

The purpose of my questionnaire is to find out more about the effects of drinking caffeine on teenagers. The questionnaire will provide information such as the physical effects of drinking caffeine as well as a general idea of how it affects their daily life activities such as school. This data will be used by the Ministry of Health to determine whether or not there is a problem with-in teenagers in New Zealand and the consumerism of caffeine and if so they will be able to collect an overall idea of whom and why there is such a large amount of caffeine consumption with-in New Zealand.

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I went and did some research where I gained knowledge on what drinks contain caffeine and what caffeinated drinks are the most popular with-in the average person in New Zealand. This research helped me determine a starting point in my questionnaire.

Throughout my questionnaire I made sure that the layout and design was set out in a way that would be visually appealing to all teenagers. I also think it is vital that the questions are not too detailed or complicated so that the teenagers completing the survey do not get bored or feel as though it is too time consuming therefore stop answering the questions or possibly answering untruthfully. My questions mainly consisted of a simple yes, no or unsure answer but I made sure that when someone did answer yes or no that they give a short but descriptive explanation as to why they said yes or no.

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The introduction to my survey has been set in a way which hopefully makes the respondent of my survey feel as though it is unthreatening and friendly. I have done this by using words such as 'I am kindly asking you.' This also helps to make the survey seem as though it is more informal and chatty instead of formal and serious, which creates a responsive atmosphere. I have also stated in my introduction the fact that this survey is anonymous. This suggests to the respondent privacy and confidentiality. Therefore, allowing the respondent to be 100% honest when answering all the questions.

I began my questionnaire by asking my respondent what sex they were. This provided me with an overall generalization of who exactly was completing the survey. It also helped to decipher at the end of the survey the factual details between both female and male participants.

My next question had the respondent circle the age group that they fell in, which was between 13 and 20 as that is the official ages of a teenager and my questionnaire is based around teenagers only.

My third question was very simple but very essential in the overall effectiveness of the questionnaire. It required a yes or no answer as it asked whether or not my respondent drank caffeinated drinks or not. I also included a possible unsure answer encase my respondent was unsure of exactly what drinks included caffeine or possibly was unsure exactly what caffeine was in the **first** place. I also stated that if the respondent circled no as their answer they could please stop the survey there, as there is no need to complete the survey at this point.

My next question asked the respondent at what age did they first approximately start drinking caffeinated drinks. This allows for me to determine an average in which teenagers more or less start drinking caffeinated drinks in general.

My fifth question enabled me find out what drinks were creating the effects on teenagers in common as it asked my respondent what caffeinated drinks they consumed generally. This question also helped me to find out what caffeinated drinks are the most popular among teenagers these days.

Question six asked how many caffeinated drinks (between 1-over 15) my respondent drank last week. This question was very important in the determination of the results of this questionnaire over all as it showed how many drinks teenagers were consuming individually. Question seven allowed me to determine what time each respondent started drinking caffeinated drinks in the day. Depending on the time of day that my respondents start drinking caffeinated drinks, I can see when and what affects they get over a short and long period of time. It also helps to see if the respondent relies on caffeinated drinks, for example if their first drink is early in the morning, they may rely on it to get through the day.

This relates to my eighth question as this is when I ask directly whether or not my respondent thinks they rely on caffeinated drinks on a regular basis. I left a space for them to write an response to answer this question.

In question nine I asked whether or not caffeinated drinks affected my respondents sleeping pattern. If they circled yes or sometimes I put under that question another joining question so they could note down how it affected their sleeping pattern. This question is important because as a teenager, sleep is what helps you to grow and to be healthy and without it, it can cause great damage to everyday activities such as school and sporting commitments. Question ten relates directly to the effects of caffeinated drinks in a short term situation. Asking my respondent how they feel physically and mentally after consuming a caffeinated drink. They were able circle more than one word describing how they felt for example tired, anxious, irritated or if there were no effects they could circle no difference.

Question eleven is important because as teenagers they are attending school at a vital part of their lives. This question asks whether or not caffeinated drinks affect their ability to concentrate during school. If the respondent circled yes, they were then asked to continue answering some related questions such as how it affected their concentration, how do they recover from their lack of concentration in school.

The last question in my questionnaire, question number twelve asks the respondent whether or not they feel as though caffeinated drinks affect their general behavior. If they circled yes or sometimes they were then asked to carry on to answer another relating question of what effects they got towards their general behavior when consuming caffeine. I then put this questionnaire through the desk check and made the following changes:

- For question 2 linking the ages together i.e 13- 15 rather than going 13, 14 15
- For question 5 linking cold caffeinated beverages together and hot caffeinated beverages
- Developing question 9 to ask for feedback upon sleeping habits if caffeinated drinks do affect your sleeping pattern
- Developing question 12, by asking for feedback if the caffeinated drinks effect your general behavior by what extent.

I then went on to do a pilot survey. The way I did this was to give my questionnaire to fellow pairs, so that I could collect some different perspectives and opinions on what I had produced so far. After receiving them back I would read over their notes and would make changes towards my questionnaire depending on what they had said I could improve on to make it better and easier to understand for each individual teenager. Some of the improvements included simply changing the wording in a question to make it easier to understand as well as including another possible answer in a question for people who possibly did not know or understand that question, for example question eleven, I added in the unsure answer after it was suggested to include it.

I filled out a log book after every class lesson on my progress in my questionnaire. I did this to provide evidence for my development over our given time period to complete this task and to show that it was a time consuming assignment and was not completed in one lesson.

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