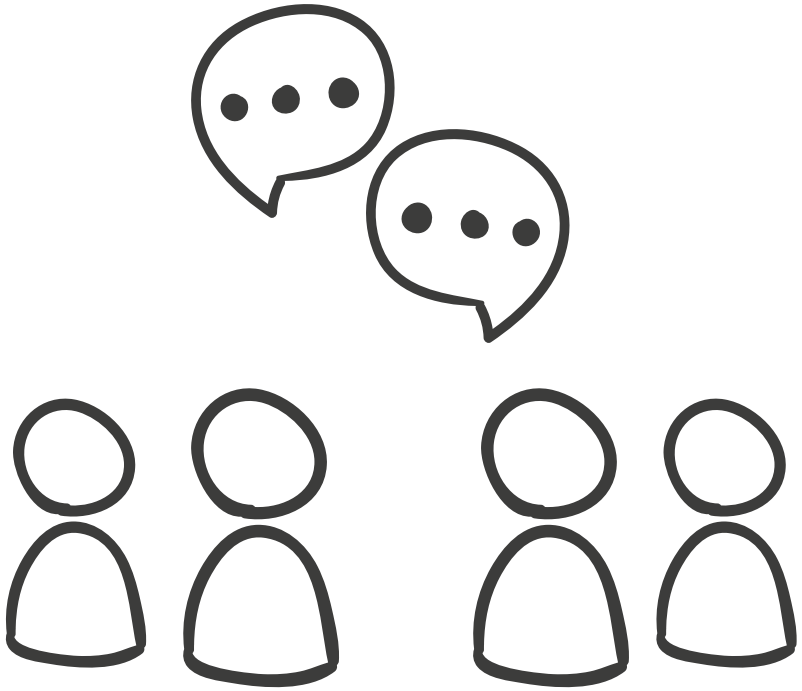
Online Safety Workshop



FACILITATOR'S GUIDE

SafeOnline
INFO that CLICKS!

BRITISH COLUMBIA

McCreary Centre Society

Online safety workshop

In partnership with

Contents

Introduction 2

Workshop Agenda 3

1. Introduce facilitators and the purpose of the workshop (3 minutes) 3
2. Group Agreement/ Ground rules (5 minutes) 3
3. About the BC AHS and '*Untangling the Web*' (5 minutes) 4
4. Thermometer game (20 minutes) 4
5. Fast Facts game (20 minutes) 5
6. Online safety information 'Your life online' (20 minutes) 7
7. Using the Information (10 minutes) 7
8. Evaluations (5 minutes) 7
9. Closing/Goodbye (2 minutes) 7

Resources 8

- Thermometer game 8
- Fast Facts Questions 10
- Key Findings 14
- Online Safety Tips and Resources 15
- Feedback form 17

Introduction

This resource provides a workshop template to share the results of 'Untangling the Web' with aged 12-19. It is designed to offer an introduction to the results, promote dialogue about online safety and share resources about staying safe on line, and what to do when experiencing problems with online safety.

The workshop can be delivered in 90 minutes. If you would like support to use this guide or if you are interested in learning more about the report 'Untangling the Web' and other resources created as part of this project or any other of McCreary's projects, please email nextsteps@mcs.bc.ca or call our Community Research Coordinator at 604-291-1996 (ext 233).

This workshop uses data provided by 30,000 youth aged 12-19 who completed the 2013 BC Adolescent Health Survey (BC AHS). The survey asks about a range of topics that can affect healthy development including technology use, sexting and cyberbullying. To learn more about the survey visit www.mcs.bc.ca.

To read the full report about online safety *'Untangling the Web',* created using information from the 13 BC AHS, visit mcs.bc.ca. Infographic posters and other resources, including Powerpoint to accompany this guide are also available.

This workshop was created by McCreary Centre Society in partnership with SafeOnline Education Associates. SafeOnline provides internet safety presentations, professional training and technology consultations t the human services field. For more information, please visit safeonline.ca , email admin@safeonline.ca. or call 604.285.7233.

Workshop Agenda

The workshop is designed to take about 90 minutes but is flexible. It can be adjusted to meet your needs. For example, large groups may take more time to discuss the fast facts questions than indicated in this guide.

Suggested timeline:

1. Introduce facilitators, BC AHS and purpose of workshop (3 minutes)
2. Group Agreement (5 minutes)
3. About the BC AHS and *'Untangling the Web'* (5 minutes)
4. Thermometer Game (20 minutes)
5. Fast Facts game (20 minutes)
   break/energizer (10 minutes)
6. Online safety information: 'Your life online' (20 minutes)
7. Using the results and group next steps (10 minutes)
8. Closing and thank you (2 minutes)
9. Evaluation (5 minutes)

1. Introduce facilitators and the purpose of the workshop (3 minutes)

Introduce yourself. Explain that the purpose of the workshop is to share the results of *'Untangling the Web'*, have a discussion about online safety, and share resources for staying safe online and what to do if you experience problems on line

Explain how the session will look. (You may want to have an agenda written out for youth to see.)

2. Group Agreement/ Ground rules (5 minutes)

If you are facilitating in a classroom, there may already be guidelines and rules in place for participants to follow. Discuss these in relation to the activities today, and ask youth to add any other guidelines. If there are no existing guidelines or rules, you can ask youth to create them.

The group agreement is in place to ensure that the space stays safe, and everyone feels comfortable participating. Some examples include "Use respectful language (no 'isms' or put downs)," "Listen when others are speaking" and "Be understanding and open minded."

It is more effective to phrase the statements as actions youth should take, rather than actions to be avoided. For example: "Let others finish speaking before speaking yourself" is better than "Don't talk over others." If someone suggests a broad topic (like "Be respectful") ask them to be more specific such as asking "What would respectful behaviour look like?" "How can you tell if someone is respecting you?"

If participants do not suggest rules on their own that you feel are important, make sure to bring them up yourself. One rule that may be helpful to add is "the Vegas rule," which asks that youth agree that information shared within the workshop be kept confidential and not shared with others. This is also a good time to discuss the rules around bathroom breaks and cell phone usage during the workshop.

Important: You must let participants know that if they reveal they or someone else under the age of 19 has been abused, or is seriously considering suicide, you will have to report it to someone.

If you are required through your organization, or through the school you are at, to report any other behaviour (for example drug use), please also inform the youth participants of this.

3. About the BC AHS and '*Untangling the Web'* (5 minutes)

Before beginning the fast facts game, it is helpful for youth to have more information about the BC AHS and **'***Untangling the Web'* to provide context. Some information youth should know includes:

- The BC Adolescent Health Survey (BC AHS) is a survey answered every 5 years by young people attending mainstream schools in BC.
- The most recent survey was in 2013. Previous surveys were done in 1992, 1998, 2003, and 2008.
- Almost 30,000 youth in grades 7 – 12 filled out the pen and paper survey in 2013.
- Surveys are screened to ensure they do not include joke answers. etc.
- 56 of BC's 59 school districts participated in the survey.
- The survey consisted of 130 questions, most of them multiple choice.
- Surveys were administered by public health nurses, nursing students and other trained personnel.
- The survey is voluntary, anonymous and confidential.
- The results are shared with federal and provincial government, schools, parents, youth, and youth serving agencies. They are used for policy and program development at the local school, and community level, as well as more broadly.
- Because the survey was administered to youth in mainstream public schools it does not include the perspectives of youth who are not in school, are homeschooled, are in alternative schools or are in private schools. McCreary does other surveys with some of these youth.
- '*Untangling the Web' w*as created using results from the BC AHS that focused on online safety, cyberbullying, and sexting particularly.

4. Thermometer game (20 minutes)

Through this activity students will learn some key results of *'Untangling the Web'*, have a chance to discuss the report findings, consider health issues in their communities and discuss ways to foster protective factors in relation to online safety, cyberbullying and sexting.

Risk Factors

- Risk factors are something present in someone's life that may make it more likely that they will experience online safety issues than someone without these factors.
- Risk factors negatively affect someone's online experiences in the present, but also contribute to the likelihood of negative experiences in the future.
- The more risk factors present in someone's life, the more likely they are to experience negative experiences when online.

- It is important to state that risk factors, are not a cause for judgement: they are behaviours or experiences that statistically make young people more vulnerable to poorer health outcomes and to experiencing risks online.
- Just because risk factors are present, it does not mean that a person will inevitably have poor health. That is where protective factors come in.
- Risk factors identified in *'Untangling the Web'* include; an individual's living situation/home environment, minority youth, violence exposure, unsupervised or heavy technology use, health risk behaviours, self-image.

Protective Factors

- Protective factors are something present in someone's life that makes it more likely they will have positive online experiences.
- If youth have risk factors but also have protective factors present, it can help them to experience more positive online interactions and experiences.
- Having strong connections to school, family, and community are all examples of protective factors that we see in the *'Untangling the Web'* results, as well as feeling safe in school and in the neighbourhood, having prosocial friends and having supportive adults to turn to.

For this activity, ensure you have a space in the room that is clear from one wall to the other. One side of the room will represent 'Strongly agree' and the other 'strongly disagree'. The middle of the space will be 'neutral'. As you read out the questions (found on page 8), have the participants move around the room according to if they agree or not.

Ask questions about why they have stood where they are, share results with them accordingly, and generate a discussion about results, lived experience, different perspectives and actions they can take if need be.

Example discussion questions:

> Why do agree that you are more likely to meet someone online that makes you feel unsafe if you are on your phone when you shouldn't be? What 'should' you be doing normally? Do you think your phone affects how much sleep you get? What are some ways you can put the phone away at these times?

5. Fast Facts game (20 minutes)

A quiz can be a great way to share results and generate discussion about those results

A sample of fast facts questions are found in the 'resource' section on p10, and in the accompanying PowerPoint.

It is usually possible to cover between 6 and 8 questions in a 20 minute period.

Not all the questions will be appropriate for all groups: Ensure that at least two questions share protective factors.

This trivia game is designed to be played with at least 2 teams of 3-6 young people. If you have more people it is better to have more groups than to have too many on a team. It is important to have the

questions and the multiple choice options available for participants to see. You can do this by using the PowerPoint, or by writing the questions and answer options on a flip board.

The Game

Give each team 5 pieces of paper and have them draw an A, B, C, D and E on them.

- First read out the question, giving each team a minute or two to discuss what they think the answer is.
- When the time is up, ask all the teams to hold up the appropriate letter for the answer they think is correct.
- Correct answers gain a point for the team. Incorrect answers do not gain or lose points.
- The team with the most points wins - let the group know if there is a prize for the winning team.
- You can also choose to not keep track of the overall score but simply award a small prize (snacks are always popular) after each question.

After each team has given their answers to a question, ask them to discuss why they chose their answers. This may flow naturally, or it may help to use the discussion questions provided. This is when participants can reflect on issues and strengths they see in their community. Some general discussion questions include:

- Does the survey result surprise you? Why?
- If a team guessed the correct answer, what made the answer clear to them?
- Do you think the results reflect what is happening in your community? If you think things are different in your community, why do you think that is?
- What types of things did your group discuss before deciding on your answer?
- If the question concerns a trend (percentages going up or down between BC AHS survey years) ask youth why they think things have changed.

Ending the Game

You may chose to end the game with a "final jeopardy" round, where teams are told the subject of a final question, and then wager their points. Proceed as normal, but instead of gaining a point for a correct answer, teams that guess correctly are given the amount of points they wagered, and teams that guess incorrectly lose that amount.

Regardless of how you end the trivia quiz game, consider sharing the "key findings" of *'Untangling the Web'* at this point (found on page 14). A short discussion and time for reflection is a good way to end the game. Ask youth to discuss anything they found surprising or interesting. If you have time, this may also be a good time to ask if the group would like to return to any of the topics on the "bike rack.

6. Online safety information 'Your life online' (20 minutes)

In this part of the workshop you will share ideas about how to stay safe online, and gives tips on privacy, social media, gaming, abuse, and sexting safety. There are some discussion questions throughout about staying safe online, and tips on how to do so.

Key messages to share with participants:

- Online, everything is public and permanent,
- Y*ou* are responsible for how you act online
- There is no such thing as anonymity online.
- You do have the right to feel safe online. No one deserves to be humiliated, embarrassed or threatened, and this includes when you are online.

You can find a list of tips for staying safe online (including gaming tips, privacy tips, social media tips, online drama and cyber abuse tips, and sexting safety tips), as well as a list of resources youth can access to report or get help with cyber safety issues, in the resource section on page 15.

7. Using the Information (10 minutes)

In this part of the workshop, ask youth to reflect on what they have learned, and what they can do with what they have learned. Questions you could ask include:

- What was the most surprising thing you learned?
- What were you not surprised to learn?
- What are some things that help someone stay safe online, even if they have risk factors?
- What do you think would help to promote protective factors in this school/community that would make youth feel safer online?
- Do you know of any resources that currently exist to report cyberbullying or unsafe online situations?

8. Evaluations (5 minutes)

Ask youth to please fill out the evaluation forms. Explain that their comments will be used to improve workshops like this, as well as inform future projects.

Sample evaluation forms are on page16.

9. Closing/Goodbye (2 minutes)

Now is a good time to recap actions everyone is going to take, and if there will be another session to work on a larger project let youth know now.

Thank everyone in the group for their contributions and input.

Resources

Thermometer game

This thermometer game is designed to get youth on their feet and moving whilst sharing statistics and creating in-depth discussion. Youth have to decide whether they would or would not agree with statements, and discussion around where they stand should degenerate reflection and interesting discussion. You are allowed to change your mind in this game!

1. **As a female, I worry about meeting someone unsafe online.**

Females were twice as likely as males to report meeting someone online who made them feel unsafe in the past year, and to be a victim of cyberbullying.

2. **I know someone who has been bullied through the internet or other technology in the past year.**

Fourteen percent of youth (9% of males and 19% of females) reported they had been cyberbullied in the past year. This was a decrease from 17% in 2008.

3. **Perpetrators of online bullying have often been bullied themselves.**

Youth who had been bullied themselves were 10 times as likely to be perpetrators as those who had not been cyberbullied (29% vs. 3%).

4. **If I had been bullied online, I would avoid school or extracurricular activities.**

Youth who had been cyberbullied were 6 times more likely to report missing out on extracurricular activities for fear of being bullied (18% vs. 3% who had not been bullied). Victims of online bullying are more likely to miss school for fear of bullying than those who are not bullied.

5. **Cyberbullying is more common than in person bullying.**

This isn't true. Half of youth have been teased, excluded, or assaulted at school or on their way to/from school in the past year.

6. **The older youth get, the more likely they are to engage in sexting**

Nine percent of youth indicated they used their phones to engage in sexting on their last school day before taking the survey (11% of males and 6% of females). Younger youth were generally less likely to sext. Sexting among males increased up to age 15 and then remained constant. Females aged 14 and older were more likely to sext than their younger peers.

7. **Youth that have challenges in their life would be at greater risk of experiencing problems on line**

Youth who did not feel good about themselves were more than twice as likely as those who did to have met someone unsafe online. As were youth who faced discrimination in person.

8. **The more I'm on the internet or my phone, the more likely I will come across someone who makes me feel unsafe.**

Being online or texting after they were supposed to be asleep, being online and texting throughout the day, and doing multiple cyber activities were all connected to youth being at a greater risk for experiencing cyber safety issues.

9. **If I know there is a supportive adult I can go too, I'm less likely to engage in online bullying.**

Students who approached a family member for support and found that person helpful were about half as likely to report being a victim of cyberbullying than those who had family members whom they had approached but had not found helpful (9% vs. 20% for males; 16% vs. 34% for females).

10. **My friends would not approve of online bullying.**

Youth who had friends with healthy attitudes about risk behaviours were less likely than their peers to have experienced cyber safety issues.

Fast Facts Questions

Question 1: What percentage of youth in BC reported having a cellphone or other portable electronic device?

A. 60%

B. 70%

C. 80%

D. 90%

Answer: d) 90%

96% of students had used their device the previous school day.

Youth used their phone for a variety of activities, most commonly for communicating with friends (89%); playing games, entertainment, or music (83%); communicating with parents or guardians (80%); chatting online or social networking (74%); and finding information (72%).

Discussion: What do you use your phones for mostly? Are there any restrictions (at school, home) on using your phone?

Question 2: Which of the following is false?

A. Females were more likely than males to have reported meeting someone online that made them feel unsafe.

B. Females were more likely than males to have reported being cyberbullied.

C. Females were more likely than males to have reported that they used their phone to engage in sexting.

Answer: c) Females were more likely than males to have reported that they used their phone to engage in sexting.

11% of males and 6% of females indicated that they used their phone to engage in sexting on their last day of school before taking the survey.

For a) Females were more than twice as likely as males to report having had this experience.

For b) Females were more than twice as likely as males to report that they had been cyberbullied in the past year.

Discussion: Do these statistics surprise you? Why/why not?

Question 3: What percentage of youth reported that they had been cyberbullied in the past year?

A. 4%

B. 14%

C. 24%

D. 34%

Answer: b) 14%

10% of males and 19% of females reported this. This was a decrease from 17% in 2008.

Discussion: Do you know if or how you can seek help? Why do you think this is decreasing?

Question 4: Students who had met someone online who made them feel unsafe, had been bullied online, or who engaged in sexting were more likely to report:

A. Poorer mental health ratings

B. Fewer hours of sleep

C. Extreme stress and despair

D. Self-harm and suicidal ideation and attempts

E. All of the above

F. None of the above

Answer: e) all of the above

Discussion: Do these statistics surprise you? Why/why not?

Question 5: Youth were more likely to report cyber safety issues:

A. When they were on social media or gaming after their expected bed time

B. When they were chatting on social media during the day and night

C. The more they participated in online activities during the day and night

D. All of the above

E. None of the above

Answer: d) all of the above

Discussion: What would help you get more sleep?

Question 6: Youth who had been cyberbullied themselves were _____ as likely to be perpetrators (cyber bullies) as those who had not been cyberbullied.

A. Twice

B. 5 times

C. 10 times

D. Not more

Answer: c) 10 times

Youth who had been bullied themselves were 10 times as likely to be perpetrators as those who had not been cyberbullied (29% vs. 3%).

Youth who had perpetrated in-person bullying were also more likely to be cyberbullying perpetrators (18% vs. 3%), and to be exclusively perpetrators (9% vs. 2% for males; 4% vs. 1% for females).

Discussion: Does this surprise you? Why/why not?

Question 7: Who was less likely to report cyber issues:

A. Youth who had mixed different types of alcohol (of those that had ever tried alcohol)

B. Youth who started using alcohol and marijuana at early ages

C. Youth who had not used alcohol or marijuana

D. Youth who engaged in regular heavy session drinking in the past month

Answer: c) youth who had not used alcohol or marijuana

Youth who had not used alcohol or marijuana were generally the least likely to report cyber safety issues.

a) Youth who had ever tried alcohol were more likely to be cyberbullied if they mixed different of alcohol the Saturday before taking the survey (24% vs. 19% who did not mix)

b) Those who first started using these substances at an earlier age were more likely

c) Youth who had ever tried alcohol were more likely to be cyberbullied if they engaged in regular heavy sessional drinking [when youth consumed 5 or more drinks of alcohol within a couple of hours] in the past month (25% vs. 19%)

Discussion: What kinds of online risks might youth take when under the influence of alcohol and marijuana?

Question 8: Cyber safety issues were reduced when:

A. Youth reported feeling connected to school
B. Youth reported feeling connected to their family
C. Youth reported feeling connected to community
D. All of the above
E. None of the above

Answer: d) all of the above

Discussion: How does school help? Family? Community?

Question 9: **Which of the following is false:** When parents knew what youth were doing in their free time:

A. Did not affect how youth reported cyber safety issues
B. Youth were less likely to report sexting on the last school day
C. Youth were less likely to report being a victim of cyberbullying in the last year
D. Youth were less likely to report meeting someone online who made them feel unsafe in the past year

Answer: a) did not affect how youth reported cyber safety issues

Other protective factors regarding family included feeling connected to family, having an adult in family youth could turn to for support, having family who provided helpful support, and having a parent present at meal times.

Discussion: How does family connectedness help improve cyber safety outcomes?

Key Findings

In the past year, 19% of females and 9% of males had met someone through the Internet who made them feel unsafe, and similar percentages had been cyberbullied. On the day before taking the survey, 11% of males and 6% of females had sexted.

Seven percent of males and 6% of females reported they had used technology to bully or pick on someone in the past 12 months. Youth who had been cyberbullied themselves were about 10 times as likely to be perpetrators as those who had not been cyberbullied (29% vs. 3%).

Students who had met someone who made them feel unsafe, had been bullied online, or who engaged in sexting were more likely to report poorer mental health ratings, fewer hours of sleep, extreme stress and despair, self-harm, and suicidal ideation and attempts compared to those who did not report any of these cyber activities. For example, 42% of females and 13% of males who engaged in sexting reported self-harming in the past year compared to 21% of females and 7% of males who had not sexted.

Online safety problems affected youth's participation in school and community life. For example, victims of cyberbullying were three times as likely as those who had not been cyberbullied to plan to leave high school before graduating. They were also more likely to skip school and to report that they did not participate in extracurricular activities for fear of being bullied (18% vs. 3% who had not been cyberbullied).

Some youth appeared to be at greater risk for experiencing cyber safety issues. These included youth with challenging living situations, minority youth, youth who had been exposed to violence, youth with poor self-image, youth who engaged in health risk behaviours, and youth who were online a lot.

Youth who reported receiving support from family, school, peers, or adults in their community were less likely to experience online safety problems, or to experience negative consequences if they were victimized.

Youth who felt highly connected to their families (i.e., that their family understood them, paid attention to them, and had fun together) were the least likely to have met someone unsafe online, sexted, or been bullied online. For example, while 7% of those who were highly connected to their families reported meeting someone online who made them feel unsafe in the past year, 24% of those who were least connected did so. Youth whose parents knew what they were doing in their spare time and those who ate evening meals with their parents were also less likely to report risky online activities.

Students were half as likely to have met someone online who made them feel unsafe if they felt their teachers cared about them (12% vs. 24% who felt teachers did not care).

Among youth who had been cyberbullied, those who had turned to a teacher for help and found the experience positive were less likely to skip school due to fears about being bullied (11% vs. 26% who did not find their teacher helpful). Also, those who had a helpful school counsellor were less likely to report extreme stress in the past month (24% vs. 45% who did not find their counsellor helpful).

For more tricks and tips visit safeonlineoutreach.com

ONLINE TIPS:

Gaming tips

Gaming here refers to online games, (sometimes video games) where a community of 'gamers' will play online. Sometimes this community may be with friends you may know, but often can be with anonymous people from all over the world. Often, identities can be anonymous and you may not know who you are online with.

- Report trolls (a person who starts arguments or upsets people purposefully by posting inflammatory or off-topic messages in an online community, with the intention of hurting or upsetting people) using reporting buttons on gaming sites.
- Block players who harass you
- Play age appropriate game to avoid Adult Content
- Play just with your 'off line' friend in guilds or teams (friends you know in person).

Privacy tips

As mentioned in the talk, the internet is never really private. You can however be smart about privacy when it comes to social media sites and sharing your personal information online, in any circumstance.

- Don't share your usernames and passwords
- Pick smart passwords
- If you login on a family, friends' or public device - sign out when you are done
- Don't provide ALL your private* information
    - *Private = Legal name, full home address, S.I.N., Passport, ID #'s.
- Disable GeoTagging unless you specifically need it

Social media tips

Social media can be websites and applications that enable users to create and share content or to participate in social networking. Facebook, Instagram and Twitter are some of the most popular examples of social media, and can be accessed on phones and computers.

- Check out your online presence and monitor it
- Be the authentic to your offline self, online
- Don't connect all your accounts
- Be 'real' and compassionate online
- Nurture offline relationships, activities and purpose
- Don't sleep with your devices

Online drama and cyber abuse tip

Online drama is back and forth teasing or arguing. It is a kind of 'social negotiation' where both people involved in the exchange have equal power. Cyber abuse on the other hand is not an equal negotiation. It is where one person feels hurt or harmed by someone else's targeted, mean or abusive actions online, and can be legally questionable.-

- Show Compassion
- Block and Walk Away
- If you make a mistake, acknowledge it
- Seek Out Support
- Document and Report it
- Right to Feel Safe
- Legal Remedies

Sexting safety tips

Sexting refers to the sending or receiving of sexually explicit photographs or messages via mobile phone.

- Don't create intimate images
- Don't ask anyone for an intimate image
- Someone who loves you and understands what they are asking for, wouldn't ask for a pic
- Don't ever ask someone you love or care about for an intimate picture

ONLINE RESOURCES FOR YOUTH:

- Erasebullying.ca – this website teaches you about the different types of bullying, its effects and the risks associated with it, and has a reporting tool that allows you to report bullying anonymously.
- Kidshelpphone.ca – use this website or call 1-800-668-6868 to speak to a counsellor.
- Needhelpnow.ca – this website helps teens stop the spread of sexual pictures or videos and provides support along the way. If you or someone you know has been negatively impacted by a self/peer exploitation incident, we are here to help offer guidance on the steps you can take to get through it and change the story.

If you are cyberbullied or know someone who is:

- Tell your parents, teacher or another trusted adult
- Save the emails, chat logs or SMS's
- Block and delete the bully from your contact lists
- Do not respond to nasty comments
- Use the 'report abuse' button on websites/apps to report the problem
- Take a break from technology
- If the bullying continues, open a new account and only give your new details trusted friends and family.
- If you are being harassed on your phone, report the problem to your phone company and get a new number
- If the bullying continues, ask an adult to help you report it to the Police.

Feedback form

Thank you so much for taking part in today's workshop! We hope to be able to do projects like this with youth in the future, so please tell us what you liked about today's workshop, how much you learned, and what you think we should change or improve.

The first 4 questions are to ensure we are reaching diverse youth across the province. They will not be used to identify you in any way.

1. **How old are you?**

❍ 11 or younger ❍ 12 years old ❍ 13 years old ❍ 14 years old ❍ 15 years old
❍ 16 years old ❍ 17 years old ❍ 18 years old ❍ 19 or older

2. **What is your gender?**

❍ Male ❍ Female ❍ Transgender ❍ Other (please explain):_____

3. **Were you born in Canada?**

❍ No
❍ Yes

4. **What is your background? *Mark all that apply:***

❍ Aboriginal (First Nations, Métis, Inuit)
❍ European (British, Scottish, Russian, Dutch, German, Italian, etc.)
❍ African
❍ East Asian (Chinese, Japanese, Korean, etc.)
❍ South Asian (East Indian, Pakistani, Sri Lankan, etc.)
❍ Southeast Asian (Cambodian, Filipino, Indonesian, Vietnamese, etc.)
❍ West Asian (Afghani, Iranian, Arab, etc.)
❍ Latin American, South American, Central American
❍ Australian, Pacific Islander
❍ Don't know
❍ Other (please explain): _____

5. **How would you rate your overall experience with the workshop? (choose only one)**

Excellent	Good	Fair	Poor
❍	❍	❍	❍

6. **How much did you learn about the following things (Very much, Quite a bit, A little, or Nothing)? Mark an answer for each one:**

	Very much	Quite a bit	A little	Nothing
1. Online safety, cyberbullying and sexting	❍	❍	❍	❍
2. Risk Factors	❍	❍	❍	❍
3. Protective Factors	❍	❍	❍	❍
4. What to do if I experience problems	❍	❍	❍	❍

7. What did you enjoy the most about the workshop?

8. What (if anything) did you learn from the workshop?

9. What did you not like about the workshop? Please give suggestions for how the workshop could change.

10. What will you do with the information you have learned today?

11. Anything else (suggestions, ideas, comments)? …

Thank you!

McCreary Centre Society
3552 Hastings St East
Vancouver, BC V5K 2A7
www.mcs.bc.ca
604-291-1996