Carried out in Year 1.	Meetings.	TBD	Advises.	Defines and leads.	Participates.
2.	IPM training in Year 1.	Workshop where the agenda is to prepare the core team, schools, and other stakeholders for the process ahead and to discuss and answer questions regarding the process.	On site or virtual workshop potentially combined with access to an asynchronous learning platform.	TBD	Conducts workshop. Sends preparatory materials.	Organizes and participates. Appoints an implementation leader. Reads obligatory material beforehand.	Participates. Reads obligatory material beforehand.
3	Adapting the Planet Youth questionnaire to local context	A review and adaptation process where mainly the data collection instrument is adapted to local context. Adaptions are based upon requests using a specific form and have to be	Document reviews, meetings.	TBD	Provides the documents needed	Reviews and requests changes through the Questionnaire change template.	If applicable, participates as per request from Partner.

		approved by Planet Youth					
4	Preparation for the Planet Youth Survey application and processing Year 1.	Step by step walk through of the data collection implementation and the supporting documents. Planet Youth Partner produces a diagram of lines of communication during data collection.	On site or virtual workshop potentially combined with access to an asynchronous learning platform.	TBD	Conducts training. Sends preparatory materials.	Read preparatory materials. Participates.	If participates: Read preparatory materials.
5.	Planet Youth Survey Year 1.	Planet Youth survey in the participating schools. To be completed according to an agreed upon deadline.	Survey.	TBD Survey opening closing dates TBD	Supplies link to surveys.	Oversees survey implementation including adapting and translating questionnaire.	Administers surveys on behalf of coordinating team.
6.	Training: Understanding how to read the results. Creating a dissemination plan.	Training in how the results are to be used in the work ahead including the links to the risk and protective factors. Training in how to create the dissemination plan. Planet Youth partner produces a dissemination plan.	On site or virtual workshop potentially combined with access to an asynchronous learning platform.	TBD	Delivers workshop or online seminar.	Organizes seminar regarding time and attendance: Participates with representatives. Reads obligatory articles beforehand (see below).	Participate in seminar. Reads obligatory articles beforehand (see below).

7.	Disseminating the results to the persons/teams that will be using them.	Disseminate the participating local unit reports to participating local unit teams. Disseminate the school reports to the team and contacts in each school. All need to review the reports and be familiar with the results for their particular locality.	Disseminate results to stakeholders.	TBD	Produce reports.	Execute dissemination plan. Disseminates results.	Reviews and understands reports.
8.	Strategy development: Community goals, action planning and policy and practice alignment	Define what risk and protective factors to focus on in each participating local unit. Review best practice examples of initiatives based on IPM implementations (The Toolbox). Select and plan initiatives, in terms of activities, responsibilities and cost. Planning is continued by local teams after workshop. Planet Youth Partner selects goals, initiatives and produces an action plan.	On site or virtual workshop potentially combined with access to an asynchronous learning platform.	TBD	Delivers workshop or online seminar	Organizes seminar regarding time and attendance: Participates with representatives. Reads articles and reports beforehand.	Participate in seminar. Reads articles and reports beforehand
9.	Implement the action plan to reach community goals.	The local participating units then execute the plan and are responsible for	Activities in local communities .	TBD	None.	Overview and assistance .	Implement the initiatives decided on in the

		carrying out the activities specified therein. These activities are ongoing at any given point in time throughout the IPM implementation.					process above.
10.	Planet Youth Survey Years 3 and 5: Data collection.	Planet Youth surveys in the participating schools. Completed according to an agreed upon deadline.	Survey	TBD TBD	Supplies surveys.	Oversees survey implementation including adapting and translating questionnaire.	Administers surveys on behalf of coordinating team.
11.	Disseminating the results to the persons/teams that will be using them in Years 3 and 5.	Disseminate the participating local unit reports to participating local unit teams. Disseminate the school reports to the team and contacts in each school. All need to review the reports and be familiar with the results for their particular locality.	Send reports to stakeholders.	TBD TBD	Produce reports.	Disseminates reports.	Reviews and understands reports.
12.	Workshops in Years 3 and 5: Evaluating existing actions and initiatives in light of the Planet Youth Surveys.	Based on the result in each participating local unit, initiatives that address the risk and protective factors are selected. Here the local participating units also assess current practice	On site or virtual workshop potentially combined with access to an asynchronous learning platform.	TBD TBD	Delivers workshop or online seminar	Organizes workshops regarding place and attendance. Participates with selected representatives.	Participates in workshops. Has obtained an understanding of the results for the local community and a preference

		considering the results of the Planet Youth surveys.					for what initiatives to implement.
12.	Evaluation, innovation and continuation workshop	At the end of Year 4 Planet Youth and the Planet Youth Partner host a joint workshop where they evaluate the process implementation, develop the framework for a potential continuation of the process after 5 years and what activities this will include.	On site/virtual/hybrid workshop	TBD	Organizes and participates in workshop	Participates with selected representatives.	Optional: Participates with selected representatives.
14.	Process evaluation Years 1 -5.	Planet Youth will regularly request information about process activities, including what interventions/activities have been carried out, when they were carried out as well as various other process variables.	Planet Youth Local participating units	Starting TBD Frequency TBD	Regular data collection from Planet Youth Partner and/or local teams regarding process performance.	Overview and assistance	Answer questions about process performance and deliver data on activity performance.



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Appendix 2: Report structures for local unit and school reports

Note: Planet Youth reserves the right to make changes in the below depending on specific contexts, report recipient organizational structures, and project organization.

Participating local unit report structure:

Heading	Information
Planet Youth	Basic information about Planet Youth
The Icelandic Prevention Model: Background Context	Background of the model
Domains of Intervention	The major domains of intervention
The Five Guiding Principles of the Icelandic Prevention Model	As detailed by the Planet Youth Implementation Guide
10 Core Steps to the Implementation of the Icelandic Prevention Model	As detailed by the Planet Youth Implementation Guide
Method and Data Collection	Includes information on survey procedures, response rate, and exclusion criteria
Interpreting Cross Tabulations	How to Interpret the cross-tabulations included
Number of Participants	Number of girls, boys, not disclosed gender and total
Infographics - key findings, selected overviews	Infographics
Proportion of adolescents in [area] who have smoked cigarettes once or more in their lifetime, in the last 30 days and smoke daily	Descriptive results, area compared to total.
Proportion of adolescents in [area] who have used an electronic cigarette once or more in their lifetime, in the last 30 days and daily	Descriptive results, area compared to total.
Proportion of adolescents in [area] who have used snuff or chewing tobacco once or more in their lifetime and once or more in the last 30 days	Descriptive results, area compared to total.
How do you obtain cigarettes? Proportion of respondents that report getting cigarettes sometimes or often the following way	(1) Buy them in a store (2) A family member gives them to them (3) A person [legal age] or older who is not family gives it to them (4) They take them from a store without paying (5) They take them from a family member without them knowing. Descriptive results, area compared to total
Proportion of adolescents in [area] who have used alcohol once or more in their lifetime, once or more in the last 12 months and in the last 30 days	Descriptive results, area compared to total.
Proportion of adolescents in [area] who have become drunk once or more in their lifetime, once or more in the last 12 months and in the last 30 days	Descriptive results, area compared to total.

How do you obtain alcohol? Proportion of adolescents that report getting alcohol sometimes or often the following way	(1) Buy it in a store (2) A family member gives it to them (3) A person [legal age] or older who is not family gives it to them (4) They take it from a store without paying (5) They take it from a family member without them knowing. Descriptive results, area compared to total
Proportion of adolescents in [area] who have used a water pipe/bong once or more in their lifetime and in the last 30 days	Descriptive results, area compared to total.
Proportion of adolescents in [area] who have used cannabis once or more in their lifetime, once or more in the last 12 months and in the last 30 days	Descriptive results, area compared to total.
Proportion of adolescents [area] who have used the following substances once or more in their lifetime	A list of substances (e.g., ecstasy, LSD, Cocaine, Opioids). Area compared to total.
Proportion of adolescents in [area] who drink alcohol sometimes or often in the following places	E.g., at home, at the home of others, at a school dance, in a youth club. Descriptive results, area compared to total
Proportion of adolescents in [area] who did the following for the first time at 13 years or younger	(1) Drank alcohol (2) Became drunk (3) Smoked a cigarette (4) Used cannabis and (5) Used an e-cigarette (5) Used snuff/chewing tobacco. Descriptive results, area compared to total
Caffeine consumptions	Proportion of adolescents that consume the following once a day or more: coffee, tea, cola drinks and energy drinks (caffeinated shots also included if applicable)
Family Domain	
Proportion of adolescents in [area] who spend time with their parents often or always	(1) On working days and (2) Weekends. Descriptive results, area compared to total
Proportion of adolescents in [area] who report that their parents know where they are on Saturday evenings	Descriptive results, area compared to total.
Substance use against spending time with parents on the weekends	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life.
Proportion of adolescents in [area] who report that the following parental monitoring applies quite or very well to them	(1) Parents know where they are, (2) Who they are with, (3) Know their friends, (4) Know their friends' parents. Descriptive results, area compared to total
Substance use against parents knowing adolescent's whereabouts in the evenings	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life.

Proportion of adolescents in [area] who report that the following parental rules apply quite or very well to them	(1) Parents set definite rules on what they can do at home and (2) Parents set definite rules on what they can do outside home, (3) Parents set rules about when they should be home in the evening. Descriptive results, area compared to total
Proportion of adolescents in [area] who report that it is very or rather easy to receive the following parental support	(1) Receive caring and warmth, (2) Talks about personal affairs, (3) Advice about schoolwork (4) Advice about other issues or projects of yours (5) Assistance with other activities or projects. Descriptive results, area compared to total
Perceived parental reactions to substance use. Student perceptions that their parents would not mind or approve if they did any of the following	(1) Becoming drunk, (2) Using cannabis, (3) Electronic cigarette use, (4) Smoking cigarettes (5) Using snuff/chewing tobacco. Descriptive results, area compared to total.
Substance use against perceived parental reactions to becoming drunk	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
Substance use against perceived parental reactions to cannabis use	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
Peer Group Domain	
Proportion of adolescents in [area] who report that most/almost all of their friends do the following:	(1) Smoke cigarettes (2) Drink alcohol (3) Become drunk at least once per month (4) Use cannabis substances Descriptive results, area compared to total.
Substance use against perceived level of peer monthly drunkenness	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
Proportion of adolescents in [area] who strongly agree or agree somewhat that it is necessary to do the following in order not to be left out of the peer group	(1) Drink alcohol, (2) Use cannabis, (3) Smoke cigarettes (4) Skip classes (5) Use E-cigarettes/vape. Descriptive results, area compared to total
Proportion of adolescents in [area] who report that most/almost all of their friends have done the following in the last 12 months	(1) Stolen something worth more than X amount (2) Broken into a building or a car to steal (3) Damaged or vandalized things that did not belong to them. Descriptive results, area compared to total
Substance use against peer acceptance. Sometimes it is necessary to smoke cigarettes in order to not be left out of the peer group.	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
School Domain	
Proportion of adolescents in [area] who report that the following school/study attitude applies often or almost always to them	E.g., I am bored with school, I want to change schools, I get along with the teachers. Descriptive results, area compared to total

Substance use against attitude towards school. I find schoolwork pointless	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
Substance use against attitude towards school. I want to change schools	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
Proportion of adolescents in [area] that agree or strongly agree with the following statements about adult support at school	1) Adults at school care about me 2) adults at school are kind to me 3) it is safe to be around the adults at school 4) The adults at school notice when I am having a hard time and offer to help me 5) The adults at school believe I can make the world a better place. Descriptive results, area compared to total
Proportion of adolescents in [area] that agree or strongly agree with the following statements about the peer environment in school	1) I have friends at school that care about me. 2) My friends think we should try our best at school. 3) The students at my school are nice to each other. 4) At my school, it is not a big deal to make mistakes while trying your best. 5) My school is helping me achieve goals that matter to me. Descriptive results, area compared to total
Proportion of adolescents in [area] that agree or strongly agree with the following statements about school activities and efforts	1) I try my best in school. 2) At least one thing I do at my school makes me want to be the best I can be. 3) I have a good time participating in activities at my school. 4) My school helps me discover things I'm good at doing. 5) Doing my best in school now will help me have a good life when I'm older. Descriptive results, area compared to total
Substance use against adult support at school.	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
Proportion of adolescents in [area] who have missed school once or more in the last 30 days:	(1) Because of illness and (2) Because they skipped. Descriptive results, area compared to total.
Leisure activities Domain	
Proportion of adolescents in [area] who participate in sports with a club or a team and take part in organised recreational/ extracurricular activities	Descriptive results, area compared to total.
Substance use against physical activity in the previous week	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
Substance use against sports participation with a club or team	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more in their life
Late outside hours in the previous week.	(1) Outside after 10 PM three times or more. (2) Outside after midnight once or more. Descriptive results, area compared to total.

Substance use against leisure time. Being outside after midnight once or more in the past week	Cross-tabulations on those that smoke daily/use e-cigarettes daily, have become drunk in the last 30 days, and have used cannabis once or more
Proportion of adolescents that participate in the following out-of-school activities once per week or more.	(1) Sports or sports teams (2) Church groups (3) Music, Art, Drama or Dance (4) Volunteering in the community (5) Other after school clubs (Ex: Boy/girl Scouts, Chess etc.) Descriptive results, area compared to total.
Proportion of adolescents that engage in 60 minutes or more of physical activity.	Descriptive results, area compared to total.
Proportion of adolescents [in area] that report doing the following with their friends	(1) Hang out at a friend's home with no adult present (2) Hang out with friends in a local parking lot (3) Hang out with friends in fields or wooded area (4) Hang out with friends in a local mall, shopping center or stores downtown (5) Hang out with friends at a nearby school when the school is closed (6) Hang out with friends in an abandoned building or empty house. Descriptive results, area compared to total.
Community Domain	
Proportion of adolescents in [area] who strongly agree or agree somewhat with the following statements	(1) There is a great deal of social life available in my community, (2) In the future I would like to live in the same community. Descriptive results, area compared to total.
Proportion of adolescents in [area] who report feeling safe often or almost always	(1) At school (2) At home (3) In their neighbourhood. Descriptive results, area compared to total.
Proportion of adolescents in [area] who report that it is very or quite likely that their neighbours would do something in the following situations	(1) Teenagers skipping school and hanging around (2) Teenagers writing graffiti on houses in the area (3) Teenagers rude to the adults (4) If a fight broke out in front of your house (5) If somebody was breaking into a car or a house on your street. Descriptive results, area compared to total
Proportion of adolescents in [area] who report that the following applies seldom or never to them	(1) Parents have friends that live close, (2) Parents know many of their neighbours by name, (3) Parents sometimes visit their neighbours, (4) Neighbours sometimes visit their parents (5) Neighbors borrow things from us (6) We borrow things from our neighbors. Descriptive results, area compared to total.
Proportion of adolescents in [area] that report having done the following once or more in the last 12 months	(1) Stolen something worth less than X amount (2) Stolen something worth more than X amount (3) Used physical violence in order to steal (4) Broken into a building or a car to steal (5) Damaged or vandalized things that did not belong to you (5) Committed other offence.



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Proportion of adolescents that strongly agree or agree with the following statements	I can break rules if they do not seem to apply (2) I follow whatever rules I want to follow (3) There are very few strict rules in life (4) It is difficult to trust anything because everything changes (5) Nobody knows what is expected of them in life (6) You can never be certain of anything in life (7) Sometimes you need to break rules in order to succeed (8) Following rules does not ensure success. Descriptive results, area compared to total.
Well-being	
Proportion of adolescents that rate their mental health and physical health as good or very good	Descriptive results, area compared to total.
Proportion of adolescents that report that the following statements applied to them all of the time and most of the time in the last 2 weeks.	(1) I have felt cheerful and in good spirits (2) I have felt calm and relaxed (3) I have felt active and vigorous (4) I woke up feeling fresh and rested (5) My daily life has been filled with things that interest me. Descriptive results, area compared to total.
Sleep among adolescents	Descriptive results, area compared to total.
The next steps	From results to action. How can we set goals to reduce adolescent ATOD use?

School report structure:

Heading	Information
Planet Youth	Basic information about Planet Youth
The Icelandic Prevention Model: Background Context	Background of the model
Domains of Intervention	The major domains of intervention
The Five Guiding Principles of the Icelandic Prevention Model	As detailed by the Planet Youth Implementation Guide
10 Core Steps of the Icelandic Prevention Model	As detailed by the Planet Youth Implementation Guide
Method and Data Collection	Includes information on survey procedure, response rate, and exclusion criteria
Interpreting Cross Tabulations	How to Interpret the cross-tabulations included
Number of Participants	Number of girls, boys, not disclosed gender and total
Proportion of adolescents in [school] who have smoked once or more in their lifetime, in the last 30 days and daily	Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents in [school] who have used an electronic cigarette once or more in their lifetime, in the last 30 days and daily	Descriptive results, school, compared to school, compared to area and total

Proportion of adolescents in [school] who have used alcohol once or more in their lifetime and in the last 30 days	Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents in [school] who have become drunk once or more in their lifetime and in the last 30 days	Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents in [school] who have used cannabis once or more in their lifetime and in the last 30 days	Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents in [school] who drink alcohol sometimes or often in the following places	E.g., at home, at the home of others, at a school dance, in a youth club. Descriptive results, school compared to area and total
Proportion of adolescents in [school] who report that the following parental monitoring applies quite or very well to them	(1) Parents know where they are, (2) who they are with, (3) know their friends (4) know their parents' friends. Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents in [school] who report that the following parental rules apply quite or very well to them	(1) Parents set definite rules at home and (2) outside home, (3) parents set rules about when they should be home in the evening. Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents in [school] who report that it is very or rather easy to receive the following parental support	(1) Receive caring and warmth, (2) talks about personal affairs, (3) advice about schoolwork. Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents in [school] who strongly agree or agree somewhat that it is necessary to do the following in order not to be left out of the peer group	(1) Drink alcohol, (2) use cannabis, (3) Smoke cigarettes. Descriptive results, school compared to area and total
Proportion of adolescents in [school] who report that the following school/study attitude applies often or almost always to them	E.g., I am bored with school, I want to change schools, I get on badly with the teachers. Descriptive results, school compared to area and total
Proportion of adolescents in [school] that agree or strongly agree with the following statements about adult support at school	1) Adults at school care about me 2) adults at school are kind to me 3) it is safe to be around the adults at school 4) The adults at school notice when I am having a hard time and offer to help me 5) The adults at school believe I can make the world a better place. Descriptive results, school compared to area and total
Proportion of adolescents in [school] that agree or strongly agree with the following statements about the peer environment in school	1) I have friends at school that care about me. 2) My friends think we should try our best at school. 3) The students at my school are nice to each other. 4) At my school, it is not a big deal to make mistakes while trying your best. 5) My school is helping me achieve goals that matter to me. Descriptive results, school compared to area and total
Proportion of adolescents in [school] that agree or strongly agree with the following statements about school activities and efforts	1) I try my best in school. 2) At least one thing I do at my school makes me want to be the best I can be. 3) I have a good time participating in activities at my school. 4) My school helps me discover things I'm good at doing. 5) Doing

	my best in school now will help me have a good life when I'm older. Descriptive results, school compared to area and total
Proportion of adolescents in [school] who report feeling safe at school often or almost always	Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents in [school] who participate in sports with a club or a team and take part in organised recreational /extracurricular activities	Descriptive results, school, compared to school, compared to area and total
Late outside hours in the previous week.	Outside after 10 PM three times or more. Outside after midnight once or more. Descriptive results, school, compared to school, compared to area and total
Proportion of adolescents that rate their mental health and physical health as good or very good	Descriptive results, school compared to area and total.
Proportion of adolescents that report that the following statements applied to them all of the time and most of the time in the last 2 weeks.	(1) I have felt cheerful and in good spirits (2) I have felt calm and relaxed (3) I have felt active and vigorous (4) I woke up feeling fresh and rested (5) My daily life has been filled with things that interest me. Descriptive results, school compared to area and total.
Sleep among adolescents	Descriptive results, school compared to area and total.



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Appendix 3: Process-follow up questionnaire for Years 1-5

Note: Planet Youth reserves the right to make changes in the below depending on specific contexts, report recipient organizational structures, and project organization.

Site information (preregistered)

1. Name of the reporting person
2. Role in Planet Youth implementation
3. Country of the municipality
4. Region of the municipality (if relevant)
5. Municipality name
6. Project year
7. Number of completed the Planet Youth surveys
8. Number of this process follow for the current year

Coalition Building

9. Is there a local coalition for the site you are reporting on?
 - a) How many people are included in the local coalition?
 - b) What community representatives does the local coalition include (select all that apply)?
 - c) Approximately how many of each stakeholder are on the local coalition?
 - d) How would you rate the strength of the local coalition?
 - e) Are local coalition members willing to share resources toward meeting Planet Youth goals?
 - f) If coalition members are willing to share resources toward Planet Youth goals, please describe further.
 - g) If coalition members are not willing to share resources, please describe further the challenges with this.
10. If no, please describe any local coalition identification and building efforts for this site.

Funding

11. Does your site have funding allocated for implementation of Planet Youth?
 - a) Has your funding changed since the last reporting cycle?
 - b) What types of funding have been acquired for establishing and implementing Planet Youth (select all that apply)?
 - c) Is the funding dedicated to Planet Youth implementation in the community short (1-2 years), medium (3-4 years), or long-term funding (5+ years)? Select all that apply.
 - d) Please describe your short, medium, and/or long-term funding.
 - e) What are funds allocated for (select all that apply)?
 - f) What is funding for establishing the project being used for (select all that apply)?
 - g) What is funding to support local implementation of Planet Youth being used for (select all that apply)?
12. If no, please describe planned future efforts to acquire funding to support the implementation of Planet Youth.

Planet Youth Trainings

13. Since the last reporting cycle, has this site participated in any Planet Youth workshops?
 - a) Which of the Planet Youth trainings has your site attended since the last reporting cycle?
 - b) How many people attended each training?

Dissemination

14. Has the community conducted any data presentations or meetings since the last reporting cycling?



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- a) How many data presentations or meetings have been conducted since the last reporting cycle? (Please include both “live” and online meetings).
 - b) Please provide a rough count of attendance, select the audience, and provide additional details if needed for each presentation or meeting.
 - c) Please attach any materials presented or distributed at meetings.
15. If no, please describe any planned future efforts to conduct data presentations or meetings.
16. Have the reports or parts of the findings been posted on websites since the last reporting cycle?
- a) What types of information have been posted on websites?
 - b) Approximately how many places have the reports or parts of the findings been posted?
 - c) Please provide website links and details about where the reports or parts of findings have been posted.

Community Goals and Strategies

17. Has the community created goals based on the local data and findings since the last reporting cycle?
- a) How many goals has the community created since the last reporting cycle?
 - b) Please select the domains the community goals are associated with (select all that apply).
 - c) Approximately, how many strategies have been created under each goal?
 - d) Please provide a description of the goals and strategies under each domain the community has set for itself since the last round of findings was made available to them by the Planet Youth team.
18. If no, please describe any planned future efforts to create community goals based on the local data findings.

Community Awareness of Planet Youth Implementation Activities

19. Have the community goals been communicated to the community since the last reporting cycle?
- a) In what ways have the community goals been communicated thus far (select all that apply)?
 - b) Please briefly provide more detail about how community goals have been communicated and worked on thus far.
 - c) Please attach any materials used to communicate goals to the community.
 - d) How would you rate community awareness of the findings and community goals?
 - e) How would you rate community awareness of the Planet Youth approach and local implementation?
20. Please describe any planned future efforts to communicate community goals to the community.

Strengthening Existing Activities

21. Since the last reporting cycle, have the findings been used to empower or strengthen the work in any existing activities, such as prevention activities that are already in place (e.g., parental groups, professional groups, etc). For example, existing parent-teacher organizations and their mission, prevention programs and their current approaches.
22. Please provide the number of people involved, their professional background (i.e., who they work for), and a brief description of the strengthened activities.
23. If no, please describe any planned future efforts to use the findings to strengthen work in any existing activities.

Pursuit of New Activities

24. Have any activities been enacted to pursue new interventions, programs, groups, initiatives, or task forces since the last reporting cycle (for example; political support sought, funding applied for, task forces built, meetings held to plan further work, etc)?
- a. Please provide the number of people involved, their professional background (i.e., who they work for), and a brief description of each.
25. If no, please describe any planned future activities to pursue new interventions.



New Interventions, Programs, Groups or Task Forces

26. Have any new interventions, initiatives, programs or groups been introduced or established since last reporting cycle?
- Please provide the number of people involved, their professional background (i.e., who they work for), and a brief description of each.
27. If no, please describe any planned future efforts to establish new interventions, initiatives, programs, or groups.

New Policies, Regulations or Laws Discussed or Considered

28. To your knowledge, related to the data, have any new policies, regulations or laws been discussed or considered by any relevant bodies since the last reporting cycle? Relevant bodies may include town or city councilors or other form of local governments, prevention leadership groups, etc.
- Please select all that have been considered.
 - Please provide a brief description of each that have been considered.
 - Please provide any additional details.
29. If no, please describe any planned future efforts for new policies, regulations, or laws to be considered.

New Policies, Regulations or Laws that Have Been Passed

30. Have any new policies, regulations or laws been passed since the last reporting cycle?
- Please select all that have been passed.
 - Please provide a brief description of each that have been passed.
 - Please provide any additional details.
31. If no, please describe any planned future efforts to pass new policies, regulations, or laws.

Immersion in Primary Prevention Environments, Activities, and Messages

32. Has there been an effort to immerse children and adolescents in primary prevention environments, activities, and messages since the last reporting cycle?
- Please select all efforts to immerse children and adolescents in primary prevention environments, activities, and messages that apply to your community.
 - Please select the activity type (messages, activities, changed social environments, or other), provide a description, the targeted age group, and estimated reach.
33. If no, please describe any planned future efforts to immerse children and adolescents in primary preventions environments, activities, and messages.

Personnel Hires or New Positions

34. Since the last reporting cycle, have there been any new positions created and/or have there been any personnel hires as a direct reaction to the findings?
- Please provide a brief description of each new hire and/or position
35. If no, please describe any future plans to create new positions based on the data findings and/or implementation work.

Media Exposure

36. Has there been any media coverage pertinent to the findings since the last reporting cycle?
- Please select the types of media coverage (select all that apply).
 - Please provide a brief description and links for each.
 - Please provide any additional details.
37. If no, please describe any planned future efforts for media coverage.



Other Data Use

38. Have there been any further collaborations or use of the data since the last reporting cycle (for example, with researchers, universities, or others)?
39. Please briefly describe any established collaboration or further use of the data since the last reporting cycle with researchers, universities or others.

Social Media and Websites

40. Does your Planet youth site have any social media pages and/or websites related to Planet Youth implementation?
 - a) Please share any social media pages and website links you have related to Planet Youth implementation.

Other comments

41. Please include anything else you would like to share with the Planet Youth team that concerns the prevention work in your community since the last reporting cycle and has not been described in previous questions
42. Please upload any additional materials related to Planet Youth that you would like to share with the team.
43. What would you like to achieve in the community in the next 6 months?
44. What support do you need from Planet Youth in the next reporting cycle and what questions do you have for us at this time?
45. Will you be the representative completing this process follow-up the next reporting cycle?
46. If no, please provide the name and contact information for the person to complete the next process follow-up.



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Appendix 4. Project specific and Planet Youth Partner specific terms

1. The Planet Youth Guidance Program will run for 5 years with start January 1st, 2024 and end January 1st, 2029
2. The number of local units – the local term being **municipality** - participating is 1.
3. The total number of schools participating is **xx**.
4. The estimated number of students to be surveyed per Planet Youth Survey is **xxx**
5. The age of the students who are to be surveyed is **XX (XXth grade)**.
6. The participating local units are:
 - a. Sipoo Municipality
7. The project management contact person for The Planet Youth Partner is:
Xxx
Xxx
xxx
8. The project management contact person for Planet Youth is:
Ms. Iryna NeruBaieva,
Planet Youth
Lágmuli 6, 105, Reykjavik, Iceland
Mobile: + +354 612 3024
e-mail: iryna@planetyouth.org
9. The total fees are:
 - a. The Planet Youth Partner agrees to pay Planet Youth an annual license fee of EUR 31.000 for each participating local unit (see 2 above) per year for the 5 years duration of the Planet Youth Guidance Program.
 - b. The total license fee is EUR 31.000
 - c. The total license fee for all 5 years is EUR 155.000
10. The payment schedule is as follows:
 - a. Payment 1: February 1st 2024 of EUR 31.000
 - b. Payment 2: February 1st 2025 of EUR 31.000
 - c. Payment 3: February 1st 2026 of EUR 31.000
 - d. Payment 4: February 1st 2027 of EUR 31.000
 - e. Payment 5: February 1st 2028 of EUR 31.000
11. Please note that Planet Youth cannot accept physical checks and only electronic transfer of funds.
Bank and electronic transfer details of Planet Youth ehf:
Registered owner of account: Planet Youth ehf.
Registration number of Planet Youth ehf: 510920-0660
Bank details: Arion, Borgartuni 19, 105 Reykjavik, Iceland
Account number: 0370-26-510902
SWIFT (BIC): ESJAISRE
IBAN: IS440370265109025109200660



Appendix 5. The Planet Youth Data Protection Policy

Planet Youth performs data collections from Planet Youth Surveys in numerous locations around the world on an annual basis. We use standardized data collection procedures in every community, always using the best practices available to ensure anonymity and secure data processing and storage, in addition to secure delivery of data and survey results to relevant parties.

Data collection

All data collection and processing associated with the conduct of Planet Youth Surveys is carried out in observance of our data collection protocols which ensure that data are not traceable to - and cannot be linked to - individual respondents' identity. Thus, the collection of questionnaire data and their subsequent processing does not entail the collection of any personal data.

The measures we take to ensure anonymity include, but are not limited to, the following:

- None of our surveys include questions that can be directly connected with an individual being surveyed, such as questions about their name, address, or phone number.
- Before a survey is carried out, the questionnaire is designed specifically for each respective location, making sure that it does not contain questions that could be connected and linked to an identified individual.
- Individual school reports are not delivered to the schools when there are fewer than 23 responding students in a school. If possible, and approved by the Planet Youth Partner, school reports with fewer than 23 respondents can be merged with other schools in close geographical proximity. However, Planet Youth partners can receive the reports for internal use if requested.

Delivery of dataset to Planet Youth Partner

- Cleaned datasets are delivered to Planet Youth Partners with all valid cases. If small schools are participating then the cleaned dataset might include information from schools with fewer than 23 respondents and cases where only a few students answer a specific option to a question.
- If a partner wishes to share the dataset with a third party, the Planet Youth partner is solely responsible for data aggregation (i.e., masking, pseudonymization, combining answer options or applying other relevant statistical disclosure controls). The partner acknowledges that the data has no personal identifiers, however, data subjects and those who have additional information about them may be able to recognize the data subjects within the raw data and output.
- By signing a collaboration contract with Planet Youth, the Planet Youth Partner agrees that they will in all cases follow standard data protocol and safety measures when working with the Planet Youth survey data. This includes ethical and legal obligations to ensure that the dataset and individual responses are properly protected and stored.

The Planet Youth Survey is carried out using the Alchemer data collection software. See more about Alchemer's safety protocols for data collection and storage here <https://www.alchemer.com/security/>

In cases where online data collection is not feasible, the Planet Youth Survey is carried out using paper questionnaires distributed to schools by our local partners. The paper survey is set up in the exact same manner as the online version, never including questions that could connect the information gathered to a specific individual, such as their name or phone number. The paper surveys are optically scanned at The



Planet Youth Data Centre in our headquarters in Reykjavik Iceland and the data is transferred to a digital format.

Data storage

All data derived from the Planet Youth surveys are stored on a secure server operated by our hosting partner Sensa, in Reykjavik, Iceland. The data security policy of SENSEA can be accessed <https://sensa.is/upplysingaoryggis Stefna/> as well as the information about the ISO/IEC 27001 certification of Sensa.

Access is only granted through an encrypted VPN link to employees of Planet Youth working specifically on data processing and analysis. The data is never made accessible to third parties or anyone inside or outside of the Planet Youth team, without written consent from relevant parties.

Data transfer, reports and presentations

When data and reports need to be transferred, we do so using WeTransfer, a secure data transfer system. WeTransfer's privacy and security standards are compliant with the high level of personal data protection required by the General Data Protection Regulation (Regulation 2016/679, the "GDPR"). All files are encrypted while being transferred and stored. Once they are safely stored they can only be accessed using the unique links and passwords provided by the Planet Youth data team. See more about WeTransfer's privacy and safety protocols here <https://wetransfer.com/legal/privacy>

In addition, we recommend to our partners to only transfer survey data using WeTransfer services or another secure data transfer system, in password protected zip files for maximum security.

Reports from youth surveys that are being presented either during on-site presentations, virtual trainings, workshops, or other platforms such as coordination meetings always include data that has previously been sent to our local partners via the same secure data transfer system, WeTransfer. Such presentations will never contain data or information that can be used to identify individuals.

Compliance with GDPR

All collection of data carried out as part of our work at Planet Youth is in compliance with our data collection protocols. This includes that survey data are not traceable and cannot in any way be linked to individual respondents' identity. Thus, as the data collection and subsequent processing does not at any point entail the processing of personal data, the conduct of Planet Youth surveys does not constitute personal data processing as defined in the GDPR.

For the aspects of our work where we need to use information defined as personal information, such as names and email addresses of our local contacts in partner communities, all our processes are compliant with the GDPR.

If you have any queries about our data protection and privacy policy, please contact Dr. Ingibjörg Eva Þórisdóttir, ingaeva@planetyouth.org

Appendix 6: The Planet Youth Core Questionnaire

Note: Planet Youth reserves the right to make changes in the below depending on for example specific contexts, recipient organizational structures, and project organization.

1) How would you describe your gender?

- Boy
- Girl
- Non-conforming
- Other

2) What is your year of birth?

Insert: Cohort to be studied, see examples

- Born before X
- Birth year of cohort to be studied
- Born later than X

3) Grade/class in school?

- Option 1
- Option 2
- Option 3

4) Most of the time I live with...?

- Both my parents
- My parents live separately but I live with them equally
- One parent
- One parent and his/her partner
- Grandparent(s) and parent(s)
- Grandparent(s) only
- My friends
- On my own
- I live in different arrangements (e.g. foster family, group home)

5) How many whole days were you absent from school during the last 30 days?

	None	1 day	2 days	3-4 days	5-6 days	7 days or more
Because of illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because you "skipped" or "cut" classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) How do the following statements apply to you?

	Applie s almos t alway s to me	Applie s often to me	Applie s sometim es to me	Applie s rarely to me	Applie s almos t never to me
I find the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

school studies pointless					
I am bored with the studies	()	()	()	()	()
I am poorly prepared for classes	()	()	()	()	()
I feel I do not put enough effort into the studies	()	()	()	()	()
I find the studies too easy	()	()	()	()	()

I find the studies too difficult	()	()	()	()	()
I feel bad at school	()	()	()	()	()
I want to quit school	()	()	()	()	()
I want to change schools	()	()	()	()	()
I get along with the teachers	()	()	()	()	()

7) To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Strongly agree
The adults at my school care about me	()	()	()	()	()
The adults at my school are fair and kind to me	()	()	()	()	()
It is safe to be around the adults at my school	()	()	()	()	()
The adults at my school notice when I'm having a hard time and offer to help me.	()	()	()	()	()
The adults at my school believe I can make the	()	()	()	()	()

world a better place					
I have friends at school that care about me	()	()	()	()	()
My friends think we should try our best at school	()	()	()	()	()
The students at my school are nice to each other	()	()	()	()	()
At my school, it is not a big deal to make mistakes while trying your best	()	()	()	()	()
My school is helping me achieve goals that matter to me	()	()	()	()	()

I try my best in school	()	()	()	()	()
At least one thing I do at my school makes me want to be the best I can be	()	()	()	()	()
I have a good time participating in activities at my school	()	()	()	()	()
My school helps me discover things I'm good at doing	()	()	()	()	()
Doing my best in school now will help me have a good life when I'm older	()	()	()	()	()

8) During the last 7 days, how often did you do any of the following?

	Never	Once	Twice	3 times	4 times	5 times	6 times	7 times
Stayed at home for a whole evening	()	()	()	()	()	()	()	()
Was away from my home after ten o'clock in the evening	()	()	()	()	()	()	()	()
Went outside	()	()	()	()	()	()	()	()

e my home and returned home after midnight								
--	--	--	--	--	--	--	--	--

Assistance with other activities or projects	()	()	()	()
--	-----	-----	-----	-----

9) How easy or difficult would it be for you to receive the following from your parents/caregivers?

	Very difficult	Rather difficult	Rather easy	Very easy
Caring and warmth	()	()	()	()
Discussion about personal matters	()	()	()	()
Advice about schoolwork/studies	()	()	()	()
Advice about other issues or projects of yours	()	()	()	()

10) How does the following apply to you?

	Almo st neve r	Rare ly	Someti mes	Ofte n	Almo st alwa ys
I spend time with my parents/caregivers outside school hours on school days	()	()	()	()	()
I spend time with my parents/caregivers during the weekends	()	()	()	()	()
My parents/caregivers know where I spend Saturday evenings	()	()	()	()	()

11) To what extent do the following statements apply to you? "I feel safe..."

	Almo st never	Rarel y	Sometim es	Ofte n	Almo st alway s
At home	()	()	()	()	()
At school	()	()	()	()	()
In my neighborho od	()	()	()	()	()

12) How do the following statements apply to you?

	Applies very well to me	Applies rather well to me	Applies rather poorly to me	Applies very poorly to me
My parents/caregivers set definite rules about what I can do at home	()	()	()	()

My parents/caregivers set definite rules about what I can do outside the home	()	()	()	()
My parents/caregivers set definite rules about when I should be home in the evening	()	()	()	()
My parents/caregivers know who I am with in the evenings	()	()	()	()
My parents/caregivers know where I am in the evenings	()	()	()	()
My parents/caregivers know my friends	()	()	()	()
My parents/caregivers know the parents of my friends	()	()	()	()

13) How well does the following apply to your conditions?

	Very well	Rather well	Neither well nor poorly	Rather poorly	Very poorly
My parents/caregivers have friends that live close to our home	()	()	()	()	()
My parents/caregivers know many of our neighbors by name	()	()	()	()	()
My parents/caregivers sometimes visit some of our neighbors	()	()	()	()	()
My neighbors sometimes visit my parents/caregivers	()	()	()	()	()
Sometimes we borrow things from	()	()	()	()	()

our neighbors (e.g., milk, tools)					
Our neighbors sometimes borrow things from us (e.g., milk, tools)	()	()	()	()	()

14) How likely or unlikely is it that your neighbors would do something about it if...?

	Very likely	Rather likely	Neither likely nor unlikely	Rather unlikely	Very unlikely
The youths in the neighborhood were skipping school and hanging around	()	()	()	()	()
The youths were putting graffiti (tagging) on houses in the area	()	()	()	()	()

The youths disrespected the adults	()	()	()	()	()
If a fight broke out in front of your house	()	()	()	()	()
Somebody was breaking into a car or a house on your street	()	()	()	()	()

15) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Sometimes you need to smoke cigarettes so you're not left out of the peer group	()	()	()	()	()
Sometimes you need to drink alcohol so you're not left out of the peer group	()	()	()	()	()

Sometimes you need to use cannabis so you're not left out of the peer group	()	()	()	()	()
Sometimes you need to skip classes so you're not left out of the peer group	()	()	()	()	()
Sometimes you need to vape so you're not left out of the peer group	()	()	()	()	()

16) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can break rules if they don't seem to apply	()	()	()	()	()
I follow whatever rules	()	()	()	()	()

I want to follow					
There are very few strict rules in life	()	()	()	()	()
It is difficult to trust anything, because everything changes	()	()	()	()	()
Nobody knows what is expected of them in life	()	()	()	()	()
You can never be certain of anything in life	()	()	()	()	()
Sometimes you need to break rules in order to succeed	()	()	()	()	()
Following rules does not ensure success	()	()	()	()	()

17) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
There is a great deal of social life available in my neighborhood/community	()	()	()	()	()
It is good to live in my neighborhood/community	()	()	()	()	()
In the future I would like to continue to live in the neighborhood/community that I live in now	()	()	()	()	()

18) How many drinks (cups/ cans/ bottles) do you drink of the following drinks every day?

	I do not drink it	One drink	Two drinks	Three drinks	Four drinks	Five drinks	6 drinks or more

Coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cola drinks (e.g. Coke, Pepsi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy drinks that contain caffeine (e.g., RedBull, Nocco, Monster [insert popular brands])	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caffeinated shots (e.g., Five hour energy [insert popular brands])	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19) How often have you smoked cigarettes in your lifetime?

Never

- 1-2 times
- 3-5 times
- 6-9 times
- 10-19 times
- 20-39 times
- 40 times or more

20) How often have you smoked cigarettes in the last 12 months?

- Never
- 1-2 times
- 3-5 times
- 6-9 times
- 10-19 times
- 20-39 times
- 40 times or more

21) How much have you smoked cigarettes, on average, during the last 30 days?

- Nothing
- Less than one cigarette per week
- Less than one cigarette per day
- 1-5 cigarettes per day
- 6-10 per day
- 11-20 cigarettes per day
- More than 20 cigarettes per day

22) How often have you used electronic cigarettes or vaping devices in your lifetime?

- Never
- 1-2 times
- 3-5 times
- 6-9 times

- 10-19 times
- 20-39 times
- 40 times or more

23) How often have you used electronic cigarettes or vaping devices, on average, during the last 30 days?

- Never
- Less than once per week
- Less than once per day
- 1-5 times per day
- 6-10 times per day
- 11-20 times per day
- More than 20 times per day

24) How do you usually get your own cigarettes?

	Never	Rarely	Sometimes	Often
I buy them in a store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A family member gives them to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A person (insert legal age) or older who isn't in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

gives them to me				
I take them from a store without paying for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take them from a family member without them knowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get them from my friends or schoolmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25) How often have you used snuff, chewing tobacco or other tobacco inserted in mouth?

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40 times or more
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In your lifetime	()	()	()	()	()	()	()
During the last 30 days	()	()	()	()	()	()	()

26) How often have you used water pipe/hookah/bong?

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40 times or more
In your lifetime	()	()	()	()	()	()	()
During the last 30 days	()	()	()	()	()	()	()

27) How often have you had a drink of alcohol of any kind?

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40 times or more
In your lifetime	()	()	()	()	()	()	()
During the last 30 days	()	()	()	()	()	()	()

In your lifetime	()	()	()	()	()	()	()
During the past 12 months	()	()	()	()	()	()	()
During the last 30 days	()	()	()	()	()	()	()

28) How often have you become drunk?

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40 times or more
In your lifetime	()	()	()	()	()	()	()
During the past 12 months	()	()	()	()	()	()	()

During the last 30 days	()	()	()	()	()	()	()
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29) Do you drink alcohol in the following places?

	Never	Rarely	Sometimes	Often
In your home	()	()	()	()
In the home of others	()	()	()	()
In a shopping center	()	()	()	()
Outdoors: for example in the street, in the park, etc.	()	()	()	()
In a club/a bar/pub	()	()	()	()

At a school dance/ball	()	()	()	()
Before a school dance/ball	()	()	()	()
In a youth club/center	()	()	()	()
During training or rehearsal tours or camps	()	()	()	()

30) How do you usually get the alcohol you drink?

	Never	Rarely	Sometimes	Often
I buy it in a store	()	()	()	()
A family member gives it to me	()	()	()	()
A person [legal age]	()	()	()	()

years or older who isn't in my family gives it to me				
I take it from a store without paying for it	()	()	()	()
I take it from a family member without them knowing	()	()	()	()
I get it from friends or schoolmates	()	()	()	()

31) How often have you used cannabis substances (marijuana/hashish)?

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40 times or more
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In your lifetime	()	()	()	()	()	()	()
During the last 12 months	()	()	()	()	()	()	()
During the last 30 days	()	()	()	()	()	()	()

32) How often have you used any of the following drugs?

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40 times or more
Over the counter sleeping pills or tranquillizers	()	()	()	()	()	()	()
Amphetamines (speed)	()	()	()	()	()	()	()
LSD (acid)	()	()	()	()	()	()	()

Ecstasy (e.g., E-tablets, MDMA)	()	()	()	()	()	()	()
Cocaine	()	()	()	()	()	()	()
Heroin	()	()	()	()	()	()	()
Relevin	()	()	()	()	()	()	()
Magic mushrooms	()	()	()	()	()	()	()
Sniffing (e.g., glue)	()	()	()	()	()	()	()
Anabolic steroids	()	()	()	()	()	()	()
Homemade brews/potion	()	()	()	()	()	()	()
Herbal/organic drugs	()	()	()	()	()	()	()
Laughing gas	()	()	()	()	()	()	()
Spice	()	()	()	()	()	()	()

Opioid drugs without a doctor's prescription (e.g., Codeine, Morphine, Methadone, Fentanyl, OxyContin, Hydrocodone)	()	()	()	()	()	()	()
Cathinones (e.g., Khat, 3-MMC)	()	()	()	()	()	()	()
ADHD medicine without a doctor's prescription (e.g. Ritalin, Concerta, Rubifen, Adderall)	()	()	()	()	()	()	()

33) At what age did you do any of the following for the first time?

	Never	11 years or younger	12 years	13 years	14 years	15 or older
Had a drink of alcohol	()	()	()	()	()	()
Got drunk	()	()	()	()	()	()
Smoked a cigarette	()	()	()	()	()	()
Smoked cigarettes daily	()	()	()	()	()	()
Used cannabis (hash/marijuana)	()	()	()	()	()	()
Used an e-cigarette/vaped	()	()	()	()	()	()
Used snuff, chewing tobacco or other tobacco inserted in mouth	()	()	()	()	()	()

34) How often have you done any of the following during the last 12 months?

	Never	Once	2-5 times	6-9 times	10-13 times	14-17 times	18 times or more
Stolen something worth less than [insert amount of 3 normal movie tickets]	()	()	()	()	()	()	()
Stolen something worth more than [insert amount of 3 normal movie tickets]	()	()	()	()	()	()	()
Used physical	()	()	()	()	()	()	()

violence in order to rob/steal							
Broken into a building or a car to steal	()	()	()	()	()	()	()
Damaged or vandalized things that did not belong to you	()	()	()	()	()	()	()
Committed other offence	()	()	()	()	()	()	()

35) How do you think your parents/caregivers would react if you did any of the following?

	They would not allow it	They would discourage it	They would not mind	They would approve	Don't know
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Smoked cigarettes	()	()	()	()	()
Became drunk	()	()	()	()	()
Used cannabis substances (hash or marijuana)	()	()	()	()	()
Used electronic cigarettes	()	()	()	()	()
Used snuff, chewing tobacco or other tobacco put in your mouth	()	()	()	()	()

36) How many of your friends do you think have done the following during the last 12 months?

	None	A few	Some	Most	Almost all
Stolen something	()	()	()	()	()

worth more than [insert amount of 3 normal movie tickets]					
Broken into a building or a car in order to steal	()	()	()	()	()
Damaged or vandalized things that did not belong to them	()	()	()	()	()

Smoke cigarettes	()	()	()	()	()
Drink alcohol (beer, wine, or spirits)	()	()	()	()	()
Become drunk at least once a month	()	()	()	()	()
Use cannabis (hash or marijuana)	()	()	()	()	()
Use electronic cigarettes (vape)	()	()	()	()	()
Pick fights or search out for fights	()	()	()	()	()

37) How many of your friends do you think do the following?

	None	A few	Some	Most	Almost all
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38) How many times a week do you participate in any of the following out-of-school activities that are supervised by adults?

	Never or almost	Less than once per week	Once per week	2 times per week	3 times per week	4 times per week	5 times per week	6 times per week	7 times per week
Engage in sports (practice or compete) with a sports club/team?	()	()	()	()	()	()	()	()	()
Church or community groups	()	()	()	()	()	()	()	()	()
Music, art, drama	()	()	()	()	()	()	()	()	()

or dance									
Volunteering in the community	()	()	()	()	()	()	()	()	()
Other after school activities, for example (insert local examples)	()	()	()	()	()	()	()	()	()

39) How often do you do the following?

	Never or almost never	Less than once per month	1-3 times per month	1-3 times per week	4 times per week or more
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Hang out at a friend's home with no adult present	()	()	()	()	()
Hang out with friends in a local parking lot	()	()	()	()	()
Hang out with friends in fields or wooded area	()	()	()	()	()
Hang out with friends in a local mall, shopping center or stores downtown	()	()	()	()	()
Hang out with friends at a nearby school when the school is closed	()	()	()	()	()

Hang out with friends in an abandoned building or empty house	()	()	()	()	()
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40) How many hours do you sleep on average every night?

- () More than 9 hours
- () About 9 hours
- () About 8 hours
- () About 7 hours
- () About 6 hours
- () Less than 6 hours

41) Please indicate for each of the five statements which is closest to how you have been feeling over the past 2 weeks

	All of the time	Most of the time	More than half the time	Less than half the time	Some of the time	At no time
I have felt cheerful and in good spirits	()	()	()	()	()	()

I have felt calm and relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have felt active and vigorous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I woke up feeling fresh and rested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My daily life has been filled with things that interest me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42) How would you rate your...?

	Very good	Good	Acceptable	Bad	Very bad
Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43) In the past week, on how many days have you done a total of 60 min or more of physical activity, which was enough to raise your breathing rate? This may include sport, exercise and brisk walking or cycling for recreation or to get to and from places

- Never
- Once
- Twice
- 3 times
- 4-6 times
- Every day