

Workshop Resources

In this section you will find the major activity instructions, forms, and examples you will need to run the Next Steps. There are four parts to this section. First are the detailed instructions for the major activities in the Workshop Agenda section. Second are the forms that you will need to photocopy and hand out. The third section are examples of what an activity might look like, or examples of press releases etc. The fourth and final section is the evaluation forms for each of the workshops and for the organizers.



Major Activity Instructions:

- AHS III Trivia Game (WS 1)
 - Instructions
 - Questions
 - Map of Regions
 - Overheads
- Rock Bucket (WS 1)
 - Instructions
 - Risk and Protective Factor Sheets
- Community Mapping (WS 2)
 - Facilitator Guide
 - Instructions for Participants
 - Symbol Sheets
 - Story Bubble Sheets
 - Creative Activities (WS 2)
- Optional Activities
 - Optional Games

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Forms:

- Forms for Workshop 1:**
 - About the Next Steps
 - Workshop 1 Sample Agenda (has to be modified)
 - Workshop 1 Action Planning Form

- Forms for Workshop 2:**
 - Outcome Planning Forms

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Examples:

- Outcome Planning Example
- Protective Factor Web Example
- Community Map Example
- Press Release Example
- Next Steps Poster Sample

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Evaluation Forms:

- Youth Participant Feedback Forms
- Adult Participant Feedback Forms
- Coordinator Feedback Forms

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AHS III Trivia Game

(5 minute intro, 60 minutes for questions and related discussion, 10 minutes for wrap up discussion)

The AHS III Trivia Game is designed to introduce participants to the results of the Adolescent Health Survey (AHS) and to get participants thinking about health issues and protective factors that affect youth. After the trivia game, the group will create a list of issues which will be rephrased as goals and used to direct action planning later in the day. So make sure to steer the discussion during the game towards identifying issues! The game works best when played in small groups of 3-5 people with no more than 10 groups. If you have done the Hum activity, you will already be in groups. Otherwise, get yourself in groups.

Preparation

- 1) Create a set of response cards for every team (letters A, B, C, D, True and False on separate pieces of paper)
- 2) Make a decision about whether you plan to use provincial results or regional results in the questions, or both. The questions use provincial data as a default, however, regional data is listed underneath the questions if you would rather use regional information. A map of the regions with which school districts fall in each is on page 56. (Note: due to low school district participation, there are no 2003 regional results for the Fraser Valley.)
- 3) The 2003 AHS reports contain additional information on youth health in BC and can be downloaded for free from www.mcs.bc.ca. We suggest that you have a provincial highlights report or a regional report on hand for discussion.

Supplies

- An overhead projector and the set of 3 AHS overheads (page 57).
- The list of AHS III Trivia Game - Key Questions and the Supplementary Questions. Ask the key questions first. Use the supplementary questions if you have enough time, if the results are particularly interesting for your region, or if the participants are interested in a certain issue. Some answers contain extra information such as definitions of key terms. These are included to help participants understand the questions better or to answer questions that we have found are commonly asked.
- A piece of flip chart paper to use as a scoreboard.
- Flip chart paper to write answer categories on
- Flip chart markers
- Prizes for the winning group (optional)
- Buzzer for time limit (optional)

Note:

It helps to write the answer categories on a piece of flip chart paper so everyone can see (e.g. writing: A-12%, B-34%, C-42%). This will free you from having to repeat the answer categories over and over. Also, keep a running score for each team where everyone can see it adds the excitement of the game.



It is suggested that two or three people facilitate the game; one person to ask questions and keep score and the other person to take notes on the issues that are talked about (it helps to record the discussion generated by the Trivia Game for use in other discussions later in the workshop).

Before You Begin (5 minutes)

- Distribute the response cards or get teams to make their own (A,B,C,D, True, False).
- Seat the groups around the room in small circles with the flip chart and projector screen at the front of the room where everyone can see it.
- Explain that you are going to play a trivia game based on the findings from the AHS III. Show overhead #1, which explains the survey. Remind the teams that the survey was done in schools with youth between grades 7- 12 all over the province. They should try to think about what they see at school and what they and their friends think when answering the game questions. Unless specified, all questions relate to the 2003 AHS.

Now Explain the game

1. The facilitator will read out a question from the list of key questions and give the teams a minute or so to come up with an answer.
2. When the time is up, sound your buzzer (if you have one). Ask all teams to show their answer card at the same time.
3. Correct answers are awarded a point. Incorrect answers neither receive nor lose points.
4. The team with the most points wins so it is important to discuss the answers quietly as a team.
5. Let the group know if there are prizes for the winning team.

Now Play the Game! (60 minutes)

After each question and everyone has displayed their answer and points are recorded, encourage the participants to discuss the responses that they have given. Sometimes this discussion occurs naturally, sometimes you need to help it along. Allow open discussion during this time, but try to limit it after a few good ideas.

The discussion time is very important. By looking at the reasons why we believe what we believe, we identify community issues and strengths. Try to highlight and draw out any issues or strengths that the youth identify after each question. We have found that participants liked having the ability to make their comments immediately and not having to save them till the very end of the game.

Here are some strategies to engage participants in discussion:

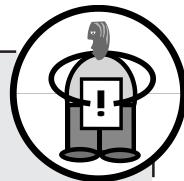
- Ask the groups if they were surprised by the answer. Does it fit with their community experience?
- Go through each group and ask them what discussion led to their response.
- If all the groups are incorrect, point out that it's clear that the correct answer is surprising to them, and ask them why that might be.
- If all the groups are correct, ask them why the answer was so obvious.
- Ask anyone if they have any personal knowledge that helped them answer correctly.
- Ask why they think the statistic has gotten better or worse.
- Compare your regional results with provincial or other regions, ask what they think the differences might be.

Final Question

To end the game on an exciting note, you can do a final jeopardy round. First tell the participants what the category is (i.e. mental health, substance use) and then get each team to wager a certain amount of their points. Record that amount. Once everyone has wagered, proceed as normal, and then award the wagered amount of points if the answer is correct, or take away the wagered amount of points if they got it wrong. For example, if a team has 5 points for the final round, they can wager a max of 5 points. If they answer the question correctly, they gain 5 points for a total of 10 points. If they answer wrong, they lose 5 points and end the game with 0 points.

Wrap Up and Discussion (10 minutes)

After the “Final AHS Trivia” round, tally the points and announce the winner, award prizes if you have them. Now show the overheads of the AHS Key Findings (Overheads 2 and 3) and discuss with the youth anything they found surprising or interesting. Revisit topics where the mid-game discussion had to be cut short.



How to Deal With Uncooperative Groups

On occasion people may challenge the results of the Adolescent Health Survey rather than their own preconceptions. Some of the findings of the AHS are more positive than some people believe.

Remind participants that:

- This information reflects the overall population of BC youth in school, results differ for specific populations (i.e. youth not in school).
- The survey results are consistent with findings in similar surveys conducted in the US and Europe.
- Students can answer honestly because they know the results are completely confidential and anonymous, and the survey is administered by public health staff.
- McCreary “cleans” the AHS data by looking for inconsistent and improbable answers (e.g. males who have had their period). Less than 1% of questionnaires have been removed from the AHS database for this reason.

More will be gained from this activity if the participants challenge their own beliefs and preconceptions, and not debate the accuracy of the survey.

AHS III Trivia Game – Key Questions

Question: In what survey did more students report driving after they had been using alcohol or drugs, 1998 or 2003?

- A: 1998 survey
- B: 2003 survey

Answer: A, 1998 survey

More students reported driving after drinking alcohol or using drugs in the 1998 survey than in the 2003 survey. (Graduated licensing came into effect between 1998 and 2003. This may have had an impact.)

Ever Driven After Alcohol or Drug Use (of licensed drivers)		
	1998	2003
Overall Provincial Rate	36%	26%
Greater Vancouver	29%	22%
Capital	39%	26%
Fraser Valley	41%	#
Interior	43%	33%
Kootenay	44%	37%
Upper Island	42%	31%
Northwest	41%	24%
Northeast	39%	30%

No information available for this area

Question: In what grade are students less likely to report feeling safe at school?

- A: Grade 8
- B: Grade 9
- C: Grade 10
- D: Grade 11

Answer: A, Grade 8

30% of grade 8 students always feel safe at school. 53% of grade 12 students always feel safe at school. Overall, 40% of students in the province always feel safe at school.

	Always Feel Safe At School	
	Grade 8s	Grade 12s
Overall Provincial Rate	30%	53%
Greater Vancouver	29%	49%
Capital	31%	58%
Fraser Valley	#	#
Interior	36%*	56%
Kootenay	32%*	58%
Upper Island	31%	56%
Northwest	35%*	58%
Northeast	30%*	46%

No information available for this area, *In these regions, Grades 8 and 9 are equally likely to feel unsafe at school.

Question: Were boys or girls more likely to have seriously considered suicide in the past year?

- A: Boys
- B: Girls

Answer: B, Girls (21%)

Girls are **more** likely than boys to have seriously considered suicide in the past year (Girls 21%, Boys 11%). The percentage of students who have seriously considered suicide has not changed over the past 11 years. Girls are more likely to think about and attempt suicide. Boys are more likely to actually die of suicide.

Seriously Considered Suicide in the Past Year		
	Boys	Girls
Overall Provincial Rate	11%	21%
Greater Vancouver	10%	20%
Capital	11%	19%
Fraser Valley	#	#
Interior	12%	22%
Kootenay	13%	25%
Upper Island	9%	19%
Northwest	9%	23%
Northeast	13%	25%

No information available for this area

Question: What percent of students volunteered in the last year?

- A: 54%
- B: 63%
- C: 81%

Answer: C, 81% of students volunteered with activities such as school activities, fund raising, helping in their community, supporting a cause or helping neighbours or relatives. (Volunteering was defined as ‘helping others without pay’.)

Volunteered in the Past Year	
Overall Provincial Rate	81%
Greater Vancouver	79%
Capital	83%
Fraser Valley	#
Interior	84%
Kootenay	84%
Upper Island	81%
Northwest	84%
Northeast	85%

No information available for this area

Question: True or False: more students were sexually active in 2003 than in 1992?
(The survey asked if students had ever had sexual intercourse. The survey did not ask specifically about anal, vaginal or oral sex).

Answer: False
24% of students reported ever having had sex in 2003 and 30% of students reported ever having had sex in 1992.

Ever Had Sexual Intercourse		
	1992	2003
Overall Provincial Rate	30%	24%
Greater Vancouver	20%	18%
Capital	38%	27%
Fraser Valley	41%	#
Interior	34%	28%
Kootenay	34%	31%
Upper Island	39%	28%
Northwest	34%	28%
Northeast	39%	30%

No information available for this area

Question: What percent of students exercise 3 or more days a week?

- A: 43%
- B: 66%
- C: 71%

Answer: C, 71% of students exercise 3 or more days a week.
(Exercise is defined as: 'Participation in physical activity or exercise for at least 20 minutes that made you sweat and breathe hard such as soccer, jogging, dancing, swimming, tennis, bicycling or similar aerobic activities'). Boys tend to be more active than girls and younger students are more active than older students.

Exercise 3 or More Days a Week	
Overall Provincial Rate	71%
Greater Vancouver	68%
Capital	76%
Fraser Valley	#
Interior	72%
Kootenay	75%
Upper Island	74%
Northwest	75%
Northeast	73%

No information available for this area

Question: True or false: more students said they had ever tried marijuana in the 2003 survey than in the 1992 survey?

Answer: True

In 1992, 25% of students had ever tried marijuana. In 2003, 37% of students said they had ever tried marijuana. However marijuana use did go down between 1998 and 2003 (40% of students said they had ever tried marijuana in 1998).

Ever Used Marijuana		1992	2003
Overall Provincial Rate		25%	37%
Greater Vancouver		16%	28%
Capital		34%	45%
Fraser Valley		29%	#
Interior		29%	45%
Kootenay		23%	50%
Upper Island		34%	46%
Northwest		29%	47%
Northeast		31%	47%

No information available for this area

Question: True or false: boys are more likely to be overweight than girls.

Answer: True, 23% of boys are overweight whereas 11% of girls are.

The survey asked students to report their height and weight. This information was used to calculate each student's Body Mass Index (a measure of body fat based on height and weight). Whether a student is underweight, normal weight or overweight for their age and gender is determined using the National Body Mass Index Standards.

Overweight Students		Boys	Girls
Overall Provincial Rate		23%	11%
Greater Vancouver		21%	9%
Capital		21%	13%
Fraser Valley		#	#
Interior		21%	12%
Kootenay		21%	14%
Upper Island		23%	13%
Northwest		27%	19%
Northeast		26%	13%

No information available for this area

Question: True or false: more students said they had tried smoking in the 2003 survey than in the 1998 survey.

Answer: False

Smoking has actually decreased from 45% in 1998 to 27% in 2003 (that's an 18% decrease in students who had tried smoking).

Ever Tried Smoking		1998	2003
Overall Provincial Rate		45%	27%
Greater Vancouver		40%	23%
Capital		48%	26%
Fraser Valley		48%	#
Interior		49%	31%
Kootenay		52%	35%
Upper Island		49%	29%
Northwest		52%	32%
Northeast		48%	35%

No information available for this area

Question: What percentage of students said that they have an adult in their family who they would feel ok talking to if they had a serious problem?

A: 34%

B: 52%

C: 78%

Answer: C, 78% of students had an adult in their family who they felt comfortable talking to if they had a serious problem. 59% of students had an adult outside their family who they would feel comfortable talking to if they had a serious problem.

Had Adult in Family They Felt Comfortable Talking To If They Had a Serious Problem			
Overall Provincial Rate		78%	
Greater Vancouver		75%	
Capital		83%	
Fraser Valley		#	
Interior		80%	
Kootenay		80%	
Upper Island		81%	
Northwest		80%	
Northeast		79%	

No information available for this area

AHS III Trivia Game – Supplementary Questions

Choose randomly from these questions to supplement the key questions. You can use as many or as few, depending on how much time you have.

Injuries

Question:

Where did most students get injured in the past year (of students who were injured)?

- A: At home or in the yard (theirs or someone else's)
- B: At a sports facility or field
- C: In the street or roadway

Answer:

B, at a sports facility or field. A third of students who were injured got injured at a sports facility or field.

Where Students Were Injured

	At home or in the yard	Sports facility or field	Street or roadway
Overall Provincial Rate	16%	33%	9%
Greater Vancouver	15%	37%	9%
Capital	15%	33%	9%
Fraser Valley	#	#	#
Interior	17%	27%	10%
Kootenay	16%	28%	11%
Upper Island	17%	32%	9%
Northwest	13%	33%	9%
Northeast	20%	32%	8%

No information available for this area

Question:

What is the most common way that students get injured?

- A: Motor vehicle accidents
- B: Fighting
- C: In recreational or sports activities

Answer:

C, in recreational or sports activities. 55% of students who were injured got injured while playing or training for a recreational activity. Only 5% injured themselves in a motor vehicle accident or by fighting.

How Students Were Injured

	Motorvehicle accidents	Fighting	Recreational or sport activities
Overall Provincial Rate	5%	5%	55%
Greater Vancouver	3%	5%	60%
Capital	2%	4%	56%
Fraser Valley	#	#	#
Interior	8%	5%	50%
Kootenay	7%	5%	51%
Upper Island	4%	5%	52%
Northwest	6%	4%	55%
Northeast	7%	6%	53%

No information available for this area

Question:

What percent of boys (with driver's licenses) drove after drinking alcohol in the past month?

- A: 5%
- B: 14%
- C: 29%

Answer:

B, 14% of boys with their driver's license drove after using alcohol in the past month. Only 10% of girls drove after using alcohol in the past month.

Drove After Using Alcohol in Past Month (of licensed drivers)		
	Boys	Girls
Overall Provincial Rate	14%	10%
Greater Vancouver	13%	8%
Capital	11%	8%
Fraser Valley	#	#
Interior	18%	13%
Kootenay	19%	15%
Upper Island	17%	8%
Northwest	14%	6%
Northeast	17%	13%
# No information available for this area		

Question:

True or False: boys are more likely than girls to ride with a driver who had been drinking alcohol?

Answer:

False, 23% of girls have ridden with a driver who had been drinking alcohol. 18% of boys had ridden in a vehicle with a drinking driver.

Rode With a Drinking Driver in the Past Month		
	Boys	Girls
Overall Provincial Rate	18%	23%
Greater Vancouver	15%	20%
Capital	16%	23%
Fraser Valley	#	#
Interior	21%	27%
Kootenay	24%	33%
Upper Island	20%	25%
Northwest	18%	23%
Northeast	20%	28%
# No information available for this area		

Question:

True or False: most students regularly wear a seatbelt?

Answer:

True, 83% of students wear a seatbelt always or most of the time.

Wear a Seatbelt Always or Most of the Time

Overall Provincial Rate	83%
Greater Vancouver	83%
Capital	84%
Fraser Valley	#
Interior	85%
Kootenay	84%
Upper Island	80%
Northwest	80%
Northeast	83%

No information available for this area

Question:

True or False: Fewer students reported wearing a bike helmet when riding in the 2003 survey than in the 1992 survey.

Answer:

False, more students reported always wearing a bike helmet in the 2003 survey than in the 1992 survey. Only 6% of students always wore a bike helmet in 1992 and in 2003, 25% of students always wore a bike helmet. (A law was passed in 1996 that said all cyclists must wear a bike helmet).

Always Wear a Bike Helmet (of cyclists)	1992	2003
Overall Provincial Rate	6%	25%
Greater Vancouver	8%	23%
Capital	10%	40%
Fraser Valley	3%	#
Interior	5%	29%
Kootenay	3%	24%
Upper Island	5%	26%
Northwest	6%	23%
Northeast	3%	28%
# No information available for this area		

Violence & Safety

Question:

What percent of students carried a weapon to school in the past month?

- A: 2%
- B: 7%
- C: 20%

Answer:

B, 7% carried a weapon to school in the past month. Knives or razors were the most commonly carried weapons.

Carried a Weapon to School in Past Month

Overall Provincial Rate	7%
Greater Vancouver	7%
Capital	8%
Fraser Valley	#
Interior	8%
Kootenay	8%
Upper Island	8%
Northwest	5%
Northeast	8%

No information available for this area

Question:

At school, where do students feel safest? In the...

- A: Classroom
- B: Washrooms
- C: Library
- D: Outside on school property

Answer:

C, Students feel safest in the library (85% always feel safe there), and 81% always feel safe in the classroom. 63% always feel safe in the washrooms and only 55% always feel safe outside on school grounds.

Always Feel Safe in...

	Classroom	Washrooms	Library	Outside
Overall Provincial Rate	81%	63%	85%	55%
Greater Vancouver	80%	60%	84%	51%
Capital	85%	67%	87%	64%
Fraser Valley	#	#	#	#
Interior	82%	67%	86%	61%
Kootenay	81%	67%	83%	59%
Upper Island	81%	65%	85%	60%
Northwest	82%	67%	86%	61%
Northeast	78%	61%	83%	53%

No information available for this area

Question:

What percent of girls report being purposely ignored or excluded by another youth at school in the past year?

- A: 15%
- B: 38%
- C: 50%

Answer

B: 38% of girls felt that they were purposely ignored or excluded by another youth at school in the past year. Only 25% of boys felt the same way.

Purposely Ignored or Excluded by Other Students at School in Past Year

	Boys	Girls
Overall Provincial Rate	25%	38%
Greater Vancouver	25%	36%
Capital	23%	36%
Fraser Valley	#	#
Interior	25%	42%
Kootenay	27%	44%
Upper Island	24%	38%
Northwest	23%	39%
Northeast	28%	42%

No information available for this area

Question:

What percent of boys were physically attacked or assaulted by another youth at school in the past year?

- A: 5%
- B: 13%
- C: 25%

Answer:

B: 13% of boys were physically attacked or assaulted by another youth at school in the past year, 6% of girls were.

Physically Attacked or Assaulted by Another Student At School in Past Year

	Boys	Girls
Overall Provincial Rate	13%	6%
Greater Vancouver	12%	5%
Capital	13%	6%
Fraser Valley	#	#
Interior	14%	7%
Kootenay	16%	7%
Upper Island	13%	6%
Northwest	13%	6%
Northeast	15%	9%

No information available for this area

Question:

True or false: males are more likely than females to have contact with a stranger on the Internet who made them feel unsafe?

Answer:

False, 23% of girls had contact with a stranger on the Internet who made them feel unsafe. Only 7% of boys felt the same way.

Had Contact With A Stranger on the Internet Who Made Them Feel Unsafe

	Boys	Girls
Overall Provincial Rate	7%	23%
Greater Vancouver	7%	21%
Capital	6%	23%
Fraser Valley	#	#
Interior	7%	27%
Kootenay	9%	26%
Upper Island	7%	24%
Northwest	7%	26%
Northeast	8%	26%

No information available for this area

Question:

What percent of girls had unwanted sexual comments, jokes or gestures made to them in the past year?

- A: 27%
- B: 40%
- C: 53%

Answer:

C: More than half of girls (53%) had been sexually harassed in the last year. Only 36% of boys had the same experience.

Sexually Harassed in Past Year

	Boys	Girls
Overall Provincial Rate	36%	53%
Greater Vancouver	35%	49%
Capital	35%	54%
Fraser Valley	#	#
Interior	35%	59%
Kootenay	39%	58%
Upper Island	35%	54%
Northwest	37%	57%
Northeast	43%	60%

No information available for this area

Question:

What percent of students ran away from home in the past year?

- A: 1%
- B: 9%
- C: 15%

Answer:

B, 9% of students ran away from home in the past year.

Ran Away From Home in Past Year

Overall Provincial Rate	9%
Greater Vancouver	7%
Capital	9%
Fraser Valley	#
Interior	10%
Kootenay	11%
Upper Island	9%
Northwest	7%
Northeast	10%

No information available for this area

Emotional Health

Question:

True or false: girls are more likely than boys to be emotionally distressed (feel anxious, extremely nervous, very stressed, sad or hopeless)?

Answer:

True: 10% of females felt emotionally distressed in the past month whereas only 6% of males did. The number of students feeling emotionally distressed increases with age.

Felt Emotionally Distressed in Past Month

	Boys	Girls
Overall Provincial Rate	6%	10%
Greater Vancouver	7%	10%
Capital	4%	10%
Fraser Valley	#	#
Interior	5%	11%
Kootenay	5%	12%
Upper Island	4%	10%
Northwest	3%	9%
Northeast	6%	11%

No information available for this area

Question:

True or False: more boys than girls have been physically abused.

Answer:

False: 18% of girls report ever being physically abused and 12% of boys report ever being physically abused.

Been Physically Abused

	Boys	Girls
Overall Provincial Rate	12%	18%
Greater Vancouver	12%	17%
Capital	11%	19%
Fraser Valley	#	#
Interior	13%	21%
Kootenay	14%	22%
Upper Island	12%	17%
Northwest	13%	19%
Northeast	15%	22%

No information available for this area

Question:

Between 1992 and 2003, did the percent of girls who reported ever being sexually abused...

A: Increase

B: Decrease

C: Stay the same

Answer:

B: Decrease. In 2003, 13% of girls reported ever being sexually abused whereas in 1992, 21% of girls reported ever being sexually abused.

Girls Who Have Been Sexually Abused

	1992	2003
Overall Provincial Rate	21%	13%
Greater Vancouver	17%	10%
Capital	25%	14%
Fraser Valley	23%	#
Interior	20%	17%
Kootenay	22%	17%
Upper Island	26%	13%
Northwest	28%	14%
Northeast	24%	16%

No information available for this area

Provincially, the percent of males sexually abused was 2% in 2003, 4% in 1992

Question:

What percent of students attempted suicide in the past year?

A: 2%

B: 7%

C: 12%

Answer:

B: 7% of students attempted suicide in the year before the survey. More girls than boys attempted suicide during the same time period (10% of girls vs. 4% of boys).

Attempted Suicide in Past Year

	Boys	Girls	Overall % of students
Overall Provincial Rate	4%	10%	7%
Greater Vancouver	4%	9%	6%
Capital	3%	7%	5%
Fraser Valley	#	#	#
Interior	3%	11%	8%
Kootenay	5%	13%	9%
Upper Island	4%	9%	6%
Northwest	2%	12%	7%
Northeast	3%	13%	8%

No information available for this area

Question:

What percent of students were discriminated against due to race or skin colour in the past year?

- A: 5%
- B: 12%
- C: 20%

Answer:

B: 12% of students felt they were discriminated against due to their race or skin colour in the past year and 20% were discriminated against because of their physical appearance in the past year.

Discriminated Against Due to Race or Skin Colour in the Past Year

Overall Provincial Rate	12%
Greater Vancouver	15%
Capital	9%
Fraser Valley	#
Interior	8%
Kootenay	6%
Upper Island	9%
Northwest	12%
Northeast	11%

No information available for this area

Community & Leisure
Question:

What percent of students gambled in the past year? (Gambling includes playing cards or bingo for money; betting money on sport pools, gambling machines or at a casino; or buying lottery tickets).

- A: 25%
- B: 40%
- C: 51%

Answer:

C: 51% gambled at least once in the past year.

Gambled in Past Year

Overall Provincial Rate	51%
Greater Vancouver	48%
Capital	55%
Fraser Valley	#
Interior	51%
Kootenay	54%
Upper Island	55%
Northwest	52%
Northeast	53%

No information available for this area

Question:

What are students most likely to worry ‘a lot’ about?

- A: A parent dying
- B: Drinking or drug use by someone at home
- C: Violence at home
- D: Not having someone to take care of them

Answer:

A: More students worry about a parent dying.

Worry ‘A Lot’ About...

	Parent dying	Drinking or drug use by someone at home	Violence at home	Not having someone to take care of them
Overall Provincial Rate	13%	7%	5%	6%
Greater Vancouver	14%	7%	6%	7%
Capital	10%	5%	3%	4%
Fraser Valley	#	#	#	#
Interior	13%	7%	4%	5%
Kootenay	13%	6%	5%	5%
Upper Island	13%	7%	4%	5%
Northwest	15%	8%	6%	5%
Northeast	14%	8%	4%	6%

No information available for this area

Question:

What percent of students watch 4 or more hours of TV on an average school day?

- A: 5%
- B: 18%
- C: 25%

Answer:

B: 18% of students watch 4 or more hours of TV on an average school day.

Watched 4 or More Hours of TV On School Days

Overall Provincial Rate	18%
Greater Vancouver	19%
Capital	16%
Fraser Valley	#
Interior	16%
Kootenay	18%
Upper Island	18%
Northwest	17%
Northeast	20%

No information available for this area

Question:

More than 80% of students thought their friends would be upset with them if they:

- A: Beat someone up
- B: Used marijuana
- C: Dropped out of school
- D: Got pregnant or got someone else pregnant

Answer:

C: 82% felt their friends would be upset with them if they dropped out of school.

Regional Information

	Beat someone up	Used marijuana	Dropped out of school	Got pregnant or got someone pregnant
Overall Provincial Rate	47%	48%	82%	72%
Greater Vancouver	51%	54%	81%	71%
Capital	54%	39%	84%	71%
Fraser Valley	#	#	#	#
Interior	44%	44%	84%	71%
Kootenay	37%	39%	81%	71%
Upper Island	42%	41%	83%	71%
Northwest	41%	42%	81%	70%
Northeast	40%	41%	82%	73%

No information available for this area

Question:

True or false: most students use a computer for games, email, chatting or surfing the Internet for less than an hour a day.

Answer:

False: The majority use their computers for recreation purposes for more than an hour a day.

Used Computer for Recreational Purposes for Less Than One Hour on School Days

Overall Provincial Rate	32%
Greater Vancouver	27%
Capital	36%
Fraser Valley	#
Interior	37%
Kootenay	38%
Upper Island	35%
Northwest	34%
Northeast	39%

No information available for this area

Healthy Youth Development**Question:**

True or False: girls are more likely than boys to participate in an organised extracurricular activity.

Answer:

True: 76% of girls participated in at least one organised extracurricular activity each week whereas 68% of boys did.

Participates in Extracurricular Activities Weekly

	Boys	Girls
Overall Provincial Rate	68%	76%
Greater Vancouver	66%	75%
Capital	71%	82%
Fraser Valley	#	#
Interior	69%	76%
Kootenay	68%	77%
Upper Island	68%	77%
Northwest	69%	78%
Northeast	71%	74%

No information available for this area

Question:

What percent of students had a parent in the room when they ate dinner on 4 or 5 school days a week?

A: 51%

B: 61%

C: 71%

Answer

C: 71% had a parent in the room when they ate their evening meal on 4 or 5 school days a week.

Had Parent in Room When Ate Evening Meal on 4 or 5 School Days

Overall Provincial Rate	71%
Greater Vancouver	71%
Capital	71%
Fraser Valley	#
Interior	70%
Kootenay	70%
Upper Island	70%
Northwest	70%
Northeast	71%

No information available for this area

Question:

True or false: more boys don't like school than girls.

Answer:

True: 24% of boys don't like school, but only 17% of girls don't like school.

Don't Like School	Boys	Girls
Overall Provincial Rate	24%	17%
Greater Vancouver	21%	17%
Capital	27%	18%
Fraser Valley	#	#
Interior	28%	19%
Kootenay	28%	20%
Upper Island	30%	19%
Northwest	27%	17%
Northeast	27%	18%
# No information available for this area		

Question:

What percent of students plan to graduate from a college, university or trade school?

- A: 25%
- B: 50%
- C: 75%

Answer:

C: 75% of students plan to graduate from a university, college or trade school.

Plan to Graduate From a University, College, or Trade School	
Overall Provincial Rate	
75%	
Greater Vancouver	
78%	
Capital	
71%	
Fraser Valley	
#	
Interior	
71%	
Kootenay	
69%	
Upper Island	
71%	
Northwest	
73%	
Northeast	
73%	
# No information available for this area	

Question:

In the past month, what percent of students never skipped a full day of school?

- A: 66%
- B: 75%
- C: 90%

Answer:

A: 66% of students never skipped a full day of school (because they cut classes) in the past month.

Never Skipped Full Day of School in Past Month

Overall Provincial Rate	66%
Greater Vancouver	67%
Capital	66%
Fraser Valley	#
Interior	66%
Kootenay	62%
Upper Island	66%
Northwest	67%
Northeast	66%
# No information available for this area	

Sexual Behaviour

Question:

What percent of sexually active students used drugs or alcohol before they had sex the last time?

- A: 5%
- B: 15%
- C: 29%

Answer:

C: 29% of sexually active students used drugs or alcohol before they had sex the last time.

Used Drugs or Alcohol Last Time Had Sex (of sexually active students)

Overall Provincial Rate	29%
Greater Vancouver	27%
Capital	26%
Fraser Valley	#
Interior	33%
Kootenay	33%
Upper Island	29%
Northwest	32%
Northeast	29%

No information available for this area

Question:

Did more sexually active students say they'd used a condom the last time they had sex in the 1998 survey or 2003 survey?

- A: 1998
- B: 2003

Answer:

B, in the 2003 survey, 68% of sexually active students said they'd used a condom the last time they had sex. In the 1998 survey only 58% did.

Used a Condom Last Time Had Sex (of sexually active students)

	1998	2003
Overall Provincial Rate	58%	68%
Greater Vancouver	58%	67%
Capital	61%	65%
Fraser Valley	51%	#
Interior	56%	66%
Kootenay	60%	69%
Upper Island	57%	69%
Northwest	57%	72%
Northeast	59%	70%

No information available for this area

Question:

What percent of sexually active students used a condom the last time they had sex?

- A: 20%
- B: 47%
- C: 68%

Answer:

C: 68% of sexually active students used a condom the last time they had sex.

Used Condom Last Time Had Sex (of sexually active students)

Overall Provincial Rate	68%
Greater Vancouver	67%
Capital	65%
Fraser Valley	#
Interior	66%
Kootenay	69%
Upper Island	69%
Northwest	72%
Northeast	70%

No information available for this area

Question:

What percent of sexually active students did not use any birth control the last time they had sex?

- A: 24%
- B: 34%
- C: 44%

Answer:

A: 24% of sexually active students used no method or withdrawal as birth control the last time they had sex.

No Birth Control Used the Last Time Had Sex (of sexually active students)

Overall Provincial Rate	24%
Greater Vancouver	25%
Capital	21%
Fraser Valley	#
Interior	23%
Kootenay	24%
Upper Island	20%
Northwest	27%
Northeast	25%

No information available for this area

Substance Use

Question:

What percent of students ever had a drink of alcohol?

- A: 33%
- B: 57%
- C: 65%

Answer:

B: 57% of students had tried alcohol. 65% of students said they had ever tried alcohol in the 1992 survey.

Ever Tried Alcohol	1992	2003
Overall Provincial Rate	65%	57%
Greater Vancouver	51%	49%
Capital	74%	63%
Fraser Valley	69%	#
Interior	77%	65%
Kootenay	77%	71%
Upper Island	75%	66%
Northwest	68%	69%
Northeast	73%	67%

No information available for this area

Question:

True or False, students are waiting longer to try alcohol.

Answer:

True: in 1992 49% of students had tried alcohol at the age of the 13 whereas in 2003, only 33% of 13 year olds had ever tried alcohol.

Ever Tried Alcohol (of 13 year olds)	1992	2003
Overall Provincial Rate	49%	33%
Greater Vancouver	39%	25%
Capital	57%	33%
Fraser Valley	50%	#
Interior	57%	39%
Kootenay	60%	44%
Upper Island	55%	39%
Northwest	51%	41%
Northeast	57%	45%

No information available for this area

Question:

What percent of students who drink alcohol binge drank in the past month? (Binge drinking is defined as '5 or more drinks in a row in a couple of hours)

- A: 25%
- B: 45%
- C: 60%

Answer:

A: 45% of students who drink alcohol had binge drank in the past month.

Binge Drinking in Past Month (of students who drink alcohol)

Overall Provincial Rate	45%
Greater Vancouver	39%
Capital	46%
Fraser Valley	48%
Interior	#
Kootenay	53%
Upper Island	49%
Northwest	50%
Northeast	50%

No information available for this area

Question:

What percent of students are current or regular smokers?

- A: 7%
- B: 20%
- C: 33%

Answer:

A: 7% are current or regular smokers, which is down from the 15% of students who were current or regular smokers in 1998.

Current or Regular Smokers	1998	2003
Overall Provincial Rate	15%	7%
Greater Vancouver	12%	6%
Capital	15%	6%
Fraser Valley	17%	#
Interior	18%	9%
Kootenay	17%	10%
Upper Island	17%	7%
Northwest	23%	7%
Northeast	17%	8%

No information available for this area

Question:

Not including marijuana, what was the most popular illegal drug used by students?

- A: Hallucinogens (e.g. ecstasy, acid)
- B: Amphetamines (e.g. crystal meth)
- C: Mushrooms
- D: Prescription pills without a doctor's consent

Answer:

C: Mushrooms, 13% of students had tried mushrooms, 9% of students had used prescription pills without a doctor's consent, 7% had used hallucinogens and 4% had used amphetamines (for other drug use see report).

Ever Used Illegal Drugs

	Hallucino-gens	Amphet-amines	Mush-rooms	Prescription pills
Overall Provincial Rate	7%	4%	13%	9%
Greater Vancouver	6%	3%	9%	8
Capital	10%	4%	15%	9
Fraser Valley	#	#	#	#
Interior	8%	5%	17%	11%
Kootenay	9%	5%	22%	10%
Upper Island	7%	3%	14%	9%
Northwest	6%	4%	13%	9%
Northeast	7%	6%	17%	11%

No information available for this area

Question:

What percent of students used marijuana in the past month?

- A: 15%
- B: 21%
- C: 33%

Answer:

B: 21% of students had used marijuana in the past month

Used Marijuana in Past Month

Overall Provincial Rate	21%
Greater Vancouver	16%
Capital	27%
Fraser Valley	#
Interior	26%
Kootenay	30%
Upper Island	26%
Northwest	23%
Northeast	26%

No information available for this area

Question:

What percent of students are exposed to tobacco smoke in their home every day or nearly every day?

- A: 5%
- B: 13%
- C: 25%

Answer:

A: 13% are exposed to tobacco smoke in their home every day or nearly every day.

Exposed to Tobacco Smoke in Home Every Day or Nearly Every Day

Overall Provincial Rate	13%
Greater Vancouver	9%
Capital	11%
Fraser Valley	#
Interior	16%
Kootenay	19%
Upper Island	17%
Northwest	16%
Northeast	21%

No information available for this area

Question:

What percentage of students had something bad happen in their life because of using alcohol or drugs in the past year? (Examples of bad or negative consequences are: arguing with family members, passing out, getting poor marks, fighting etc.).

- A: 10%
- B: 25%
- C: 33%

Answer:

B: 25% experienced one or more negative consequences as a result of using drugs or alcohol in the past year.

Had a Negative Consequence to Drug or Alcohol Use in Past Year

Overall Provincial Rate	25%
Greater Vancouver	20%
Capital	28%
Fraser Valley	#
Interior	31%
Kootenay	35%
Upper Island	31%
Northwest	28%
Northeast	32%

No information available for this area

Physical Health

Question:

What percent of girls with a healthy weight are trying to lose weight?

- A: 26%
- B: 41%
- C: 52%

Answer:

C: 52% of girls with a healthy weight are trying to lose weight and 13% of boys with a healthy weight are trying to lose weight.

Students With Healthy Weight Trying to Lose Weight		
	Boys	Girls
Overall Provincial Rate	13%	52%
Greater Vancouver	14%	53%
Capital	9%	45%
Fraser Valley	#	#
Interior	11%	52%
Kootenay	11%	53%
Upper Island	11%	48%
Northwest	11%	53%
Northeast	13%	51%

No information available for this area

Question:

What percent of students always eat breakfast on school days?

- A: 25%
- B: 50%
- C: 75%

Answer:

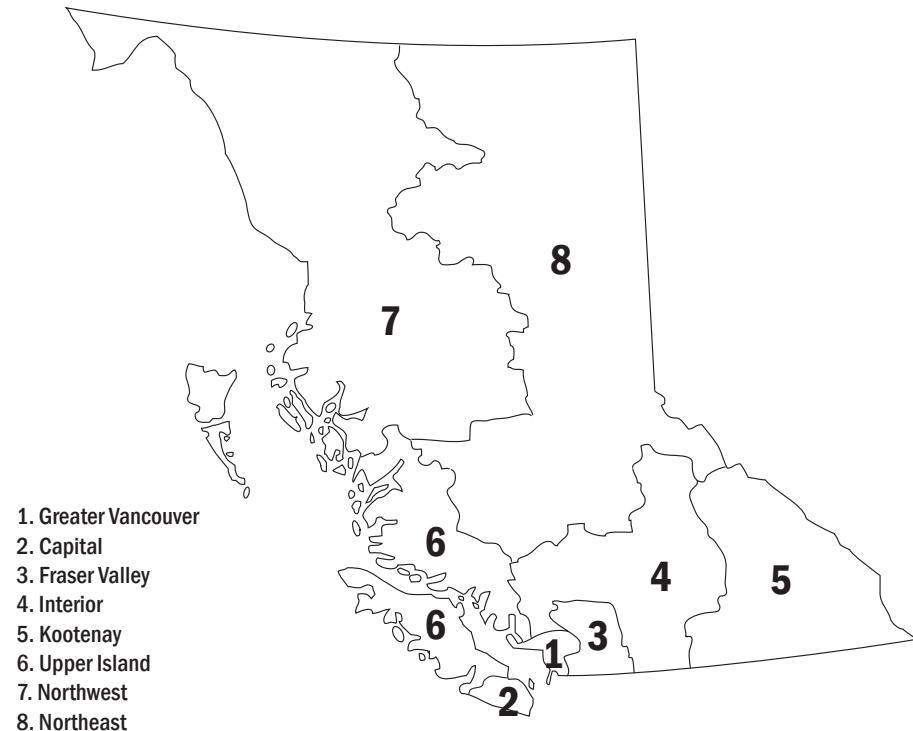
B: 50% of students always eat breakfast on school days. Boys (54%) are more likely than girls (45%) to always eat breakfast on school days.

Always Eat Breakfast on School Days			
	Girls	Boys	Overall % of students
Overall Provincial Rate	45%	54%	50%
Greater Vancouver	47%	52%	50%
Capital	46%	59%	52%
Fraser Valley	#	#	#
Interior	45%	59%	52%
Kootenay	42%	55%	48%
Upper Island	43%	55%	49%
Northwest	46%	56%	51%
Northeast	42%	55%	48%

No information available for this area

AHS III Trivia Game – Map of Regions

Defining Regions



The 1992 AHS drew a sample of students from each of eight geographic regions: Greater Vancouver, Capital, Fraser Valley, Interior, Kootenay, Upper Island, Northwest and Northeast. This allowed reporting of survey results for separate areas of the province. In the 2003 report, the same eight regions (with a few minor realignments) are used to report some AHS III survey results, enabling tracking of trends since the 1992 survey.

Note: 2003 AHS regional reports are available for the Ministry of Health Services' Health Service Delivery Areas.

Regions and School Districts

1. Greater Vancouver

- Langley #35^a
- Surrey #36
- Delta #37
- Richmond #38
- Vancouver #39
- New Westminster #40
- Burnaby #41
- Maple Ridge #42^a
- Coquitlam #43
- North Vancouver #44
- West Vancouver #45

2. Capital

- Greater Victoria #61
- Sooke #62
- Saanich #63
- Gulf Islands #64

3. Fraser Valley

- Chilliwack #33
- Abbotsford #34
- Mission #75
- Fraser-Cascade #78
- Revelstoke #19^b
- Vernon #22
- Central Okanagan #23
- Okanagan Similkameen #53
- Nicola-Similkameen #58
- Okanagan Skaha #67
- Kamloops/Thompson #73
- Gold Trail #74
- N. Okanagan-Shuswap #83

5. Kootenay

- Southeast Kootenay #5
- Rocky Mountain #6
- Kootenay Lake #8
- Arrow Lakes #10
- Kootenay-Columbia #20
- Boundary #51

6. Upper Island

- Sunshine Coast #46
- Powell River #47
- Howe Sound #48^c
- Central Coast #49
- Nanaimo-Ladysmith #68
- Qualicum #69
- Alberni #70
- Comox Valley #71
- Campbell River #72
- Cowichan Valley #79
- Vancouver Island West #84
- Vancouver Island North #85

7. Northwest

- Haida Gwaii/Queen Charlotte #50
- Prince Rupert #52
- Bulkley Valley #54
- Coast Mountains #82
- Stikine #87
- Nisga'a #92

8. Northeast

- Cariboo-Chilcotin #27
- Quesnel #28
- Prince George #57
- Peace River South #59
- Peace River North #60
- Fort Nelson #81
- Nechako Lakes #91^d

^a Reassigned from Fraser Valley in 1992 to Greater Vancouver for the 1998 survey.

^b Reassigned from Kootenay in 1992 to the Interior for the 1998 survey.

^c Reassigned from Interior in 1992 to the Upper Island for the 1998 survey.

^d Reassigned from Northwest in 1992 to the Northeast for the 1998 survey.

Adolescent Health Survey III

Key features

- AHS I was conducted in 1992
- AHS II was conducted in 1998
- AHS III was conducted in 2003

AHS III Sample

- More than 30,500 students in grades 7-12 completed a questionnaire
- 45 BC school districts participated (14 school districts did not participate)

AHS III Questionnaire

- 140 questions on physical and emotional health, risk behaviours and protective factors
- Pencil and paper survey took 30-60 minutes to complete
- Surveys were administered by public health nurses
- Participation was voluntary, anonymous and confidential

AHS III Key Findings

Top marks

- Most BC teens report having good or excellent physical health
- Youth are waiting longer to begin having sex
- Smoking declined significantly in all age groups
- Fewer youth are using alcohol and drugs
- Fewer licensed drivers are drinking and driving
- Physical and sexual abuse has declined, especially for girls

AHS III Key Findings

Room for Improvement

- More youth are overweight and obese
- Many girls had contact with a stranger on the Internet who made them feel unsafe
- Many youth consider or attempt suicide
- Heavy marijuana and alcohol use have not declined
- Many students continue to face harassment and discrimination
- More than half of students gambled in the last year
- Many girls who are a healthy weight think they are overweight
- Less than half of youth always feel safe at school

Rock Bucket Activity

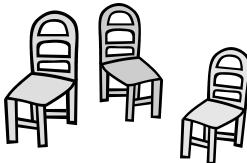
This exercise uses a bucket and rocks to indicate the nature of risk and protective factors. It demonstrates, very visually, two things: the “risk factors” that can contribute to negative health outcomes are *cumulative*; and “protective factors” are critically valuable in reducing risk and promoting resiliency or healthy development.



Supplies:

For this exercise you will need:

- Markers, paper, tape and elastic bands
- A dozen or so rocks (not too big that they can't be put in the plastic bin and carried by someone, roughly grapefruit size works well)
- A plastic bin (big enough for the rocks, but not so big that it cannot be carried).
- The attached form of risk and protective factors.



Set-Up:

Cut out the risk factors and put a number 1-10 on the back. Use elastic bands (or tape) to fasten these pieces of paper to the rocks, with the number visible. Set up the room by placing the rocks under chairs around the room.

If you have large rocks you may need to use fewer risk factors and if your rocks are smaller, you may have to use more.

We found that the group enjoyed the interactive nature of this exercise, with participants laughing and joking as the rocks were located and the risk factors read out. However, as the rocks piled up in the bin, the person was obviously struggling to carry the weight and the metaphor became obvious. We found that the entire group became very solemn. Impromptu, one audience member came forward to help hold the bin which led very nicely into a discussion on protective factors.

You will also need to tape or place slips of paper, each with a number and a protective factor, under or on the back of chairs around the room.

You will want to have at least 20 minutes for this exercise, including the discussions.

Instructions:

Introduce the activity by explaining that you are going to be looking more closely at the presence of risk in our lives, and how various factors can protect against negative outcomes (acknowledge that some risk taking is a necessary part of growth).

- 1) Show the empty bin and ask for a volunteer who feels strong enough to carry the bin when it is full. Have your volunteer stand in the middle of the group, or in front of the audience, holding the bin.
- 2) Call out a number. Have the audience look under their seats and ask the person with the rock with that number on it to stand up with the rock. Ask this participant to bring the rock to the person with the bin, read the risk factor aloud, and place the rock in the bin. Repeat this process for the remaining risk factor rocks.
- 3) Facilitate a discussion at this point about the cumulative effects of these risk factors on the carrier. **Use discussion questions** such as “what is happening?”



Ask how risk factors can affect someone, for example: “If a person is shuffled from group home to group home, how may that affect their overall health?” “If a person feels misunderstood at home and isolated at school, how may that affect their health?” “If a person faces harassment based on their culture, race, gender, ability, or sexual orientation, how may that affect their health?”

Also discuss why a risk factor could negatively impact both individual health and the community as a whole.

Ask the group what they think would lighten the carrier’s load? What are some of the things that might contribute to overcoming risks and remaining healthy? Then lead into the next part of the exercise.

- 4) Explain that you will call out numbers again, only this time for protective factors and the person with that number under her/his chair will come

forward, read out the “protective factor” and remove a rock from the bin, BUT will leave the risk factor paper in the bin. Repeat for all the protective factors as before.

- 5) Ask the group again what they saw happening. Point out that protective factors took away the weight of the risk factor that was holding down the volunteer with the bin. Use this metaphor to facilitate a discussion about protective factors.

Use discussion questions such as:

“Can anyone explain what we just saw?”

“Why do some people with many risk factors seem to maintain healthy lives?”

“What was the difference between the risk factors and the protective factors?” (not all youth experience the same risks, but all youth need to have protective factors in their lives)

There are many possible risk and protective factors, here are a few.

Examples of Risk Factors

- Drug, alcohol or solvent abuse
- Poverty
- Self-harming attitudes, values or beliefs
- Homelessness
- Presence of neighbourhood crime
- Early and repeated anti-social behaviour
- Lack of role models
- Lack of services (social, recreational, cultural, etc.)
- Unemployment/underemployment
- Family stress
- Mental or physical illness
- Low literacy
- Transition from institutional/government care (hospital, foster care, corrections etc.)
- Family violence
- Driving too fast
- Having sex before you are ready
- Binge drinking

Examples of Protective Factors

- Feels hopeful about the future
- Has conflict resolution or anger management skills
- Good mental or physical health
- Positive self-esteem
- Success at school
- Feeling safe at school
- Having adults in your life who care about you
- Eating dinner with your family
- Volunteering in the community
- Being involved in healthy recreational activities
- Having opportunities to create (theatre, dance, music, visual arts)
- Parental supervision
- Healthy prenatal and early childhood development
- Problem-solving skills
- Supportive peer group/friends
- Availability of services (social, recreational, cultural, etc.)
- Positive adult role models
- Feeling respected by teachers

Thanks to Asja Major at the National Crime Prevention Strategy’s Vancouver office for suggesting this exercise.

Risk and Protective Factors for Rock Bucket Activity

Cut out each square, write a number on the back and attach to each rock (risk) and chair (protective), number facing out. You can use the risk/protective factors provided or choose your own.

Possible Risk Factors

Used Marijuana 3 or more times in the last month	Binge drank in the last month (Had 5 or more drinks within a couple of hours)	Family struggles to pay for basic necessities (food, shelter, clothing, health services)	Does not have a stable home, but couch-surfs at different places
Has suffered abuse or witnessed family violence	Doesn't always wear a seatbelt when in a motor-vehicle	Had sex before he/she felt ready	Gets involved in physical fights
Lacks positive role models	Drives after drinking alcohol	Does not feel safe or accepted at school	Does not feel that adults care about him/her
Doesn't feel hopeful about the future	Has considered attempting suicide	Has moved many times	Often skips school

Possible Protective Factors

Plans to continue his/ her education beyond high school	Volunteers his/ her free time to assist others in the community	Participates in activities that celebrate his/ her culture	Has relationships with healthy adult role models
Participates in healthy recreational activities (sports, theatre, dance)	Usually eats dinner with his/ her family	Has caring adults in his/ her life	Belongs to a community group or club
Can identify something he/she is good at	Feels respected by teachers	Feels safe at school	Has a healthy diet
Feels successful at school	Feels comfortable with his/ her body	Has a supportive group of friends	Has skills in anger management & conflict resolution

Community Mapping Activity: Facilitator Guide



What is Community Mapping?

Community Mapping is a tool for engaging and connecting community members.

Unlike maps produced by “experts”, community maps tell stories. They allow a community to describe itself from its own perspective. Community mapping is an exciting tool for empowerment and for giving voice to people whose opinions are seldom heard or acknowledged.

Objectives of the Next Steps

Community Mapping Activity

- To involve youth in discussing and documenting the strengths or assets in their community. Assets are people and places in the community that promote young peoples’ healthy development.
- To have youth create maps that provide young peoples’ perspective on the community’s assets that are available and helpful to young people.
- To create maps that can be shared with adults in the community.

Preparing for the Community Mapping Activity

Supply List:

- A piece of poster board or a base map for each small group
- Copies of map symbols so every small group has several sheets of symbols
- Several sheets of the story bubbles for each small group
- Coloured felt pens, crayons or pencil crayons

- Scissors, and glue or tape for each small group

Poster Board or Base Maps?

Depending on the time and resources you have available, you can have the youth draw maps on pieces of blank poster board (Option #1) or you can prepare a base map of your community (Option #2).

Option One: Poster Board

Give each small group a large piece of poster board. Leave it up to the youths’ imagination to decide how to create their community map. They may choose to draw a geographic map of their community on the poster board or they may approach the activity in another way.

Option Two: Create a Base Map of Your Community

Find a large map of your community. For most municipalities, maps can be obtained from the municipal office. In rural communities, getting maps may prove to be more challenging. If you can’t find a map, try and draw one on your own, keeping your scale as accurate as possible.

Decide exactly what area you’re interested in mapping and only include this on your base map. For example, if the workshop is for youth from the Grandview-Woodlands area of Vancouver, use a base map that only includes this neighbourhood.

The best type of map to use for this activity is one that is relatively ‘clutter-free’ and includes only very basic things like main streets/avenues and their names. If all you have to work with is a highly detailed and busy map, you can create your own base

map by using a thin semi-transparent paper called vellum and black flex tape. Place the vellum paper over the map and use the flex tape to create the streets and avenues. We recommend using flex tape rather than drawing roads onto the vellum paper because ink smudges easily on the paper's waxy surface. Flex tape is very bendable black tape that can be used to create the streets/avenues/highways and comes in many different widths; thicker flex tape can be used for highways and skinnier tape for side roads.

Additional things that you can include on the map are the map's name or title and a symbol indicating direction (North).

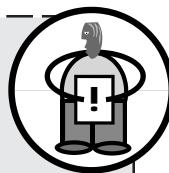
Once you've created your base map, photocopy it onto regular paper and try to enlarge it (to about 3 feet by 4 feet). We recommend using oversized base maps because they give youth more space to work with and they also are better for display purposes.

Make enough copies of the base map for each small group.

Note: If you are going to display your maps or keep them for a long period of time, we recommend photocopying or laminating them so they will last longer. Colour photocopying is much more expensive than black and white; decide what you can afford in advance. If you plan to photocopy maps in black and white, provide youth with black markers only. If you can afford colour copying, then provide youth with a variety of coloured markers.

Note: Feel free to alter the mapping activity to fit with your community's needs. Examples of alternate mapping activities may include:

- Map resources for youth in the community and comment on the "youth-friendliness" of each resource.
- Pretend you are an alien and have the power to change the community... What one thing would you add to your community? What one thing would you remove from your community? What one thing would you leave in your community?



Facilitating the Community Mapping Activity

Include the following points in your introduction to the activity:

- Purpose is to map the strengths of your community such as positive aspects, people and places for youth in the community
- Encourage youth to map based on their own personal experiences.
- The Instruction Sheet for Participants (page 65) includes a number of people and places to map (fun places, places where youth learn, etc.). Groups can choose to map as few or as many of these categories as they wish. If they want, they can create a new category as long as it fits with the overall theme of mapping the community's strengths.
- The group will need to choose a particular symbol to represent each category of places, people or things being mapped. For example, a happy face might be used to represent "safe places". The map should include a legend that lists what each symbol represents.
- The group maps by gluing or taping symbols to the map. For example, if school is a place that youth feel safe, then glue the symbol for safe places (e.g. a happy face) in the location of the school. Also include a story bubble that explains why school is a safe place. Some places may have more than one attribute.
- Have the sample map available to show participants if necessary (page 84).
- If you hope to present or display the maps, let the youth know this and encourage them to add their own creative touches by adding drawings etc.

Community Mapping Activity:

Instructions for Participants

In your small groups, use the symbols provided to create a map that shows...

- Places in my community where I have **Fun** or enjoy myself
- Places in my community where I go to **Learn** or gain new skills
- Places in my community where I **Contribute** by helping others or volunteering
- Places in my community where I **Feel Safe** and feel like I belong
- Places in my community that **Welcome Young People or Treat Young People with Respect**
- My **Favourite Place** in the community
- People, places or things in my community that **Help or Support Me**

Choose a separate symbol to represent each category that you are mapping – for example a happy face could be used for “safe places”. A star could be used for “fun places”. Feel free to map as many or as few of the categories listed above as you want. Also map any other places/people that you think make your community a good place for youth to live.

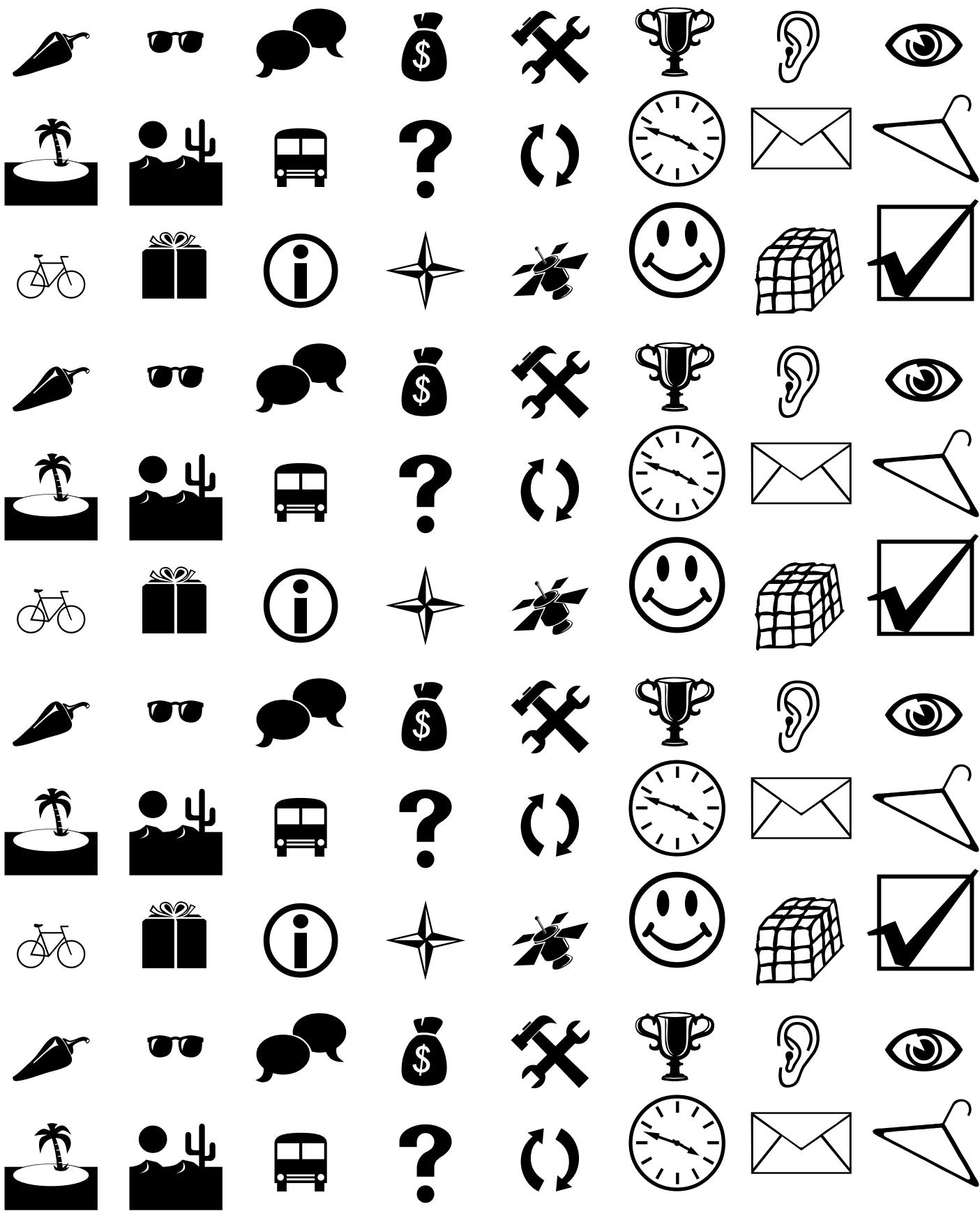
Include a legend on your map that lists the symbols that you have selected and what they represent.

Add a story bubble to go along with each symbol that says what the place is and why you chose this place (for example – The swimming pool is fun because they have late night swimming for teens on Friday nights. ... Julie's favourite place is the hill above the school because it is a peaceful place to hang out with friends).

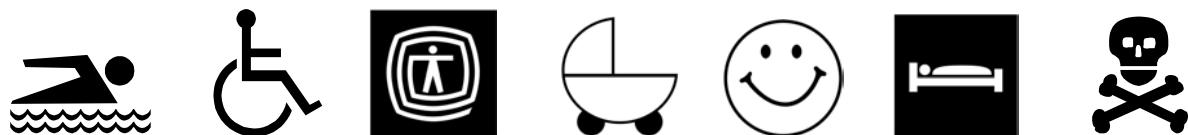
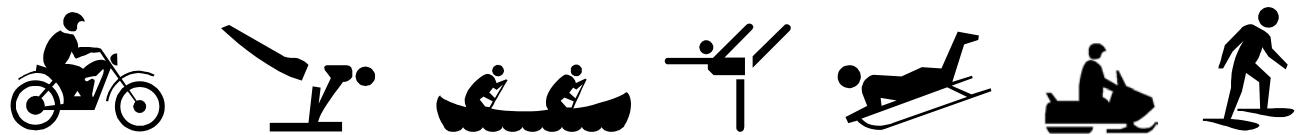
Don't forget to include on your map:

- A title
- The names of the people who produced the map

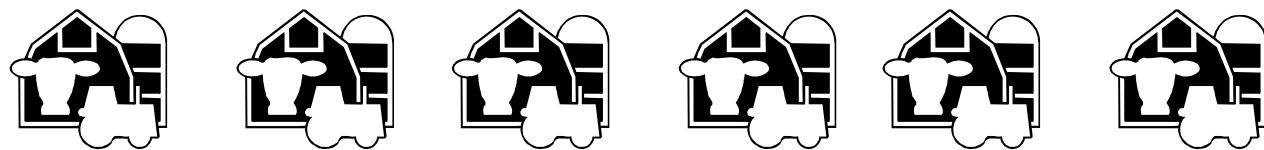
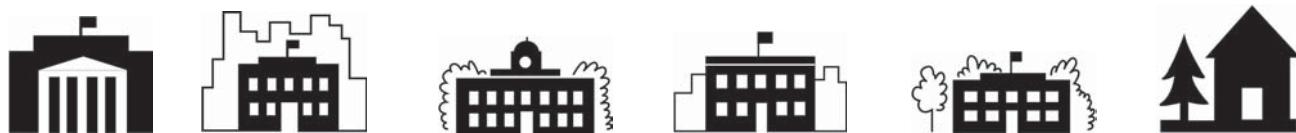
Community Mapping: Map Symbols



Community Mapping: Map Symbols

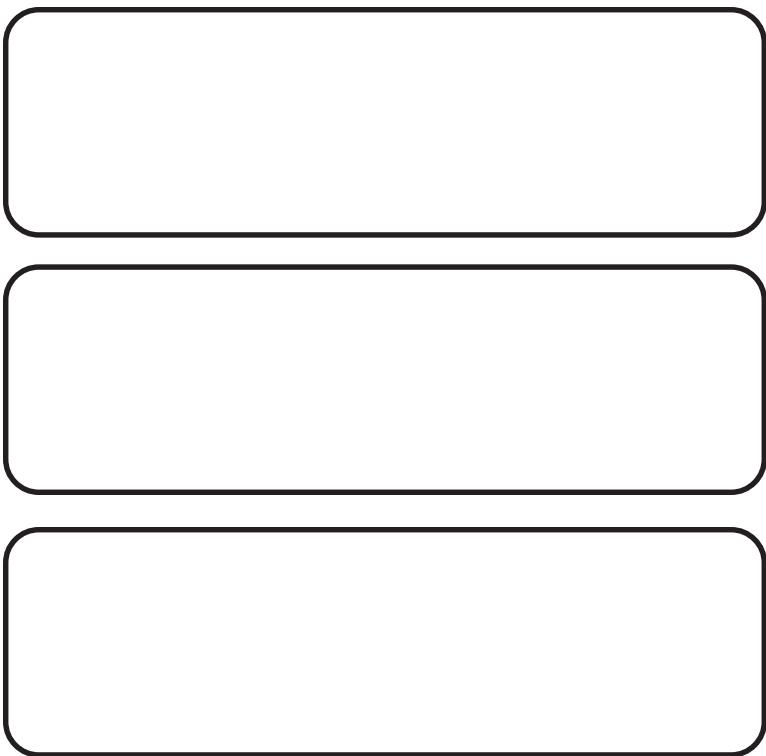
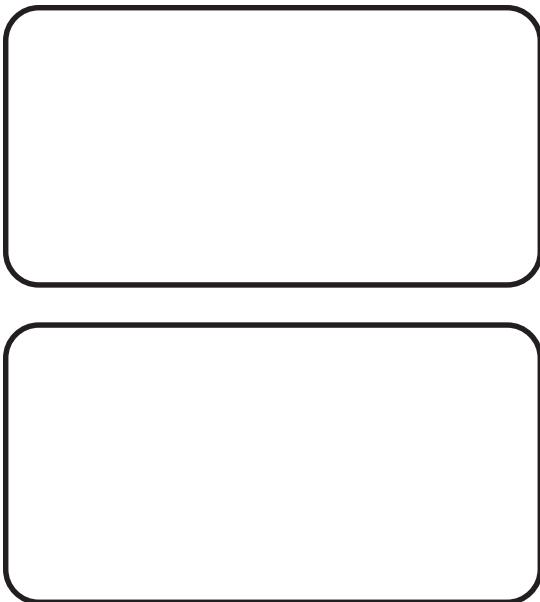
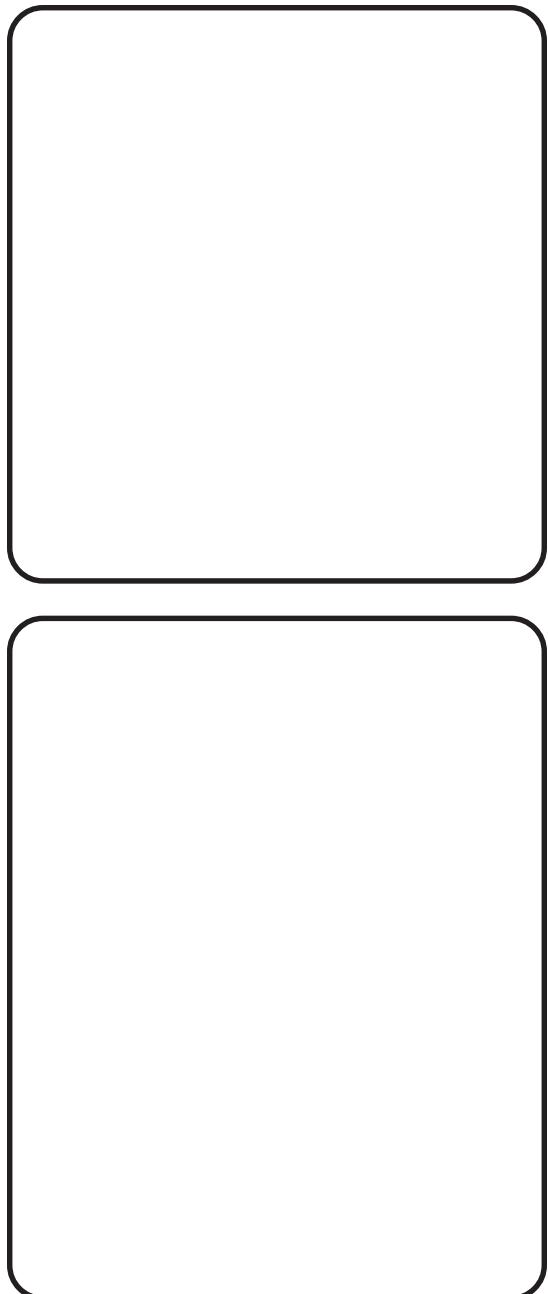


Community Mapping: Map Symbols



Community Mapping Activity:

Story Bubbles



Getting Creative

This activity is to encourage creative thinking and creative ideas when it comes to planning projects. A little creativity can go a long way. And yes, we are aware of the irony of having a form on creativity.

1

Choose for your group one of the following professions

- | | |
|----------------------------|---------------------------------|
| A Photographer | A Hobbit |
| A Stuntperson | A Musician |
| A Teacher | The Richest Person in the World |
| A Professional Rodeo Clown | An Investigative Reporter |
| A Computer Games Designer | Other? |

2

Now, choose one of the issues that was identified in the first workshop. Think about how your profession's skills could lead to a creative solution to the issue.

Start by considering:

- What special skills, traits and attributes would you have?
- What unusual situations do you cope with?
- In what circumstances are your skills needed?

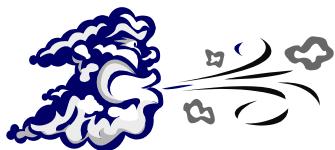
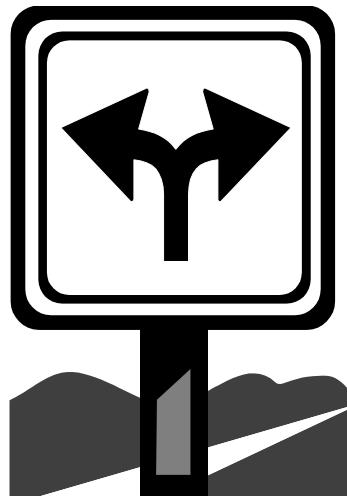
3

On your flip chart paper brainstorm out-of-the-box project ideas to address the issue, or creative variations of previously identified projects. If you want to you can brainstorm ideas for more than one issue identified at the first workshop.

Optional Games

You can use these games as replacements for the ones we have in the agenda if you think that your group will not enjoy them for whatever reason. Make sure that you substitute games from the proper category.

Ice Breaker Games



Centre of Attention

Gather participants in a large circle. The facilitator calls out a command, i.e. "I welcome everyone who has been to Egypt." Everyone who has been to Egypt steps forward and forms an inner circle. The leader then instructs the inner circle to do the chicken dance while the outer circle hums the chicken dance song. When the inner group completes the task, they rejoin the large circle and the leader calls out another command. The activity is then repeated.

Additional Comments may include:

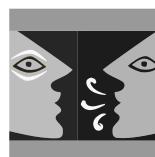
- Have had tonsils removed
- Favourite colour is blue
- Dislikes mustard
- Is Wearing Socks

The West Wind Blows

Have the participants sit in a large circle, with the facilitator standing in the middle. The facilitator says, "The west wind blows for anyone who _____", (e.g. has a tatoo, likes to dance, etc.). Then everyone who meets the description must stand up and try to find another empty chair somewhere in the circle. They are not allowed to choose the chair immediately next to themselves. The facilitator will also try to sit down in a chair that someone vacated. After everyone has settled into chairs, someone will be left standing. Its now their turn to say, "The west wind blows for _____".

Communication Challenge

Give everyone a number. They have to arrange themselves in numerical order by communicating with each other without speaking or holding up fingers. They make up their own sub-language or sign-language and it often is pretty amusing. For Round Two, have people arrange themselves in order of birth or in calendar months.



What's on Your Mind? (10 minutes)

Sometimes it is helpful to validate that participants come to a workshop with a lot already on their minds. Acknowledging some of the things affecting a person's ability or willingness to participate can create a good foundation for your group to move forward together.



Give everyone a sheet of paper with an outline of a brain on it (a copy is provided in this section) and provide some pens or coloured felts. Give participants a minute or so to write down or draw everything that is on their mind right now (worries, good things, distractions).

Next, go around the circle and have each person share one thing that is on their mind. After everyone has had a chance to share, have participants crumple up their paper and toss them into a bag or box, telling them that it signifies a willingness to temporarily put distractions aside and to be fully present for your time together.

Energizer Games

Ankle Balloon Pop

Give everyone a balloon and a piece of string or yarn. Have them blow up the balloon and tie it to their ankle. Then announce that they are to try to stomp out other people's balloons while keeping their own safe. Last person with a blown up balloon wins. Make sure the string is long.



The Squeeze Game

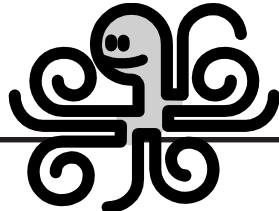
Have participants sit in a circle and join hands. The leader then squeezes the hand of the person sitting on his or her right hand side. This person passes the squeeze on to the person sitting on his or her right side by squeezing his or her hand. The squeeze continues around the circle until it comes back to the leader. The leader then starts the squeeze again, this time challenging participants to squeeze as fast as they can. The leader can time how long it takes for the squeeze to go around the circle once and encourage participants to beat their record.

Egg, Chicken, Monster, Enlightened Being

This activity starts with everyone as an egg. An egg scrunches down in a squatting position crosses their arms across their chest and waddles around. When two eggs meet each other, they play rock paper scissors. The winner hatches into a chicken, and the egg stays an egg. Now there are chickens (still squatting, but flapping arms like wings) and eggs walking around. When two chickens meet, they play rock paper scissors, the winner stands up and becomes a Monster, and the loser reverts back to an egg again. Now there are Monsters (growling with their claws in the air), chickens, and eggs walking around. When two Monsters meet, they play rock paper scissors, and the winner becomes a Supreme Being (who stands to the side, they have finished the game), and the loser becomes a chicken again. Play until you end up with one egg, one chicken and one monster. Every form keeps moving and playing rock paper scissors non-stop. They can only play rock paper scissors with the same form as themselves.

Octopus (10 minutes)

Move chairs and furniture to the side of the room, or do this activity outside. Give each person a piece of paper and a pen and have lots of tape available. Choose one person to be your risk factor octopus and announce that everyone else has to move from one side of the room to the other without getting tagged by the octopus. If you are caught, you become part of the cumulative risk, and link arms with the octopus. To signal the beginning of each round (in which participants run from one end of the room to the other), the octopus yells out a risk factor (e.g. drinking and driving) and participants must either run to the safety of the other side of the room, or must try to write a protective factor that would relate to the stated risk on a piece of paper and tape it to their shirt. This protection allows a person to move freely about the room, aiding others by providing a block, for example. (Participants need to come up with a new protective factor each round to match each new risk factor announced by the octopus.) Continue until your time is up or your octopus becomes too large.

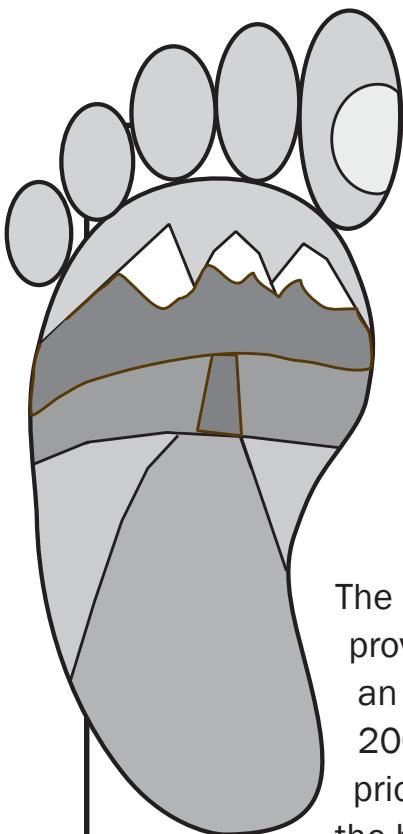


My Brain



My Brain





About the Next Steps

The Next Steps is a workshop series that provides youth along with supportive adults an opportunity to discuss the results of the 2003 BC Adolescent Health Survey, identify priority issues, and plan projects for improving the health of youth in their communities.

The Adolescent Health Survey (AHS) is a questionnaire used to gather information about youth health status, health-promoting practices, and risk behaviours. The survey provides current, accurate information about what BC youth know, think, and do about their own health.

The McCreary Centre Society is a non-profit organization committed to improving the health of BC youth through research, education and community-based projects. Founded in 1977, the Society sponsors and promotes a wide range of activities and research to address unmet health needs of young people.

Sample Agenda

This is an example of how to format an agenda (your agenda might be different).

Next Steps Agenda

Saturday, January 29th, 2005

8:45 - 9:00 Registration

Introduction

9:00 - 9:50 Getting to Know Each Other
Icebreakers, defining community, group agreements

9:50 - 10:00 Break

Exploring the Issues

10:00 - 11:15 Trivia Game
Introduction to the Adolescent Health Survey
11:15 - 11:50 Identifying Issues & Goals

Lunch (approx)

12:00 - 12:30

Exploring Action

12:30 - 12:40 Energizer & Group Check-in
12:40 - 12:50 Storytelling
How have you dealt with difficulty?
12:50 - 1:10 Rock Bucket Activity
Learning about Protective Factors, and how they relate to you
1:10 - 1:25 Identifying Protective Factors
Which protective factors can you identify in your community?
1:25 - 2:40 So What Can We Do?
Action, Activities, Ideas

Outro and What's Next

2:40 - 3:10 Debrief of the Day, Evaluations, Closing/ Goodbye

Action Planning Form (Workshop 1, Side One)

Our community goal is:



Our three ideas for action or projects are:



Choose one action or project for further planning

Action Planning Form (Workshop 1, Side Two)

Our community goal is:



In what ways will your project improve community health?

Our activity/project is:



How would you know you were successful?

Describe what you would do:



Who and What will you need to get involved?

Outcome Planning: Steps to Action (Workshop 2, Side One)

The following is a form for more in-depth project planning. You can use this form as a basis for planning in the future, or expressing your ideas to community allies or sources of support. You can use your action planning forms from the first workshop to help you, or you can further plan creative projects from today.

This exercise is a little different than action planning. The emphasis of this exercise is to look at how your actions or project will make a positive difference or bring about positive change.

You may have noticed that the boxes are not numbered. That is because the outcome planning process does not always proceed in a straight line. It helps to define your goals and then sketch out some rough

Part One: The Plans

Project Title & Goals

What will you need?

Resources

What you need to carry out the project (e.g. Volunteers? computers? meeting space? paper? pens?)

Try to list what you will need into categories like people, supplies, food, etc.

What will you do?

Activities

What specific activities will you do during the course of your project?

List these in the order they will occur as best you can.

Outcome Planning: Steps to Action (Workshop 2, Side Two)

Part Two: The Results

What will you accomplish?

Describe these in terms of outputs.

Outputs are the most immediate results of your projects. They are the products of your activities.

Output

Output

Output

What will you change?

Describe these in terms of outcomes.

Outcomes are the benefits of the project or the desirable changes for people, organizations and communities.

Outcome

Outcome

Outcome

Add more arrows and boxes if your project has many outputs and outcomes.

Outcome Planning: EXAMPLE

The following is a form for more in-depth project planning. You can use this form as a basis for planning in the future, or expressing your ideas to community members. It is based on the outcome planning forms from the first workshop to help you think through the process.

This exercise is a little different than action planning. Instead of writing down what you will do, you will write down what your actions or project will make a positive difference in the community.

Either transfer this example sheet to overhead or photocopy and distribute to participants

You may have noticed that the boxes are not numbered. That is because the outcome planning process does not always proceed in a straight line. It helps to define your goals and then sketch out some rough ideas for how to get there.

Part One: The Plans

Project Title & Goals

Next Steps Newsletter. Our goal is to tell the community about all the cool ideas we came up with at the Next Steps.

What will you need?

Supplies:
paper
photocopy
money
computer

People:
youth to write
articles
someone to
design it

Resources

What you need to carry out the project (e.g. Volunteers? computers? meeting space? paper? pens?)

Try to list what you will need into categories like people, supplies, food, etc.

What will you do?

1. We will form a newsletter committee.
2. We will recruit youth to write stories about the Next Steps workshop.
3. We will design a newsletter using a computer and will get someone who knows computers to help with the formatting (Judy maybe?)
4. Once the newsletter is done, we will distribute it to the mayor, schools, and the local newspaper.

Activities

What specific activities will you do during the course of your project?

List these in the order they will occur as best you can.

Outcome Planning: EXAMPLE

Part Two: The Results

What will you accomplish?

Describe these in terms of outputs.

Outputs are the most immediate results of your projects. They are the products of your activities.

Output

A newsletter is created with the help of 10 youth and 2 adults.

Output

200 copies of the newsletter will be distributed.

Output

What will you change?

Describe these in terms of outcomes.

Outcomes are the benefits of the project or the desirable changes for people, organizations and communities.

Add more arrows and boxes if your project has many outputs and outcomes.

Outcome

Youth will develop skills in writing and carrying out a community project.

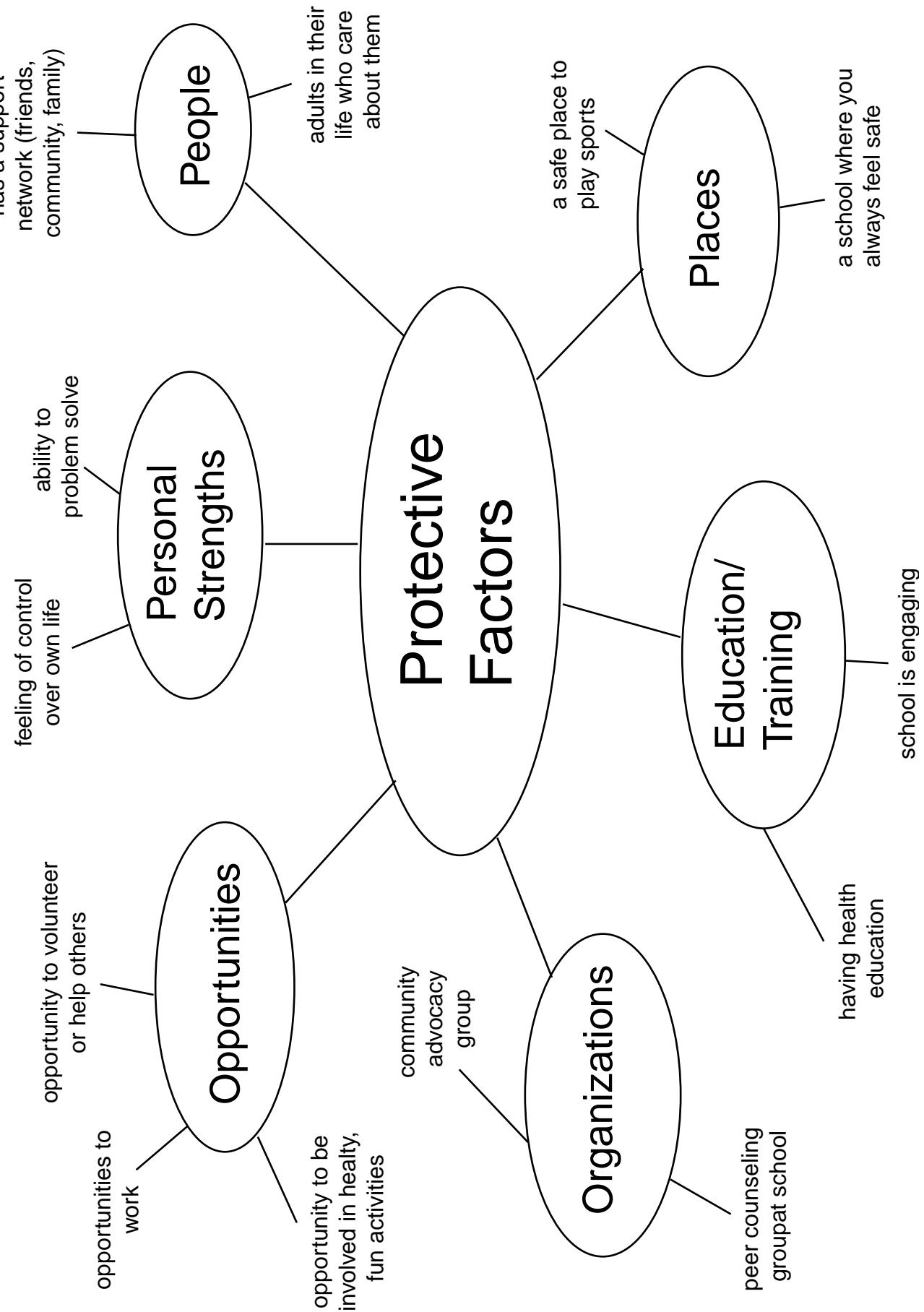
Outcome

- 1) People will know what issues youth think are important.
- 2) People will be empowered to help with some of the issues youth talked about in the newsletter.

Outcome

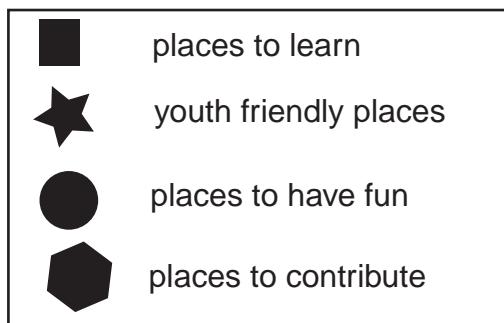
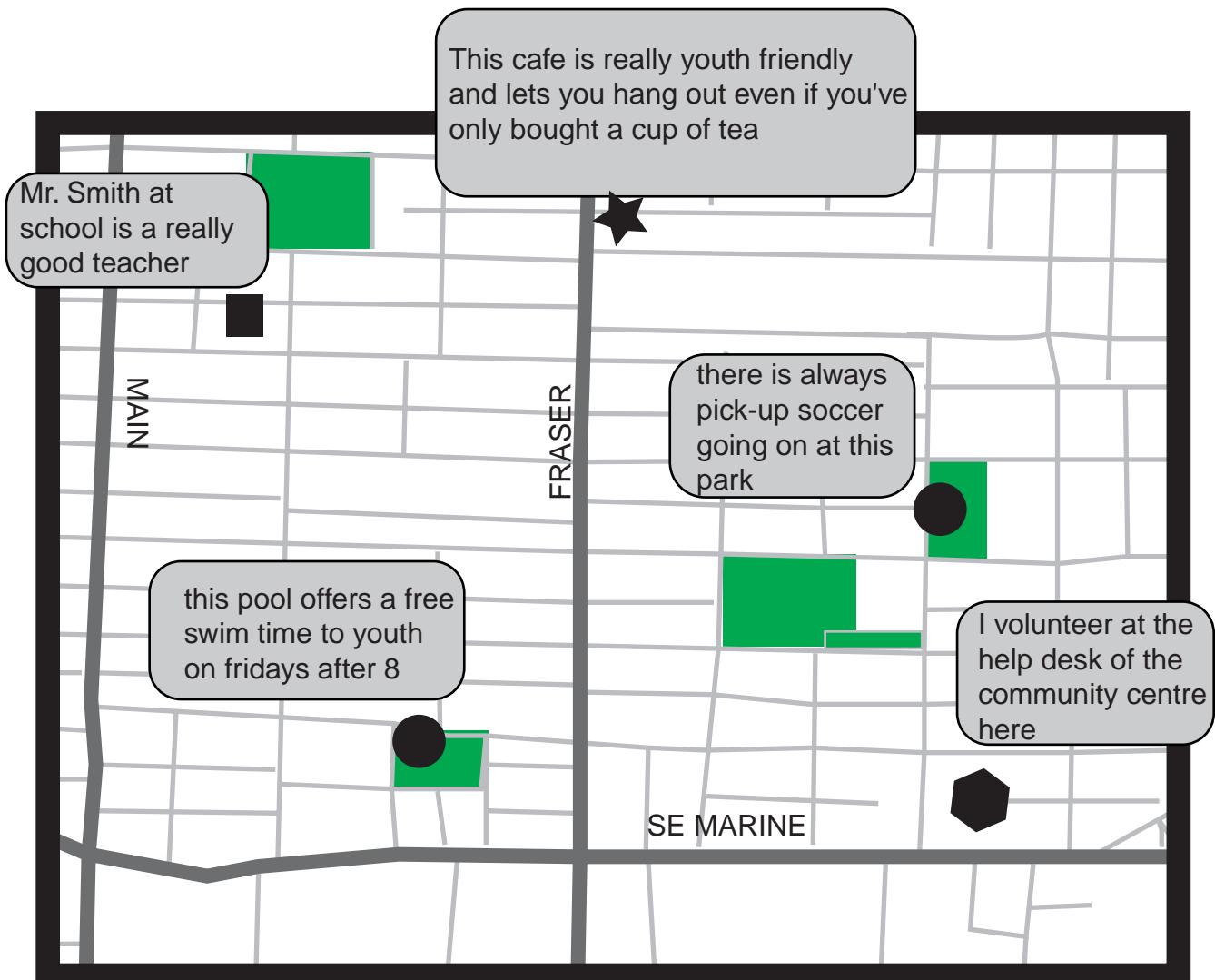
Protective Factor Web: EXAMPLE

Write out on a flipchart the six protective factor category bubbles, in order to organize the responses. This is not an extensive list of protective factors and your youth may come up with different ideas.



Community Map: EXAMPLE

Youth Friendly Places in South Vancouver



Press Release: EXAMPLE

This is an example of a simple press release that you could use.

FOR IMMEDIATE RELEASE

Contact:

Contact Name

Organization

Address

Phone Number

Fax Number

Youth Meet in Health Action Workshop

[number of participants] area youth got a chance this week to explore community health issues, and to tell the government what young people think about the region's youth resources. The youth, aged _____ attended a workshop to identify community health goals in [name of community or region]. This workshop took place as part of the Next Steps workshop series taking place throughout the province.

The workshop explored the results of the Adolescent Health Survey, a study conducted by the McCreary Centre Society in BC schools in 2003. The survey showed that

[this section can be used for brief summary of health data you deem to be relevant]

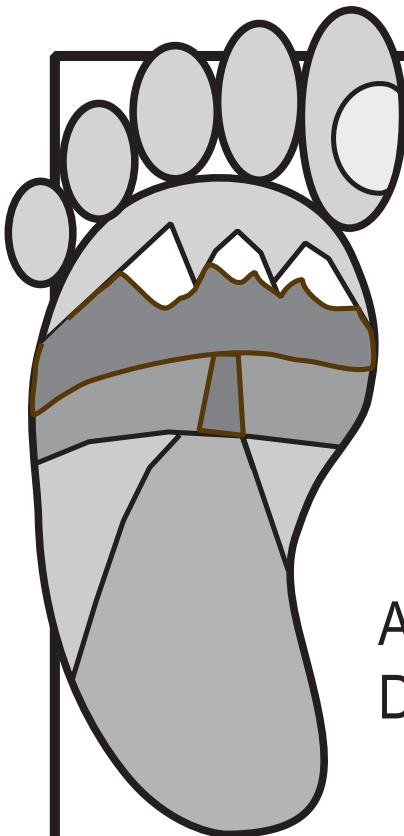
Participants identified a series of health goals for their community, which were [list three goals]. The participants also explored ways to reach these goals, and created a series of project ideas that build on community strengths. [list projects here]

Workshop participants from [list organizations] were present at the workshop. Staff from a number of health and social service agencies including [list organizations] were also in attendance.

[Name of coordinator and affiliate agency], who coordinated the workshop, said the day provided valuable input for use in community planning. “[quotation from the coordinator summarizing the day]”.

-30-

Next Steps Poster: SAMPLE



Can you take the
Next Steps?

Are you interested in youth issues?
Do you want to take action?

When:

Saturday March 15
8:45-3:15

The Next Steps is an interactive and hands-on workshop for young people that addresses issues around youth health and community issues.

Where:

Community Hall

If you are a young person aged 12-19 who is interested in having your voice heard, learning about youth health issues, meeting other young people, and having fun, then this is for you!

Cost:

Totally Free

There will be lunch and snacks!

For More Information Contact:

John Smith ####-#####
JSmith@###.net

Youth Participant Feedback Form: Workshop 1

About Workshop One

1. At Today's Workshop did you...

A lot Some No

- Have Fun?
- Learn something new about youth research or issues?
- Learn something new about how you could take action to make the community a better place?
- Feel respected by others?
- Have a chance to express your ideas and opinions?
- Feel that adults listened to you?
- Have a chance to meet youth you may not usually talk to or meet?
- Contribute something to the workshop?
- Feel inspired or motivated to get involved in your community?

2. What did you like best about today's workshop?

3. What did you like least about today's workshop?

4. Overall, how worthwhile was today's workshop?

- Very Worthwhile Somewhat Worthwhile Not At All Worthwhile

5. What do you think would help support youth involvement in your community?
(check all that apply)

- Having more opportunities to attend workshops like the Next Steps
 A Youth Advisory Council
 Skills training for youth, (for example: _____)
 Other, specify: _____

6. Do you have any additional comments about today's workshop?

About You...

How old are you?: _____

Are you: Male Female

Are you in school? No Yes, in grade _____

Do you have a job? No Yes

Are you regularly involved in any extra-curricular activities? (check all that apply)

- Sports Team
- Music lessons, Dance, Arts
- Youth group/Youth leadership
- Other: _____

Would you be interested in continuing to be involved in youth leadership activities in your community?

- Yes
- No

McCreary will be conducting follow-up interviews with a selected number of Next Step participants from around the province. If you are comfortable having a McCreary staff person contact you to get your feedback about the Next Steps workshop, please complete the contact info below:

Name: _____

Tel: _____

Email: _____

Workshop Organizers – Please complete

Workshop Date: _____

Community: _____

Adult Participant Feedback Form: Workshop One

1. At today's workshop did you...

A lot Some No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Have a chance to work with youth? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Have a chance to listen to youths' views? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Learn new ways to effectively involve and engage youth in workshops? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Learn something new about youth research or issues? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Learn something new about youths' ideas for addressing youth issues or taking action? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Provide support and encouragement for youth? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Feel inspired or motivated to do more to support youth involvement in the community? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Have fun? |

2. What did you **like best** about today's workshop?

3. What did you **like least** about today's workshop?

4. **At this time**, how would you rate your skills, experience and confidence in supporting youth in this type of community workshop?

- Poor Fair OK Good Excellent

5. **Before attending** the Next Steps workshop(s) how would you rate your skills, experience and confidence in supporting youth in this type of community workshop/project?

- Poor Fair OK Good Excellent

6. **What have you learned** (about these youth, the community, or yourself) that you didn't know before the workshop began this morning?

7. Do you think today's workshop will have any **impact in your community?**

Yes No Please describe:

8. What do you think would help **support youth involvement** in your community (check all that apply)

- More Representation from community agencies
- A Youth Advisory Council
- Skills Training
- Other: _____

9. Do you have any other comments about his workshop or project?

About You...

Are you...*(check all that apply)*

- Parent Council Member Teacher or school personnel
- Elder Health worker Social service worker Other: _____

Name of your organization: _____

McCreary will be conducting follow-up interviews with a selected number of Next Step participants from around the province. If you are comfortable having a McCreary staff person contact you to get your feedback about the Next Steps workshop, please complete the contact info below:

Name: _____

Tel: _____

Email: _____

Workshop Organizers – Please complete

Workshop Date: _____

Community: _____

Youth Participant Feedback Form: Workshop Two

1. At Today's Workshop did you...

A lot Some No

- Have Fun?
- Learn something new about youth research or issues?
- Learn something new about how to plan a project?
- Feel respected by others?
- Have a chance to express your ideas and opinions?
- Feel that adults listened to you?
- Have a chance to meet youth you may not usually talk to or meet?
- Contribute something to the workshop?
- Feel inspired or motivated to get involved in your community?

2. What did you **like best** about today's workshop?

3. What did you **like least** about today's workshop?

4. Overall, how **worthwhile** was today's workshop?

- Very Worthwhile Somewhat Worthwhile Not At All Worthwhile

5. What do you think would help **support youth** involvement in your community? (check all that apply)

- Having more opportunities to attend workshops like the Next Steps
 A Youth Advisory Council
 Skills training for youth (for example: _____)
 Other, specify: _____

6. Do you have any **additional comments** about today's workshop?

About You...

How old are you?: _____

Are you: Male Female

Are you in school? No Yes, in grade _____

Do you have a job? No Yes

Are you regularly involved in any extra-curricular activities? (check all that apply)

- Sports Team
- Music lessons, Dance, Arts
- Youth group/Youth leadership
- Other: _____

Would you be interested in continuing to be involved in youth leadership activities in your community?

- Yes
- No

Did you attend Workshop One?

- Yes
- No

McCreary will be conducting follow-up interviews with a selected number of Next Step participants from around the province. If you are comfortable having a McCreary staff person contact you to get your feedback about the Next Steps workshop, please complete the contact info below:

Name: _____

Tel: _____

Email: _____

Workshop Organizers – Please complete

Workshop Date: _____

Community: _____

Adult Participant Feedback: Workshop Two

Did you attend Workshop 1?

Yes No

1. At today's workshop did you...

A lot Some No

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have a chance to work with youth? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have a chance to listen to youths' views? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learn new ways to effectively involve and engage youth in workshops? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learn something new about what youth see as strengths or assets in the community? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learn something new about how to support youth in planning a project or activity? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide support and encouragement for youth? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Feel inspired or motivated to do more to support youth involvement in the community? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have fun? |

2. What did you like best about today's workshop?

3. What did you like least about today's workshop?

4. At this time, how would you rate your skills, experience and confidence in supporting youth in this type of community workshop?

Poor Fair OK Good Excellent

5. Before attending the Next Steps workshop(s) how would you rate your skills, experience and confidence in supporting youth in this type of community workshop/project?

Poor Fair OK Good Excellent

6. What have you learned (about these youth, the community, or yourself) that you didn't know before the workshop began this morning?

7. Do you think today's workshop will have any impact in your community? (circle your answer)

Yes No Please describe:

8. What do you think would help support youth involvement in your community (check all that apply)

- More Representation from community agencies Skills Training
 A Youth Advisory Council Other _____

9. Do you have any other comments about his workshop or project?

About You...

Are you... (*check all that apply*)

- Parent Council Member Teacher or school personnel
 Elder Health worker Social service worker Other: _____

Name of your organization: _____

McCreary will be conducting follow-up interviews with a selected number of Next Step participants from around the province. If you are comfortable having a McCreary staff person contact you to get your feedback about the Next Steps workshop, please complete the contact info below:

Name:

Tel:

Email:

Workshop Organizers – Please complete

Workshop Date:

Community: _____

Youth Participant Feedback: Community Outreach Project

Did you attend...

Workshop One? Yes No

Workshop Two? Yes No

1. At Today's Workshop did you...

A lot Some No

- Have Fun?
- Feel respected by others?
- Have a chance to express your ideas and opinions?
- Feel that adults listened to you?
- Have a chance to meet youth you may not usually talk to or meet?
- Contribute something to the workshop?
- Feel inspired or motivated to get involved in your community?

What did you like best about today's event?

What did you like least about today's event?

Overall, how worthwhile was today's event?

Very Worthwhile Somewhat Worthwhile Not At All Worthwhile

What do you think would help support youth involvement in your community? (check all that apply)

- Having more opportunities to attend workshops like the Next Steps
- A Youth Advisory Council
- Skills training for youth (for example: _____)
- Other, specify: _____

About You...

How old are you?: _____

Are you: Male Female

Are you in school? No Yes, in grade _____

Do you have a job? No Yes

Are you regularly involved in any extra-curricular activities? (check all that apply)

Sports Team

Music lessons, Dance, Arts

Youth group/Youth leadership

Other: _____

Would you be interested in continuing to be involved in youth leadership activities in your community?

Yes No

McCreary will be conducting follow-up interviews with a selected number of Next Step participants from around the province. If you are comfortable having a McCreary staff person contact you to get your feedback about the Next Steps workshop, please complete the contact info below:

Name: _____

Tel: _____

Email: _____

Workshop Organizers – Please complete

Workshop Date: _____

Community: _____

Next Steps Coordinator Feedback Form

Please fill in this form at the completion of your Next Steps. This form can be completed by one person or by everyone who was involved in organizing your community's Next Steps.

Your Name: _____

Organization: _____

Contact information: _____

Planning

1. Who was involved in organizing your community's Next Steps? Please list their names and organizations:

Name: _____ Organization: _____

2. Were any of the organizers youth?

Yes No

3. Who supported the Next Steps in your community by providing financial or in-kind assistance?

4. Was the kit helpful and easy to use?

Very Helpful Quite Helpful Somewhat Helpful Not At All Helpful

Please comment:

5. Did you modify the agendas or materials provided in the kit?

Yes No Please describe:

6. Did McCreary Centre Society staff provide you with any support?

Yes No Please comment:

7. Do you have any comments about your experience planning the Next Steps?

Workshops

8. How many Next Steps workshops/events were held in your community?

1 2 3

9. Who facilitated the workshops?

Adults Youth Youth and Adults

10. How many **youth** participated in the Next Steps workshops?

Workshop 1: _____ Youth

Workshop 2: _____ Youth

Community Event: _____ Youth

Were the youth diverse?

Yes No Please describe:

11. How many **adults** participated in the Next Steps workshops?

Workshop 1: _____ Adults

Workshop 2: _____ Adults

Community Event: _____ Adults

Did the adults represent a variety of organizations and sectors?

Yes No Please describe:

12. Which Next Steps activities worked well?

13. Which Next Steps activities could be improved on or replaced?

14. Overall, how would you rate the Next Steps workshops?

Workshop 1

Very Successful Quite Successful Somewhat Successful Not Successful

Workshop 2

Very Successful Quite Successful Somewhat Successful Not Successful
 Didn't do workshop 2

Community Event

Very Successful Quite Successful Somewhat Successful Not Successful
 Didn't do community event

15. Overall, what contributed to the success of your Next Step workshops?

16. What could have been improved?

17. Did you gain any new skills/knowledge as a result of coordinating the Next Steps?

Next Steps Outcomes

18. Are there plans to do anything with the Next Steps results in your community?

Yes No Please specify:

19. Do you think that the Next Steps will help to create any further opportunities for youth to be involved?

Yes No Please specify:

20. Overall do you think the Next Steps is an effective process for engaging youth in health issues?

Yes No Please comment:

Thank you very much for taking the time to complete this feedback form.