From The Inside Out Toolkit:

A guide for early adolescent workshops

Youth in Anahim Lake

Youth in North Surrey prepping for indoor rock climbing.
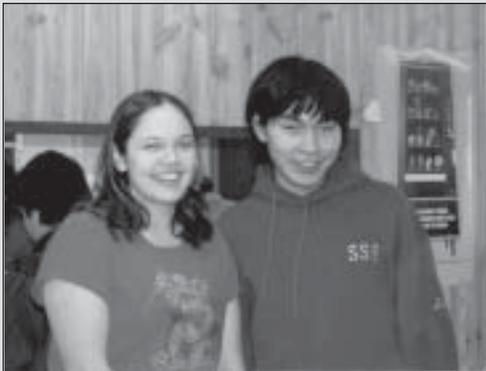
Youth leaders in Moricetown

The McCreary Centre Society

From the Inside Out

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<u>Ulkatcho Band at Anahim Lake:</u>
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<u>Moricetown:</u>
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Acknowledgements

From the Inside Out Workshop Toolkit was prepared by Bernadette Amiscaray, with the assistance of Aileen Murphy.

From the Inside Out is a project of the McCreary Centre Society, a non-government, non-profit agency committed to improving the health of B.C. youth through research, education, and community-based participation projects.

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Introducing: From the Inside Out

The title of our project, *From the Inside Out,* was chosen in the spirit of community development projects and processes that acknowledge and build on peoples' and communities' strengths.

From the Inside Out takes a positive youth development approach by employing and honing youths' strengths rather than focusing on problem behaviours. Research on youth development identifies the ingredients or qualities of positive youth development which are summarized in the 5 C's:

- **Competence** in academic, social, and vocational areas
- **Confidence** or a positive self-identity
- **Connections** to community, family, and peers
- **Character** or positive values, integrity, and moral commitment
- **Caring** and compassion

(Lerner R.M., Fisher C.B., Weinberg R.A. Toward a science for and of the people: Promoting civil society through the application of developmental science. Child Development, 2000)

From the Inside Out emerged from McCreary's B.C. Adolescent Health Surveys (AHS). Survey results confirm that early adolescence is a critical stage of transition. Early adolescence begins with the onset of puberty and extends into the early teen years (from about age 12 to 14 years). It is a phase characterized by rapid physical and emotional changes. Connectedness to family and school often declines during this stage, while connections to peer groups strengthen. Experimentation with adult lifestyles, such as substance use and sexual activity, may begin in early adolescence, especially among youth who are growing up in challenging conditions with few social supports. The AHS also identifies protective factors that can make a difference in a young person's life. Protective factors are those that promote health and resilience. The AHS indicates that connectedness to community, school, and family are all protective factors.

(McCreary Centre Society. *Healthy youth development: The opportunity of early adolescence.* 2003)

Keeping in mind best practices in promoting positive youth development, we wanted this project to provide opportunities for early adolescents to: have fun; feel a sense of belonging; feel valued and cared about by adults; develop skills and competencies; and recognize their own strengths.

This toolkit contains information about our own project, its successes and challenges, as well as ideas and useful tipsheets on how to implement a similar project within your own community. Text written in italics represent the thoughts and impressions of Bernadette Amiscaray, youth project coordinator.

Community Teams

From the Inside Out offered three communities the start-up resources and momentum to get a community development project going. Resources offered by McCreary included: human resources with 2 youth staff coordinators (Bernadette Amiscaray and Ginger Gosnell); a structured activity plan with tangible ideas; and financial resources for community workshops. The three pilot communities that participated in *From the Inside Out (*Moricetown, Ulkatcho Band at Anahim Lake, and North Surrey) expressed interest in the project when it was being proposed. All three communities had been involved with McCreary's Adolescent Health Survey Next Step – a past youth participation initiative.

Each community was unique and offered different fun and challenging learning experiences. Geographically, Moricetown was the farthest community, located half an hour outside of Smithers in Northern BC. Moricetown is an Aboriginal community with a population of approximately 200 people, a quarter of which are between the ages of 5-15. While working there, we discovered that the Wet'suwet'en have a strong sense of cultural knowledge and pride.

Ulkatcho Band at Anahim Lake is also an Aboriginal community, but is more isolated (the nearest city is Williams Lake —4 hours away by car). Anahim Lake is located in the heart of B.C.'s Cariboo/Chilcotin region. Many of the Anahim Lake youth who participated in our project were quite young, between the ages of 8-11.

North Surrey was the suburban community with the youth coming from very diverse cultural backgrounds. Different from the other communities, the North Surrey youth who attended the workshops were from 6 schools and were selected by their respective principals or school counsellors to participate.

The first step was establishing a 'team' within each community that would be responsible for the planning and implementation of the workshops, with the support and assistance from McCreary's project coordinators, Bernadette and Ginger. In each of the 3 pilot communities, this 'team' was comprised of 1 adult support person and 2 older youth leaders.

Moricetown team:
Lucy Glaim, Youth Justice worker, adult support person
Andrew Tom, youth leader
Aleah Gagnon, youth leader

Ulkatcho Band at Anahim Lake team:
Carmen Hance, Child Protection worker, adult support person
Nicole Cahoose, Mental Health worker
Desiree Louie, youth leader

North Surrey team:
Sharon Jagich, Nurse Coordinator, adult support person
Memorial Hospital Youth Clinic
Kimi Foster, youth leader
Raf Villalon, youth leader

The Opportunity of Early Adolescence

10 Principles to guide best practice in community youth development programs (taken from The Carnegie Task Force; Quinn, 1995). Effective programs:

1) Are tailored to adolescents' interests and needs at a developmentally-appropriate level;

2) Are sensitive to the diverse backgrounds and experience of members;

3) Specify and evaluate outcomes, particularly positive outcomes;

4) Work both as a group and individually to provide access to high-risk, high-needs youth;

5) Include high quality and diverse adult leadership;

6) Strengthen the role of adolescents as community resources, not as problems;

7) Advocate for and with youth;

8) Partner with families, schools, and community members and institutions;

9) Create a stable funding base; and

10) Develop a strong committed organizational structure

Adolescence is a critical developmental period during which both positive and negative health behaviours often begin and may become firmly established. Early adolescence, beginning at about age 11 and extending to about age 14, is becoming recognized as an especially important stage at the beginning of the transition to adulthood. Recent research has demonstrated that initiation of health-compromising behaviours at an early age put young people at increased risk throughout their adolescence. Early adolescence represents a period both of special opportunity and of greater vulnerability due to multiple and often simultaneous changes.

Current research suggests that efforts to build on the strengths of youth and their communities are more effective than those that focus on youth as problems. Strategies that foster personal coping skills and promote positive behaviours not only serve to prevent problems, but also increase youths' ability to face future life challenges. Interventions in early adolescence, especially with at-risk groups, are the most likely to prevent negative outcomes in later adolescence and adulthood.

From the Inside Out: A Model

One of the greatest personal successes of From the Inside Out has been the development of friendships with the youth who consistently attended the workshops over the 16 months. Because we were in the community relatively frequently (once every two months), some of the youth who at the beginning might have acted out or been aggressive toward us seemed to calm down and appreciate us being there. If anything else, I hope that they found us to be individuals who they could trust and talk to.

In one of our communities it took until the 5th workshop to realize what types of activities and workshop delivery styles worked for that particular group of young people.

The purpose of *From the Inside Out* was to develop tools and strategies for involving young adolescents in community-based youth workshops and projects. We wanted to provide concrete and tangible activities that could be done and carried out by local youth leaders with the support of youth-friendly adults in the community.

From the Inside Out entailed holding 7 workshops in each community over the course of 16 months. Having a **series** of workshops allowed us to learn more about the youth and what types of programs and activities work for them. It also gave the local youth leaders and adults more opportunities to connect with the youth and gain experience in conducting community workshops. Each community came up with their own incentives to encourage youth to attend every workshop (e.g. North Surrey raffled a large prize at the very end of the project).

Health Canada funds covered all expenses associated with the workshops.

The entire Moricetown gang.

Community Youth Leaders and Adult Support

McCreary held a project 'kick-off' weekend workshop in Vancouver in which the community teams, youth leaders and adult supports, got together to meet each other as well as the McCreary staff and learned more about games, skill building activities, youth participation, and how to facilitate workshops.

Since we had already established contact with the adult supports in each community, we left it to them to find youth leaders and supplied them with an application form describing what the job would entail and the qualifications that would best serve the position such as, a positive attitude, willingness to learn new skills, ability to work with younger youth, and enthusiasm and commitment to making change in their community. Visible youth leaders are important in any community because they are easily accessible to, and positive role models for, younger youth. In two of the communities, the youth leaders were high school students, in the third community the youth leader was a college student. The duties of the youth leaders were to plan, organize, invite youth (i.e. advertise the workshops) lead workshops, and facilitate discussion. As part of our budget, youth leaders received an honorarium of $120 for each workshop.

Adult supports have a critical role in supporting the youth leaders and advocating for the project. The adult supports in our project typically oversaw workshop details such as administering project funds to pay for rented spaces, food, and recreation activities. Planning for the workshops typically began a week in advance and involved a meeting between the youth leaders and adult support to plan the day and delegate tasks.

We have been lucky enough to see the impact this project has made in many of our youth leaders' lives. Some of them have gone from being rather shy to true leaders in their community. Their first hand experience working with youth in their community has not only made them role models and a contact person for the young people, but it has also taught them facilitation, public speaking, organizational, and many other useful skills. Some of our youth leaders have also been able to use this experience with From the Inside Out as a platform to get more involved in their communities and other youth organizations.

McCreary Youth Coordinators

The McCreary Centre Society hired 2 youth staff to coordinate the project. The role of the coordinators was to work with the community teams to plan and facilitate the workshop series. When the project began, the project coordinators offered suggestions and ideas for activities and helped with the organization and implementation of the workshops. Gradually though, each community's youth leaders and adult supports provided direction for the workshops and implemented them without much assistance from the coordinators.

Moricetown youth leaders Aleah Gagnon and Andrew Tom.

Moricetown youth Joanne Mitchell with McCreary Youth Coordinator Bernadette Amiscaray (R).

Anahim Lake adult support Nicole Cahoose with youth Anthony Sill.

Monkeying around with the team from North Surrey: (L-R) Sharon Jagich, Raf Villalon, Kimi Foster.

McCreary Youth Coordinator Ginger Gosnell with some of the boys from Moricetown.

An Early Adolescent Workshop

The Moricetown youth showing off their freshly carved pumpkins.

A typical *From the Inside Out* workshop is planned as a whole day event. Usually taking place on a Saturday, the workshop can run anywhere from 10 am to 7 pm. Two meals are provided for the day, either breakfast and lunch or lunch and dinner. The workshops always begin with a meal and healthy snacks are available throughout the day (no chips, chocolate bars, or pop). Each workshop usually includes: skill building or social issues workshops, meals, games, working on a community project, and a recreation activity.

Youth from North Surrey working on a community map.

Exercising his might, Gerome Pete sits atop a totem pole in Moricetown.

SAMPLE AGENDA

10:30 – INTRODUCTION GAMES AND ACTIVITIES

11:00 – HEALTHY RELATIONSHIPS/PEER PRESSURE/SEX ED. WORKSHOP

12:00 – LUNCH

12:30 – OUTDOOR ACTIVITY

1:00 – COLONISATION WORKSHOP

1:45 – GAME

2:00 – WORK ON BUTTON BLANKETS

3:00 – RECREATION ACTIVITY

5:00 – DINNER

Skill Building Workshops

Skill building workshops are smaller workshops that we included in the day's agenda in order to devote some time to skill/capacity building, personal development as well as social issues. Some of the skill building workshops we did focused on sexual health, peer pressure, bullying, team building, and setting goals or planning for the future.

In some instances the youth leaders were able to lead these skill building workshops because of their own training or backgrounds on the subject matter. Other times we researched resources and created workshops that were age-appropriate. A number of these skill building workshops were informal and involved simply initiating and facilitating open discussions.

Building bridges in Anahim Lake

One of the most effective workshops was done very simply. Wanting to do something on the topic of bullying, two of our youth leaders decided to talk about their own experiences, one as a bully and the reasons why people push others around, and the other talked about his own experience having been bullied. It was an emotional discussion that all of the youth were very attentive to and the topic seemed to resonate with a lot of them.

Doing a skill building workshop on communication included playing the game "telephone" in which one person whispers something to another, and this continues along the line until the very last person has to say out loud what the message was. Usually by the end of the line the message that gets passed on is distorted from the original. We used this game to highlight the importance of listening skills as well as the dangers of rumours and how we shouldn't believe everything that we hear.

Meals and Snacks

Rather than ordering fast food, which can be costly and unhealthy, our community teams either prepared the meals themselves (before the workshop) or asked a member of the community to cater simple dishes. Preparing a light breakfast is easy enough and can include oatmeal, cereals low in sugar with skim milk, yoghurt, and fresh fruit. For lunch or dinner, community members had prepared dishes like spaghetti, chilli, bannock dogs, with salad and buns. Throughout the workshop, snacks are always available such as crackers, breadsticks, cheese, granola bars, yoghurt, vegetable platters, and lots of fruit. In terms of beverages, we always have lots of juices and bottled water on hand.

We highly recommend having some sort of physical activity after the meals so that the participants can burn off all of their extra energy!

The preparation of meals and snacks is a great way to get other adults and youth in the community involved in the project. In Moricetown and Anahim Lake foods from the community like bannock and moose-meat spaghetti were made fresh and was a treat for all of us. Also, doing a cooking workshop with the youth, if there's a kitchen that can accommodate it, is a great skill building workshop.

Youth in Anahim Lake (L) and Moricetown (R) enjoying lunch time.

Recreation Activities

When choosing a recreation activity some things to consider are cost, transportation, and safety (i.e. permission slips or release forms from the youths' parents might be necessary). Depending on the community, the recreation activities we did varied. The recreation activity was meant to offer the youth an opportunity to interact with one another and participate in activities they may not regularly do. The recreation activities typically took place for the last part of the day. The purpose of the recreation activities was also to highlight the different positive, fun, and safe activities that exist (or that they can set up themselves) in and around their community.

Youth in North Surrey prepping for indoor rock climbing.

With the youth in North Surrey we were able to access a lot of the fun places and services in Surrey and New Westminster. With this group of youth we did everything from indoor rock climbing to lazer tag.

For Moricetown, the nearest town (Smithers) is only half an hour away. To take the youth to town, our adult support person arranged for safe transportation (typically a large van) and had all of the youth hand in consent forms from their parents. Smithers also had a number of places that we visited, like the bowling alley and movie theatre. What the youth of Moricetown also had though were great outdoor attractions that we were lucky enough to visit such as Twin Falls or the historical village of K'San in nearby Hazelton.

Anahim Lake was our most isolated community being 4 hours away from the nearest city, Williams Lake. Recreation activities for this community typically involved doing something inside, like watching rented movies while having dinner. There were also a lot of outdoor activities throughout the day, playing tag, capture the flag, or kick the can.

Community Projects

Over the course of the 7 workshops in each community, there were two large community projects that were revisited at each workshop. The purpose of having larger community projects that were worked on over a number of workshops was not only to increase young peoples' awareness and connectedness to their community, but also to serve as a tangible project that youth could initiate and complete.

Community Mapping

For the first 3 workshops the youth participated in a community mapping project. Community mapping is an activity that allows people of all ages to tell their stories and connect with their communities through a highly creative and interactive process. Community mapping can be used as a tool for meaningful involvement and social change.

To do community mapping with each of our communities, we made base maps of the community and collected a variety of map symbols. To get an idea of the youths' perspective, we asked them to answer questions such as: "What are some things you'd like to see added to your community; What would you like to see removed; Can you identify some safe or fun places?" The youth answered these questions by choosing map symbols and placing them on the maps in the area they were talking about.

Being successful in community mapping has everything to do with knowing the age group that you're working with and asking the right types of questions. In one of our communities, asking the youth to identify safe fun places was difficult because the group was very young and the number of places they could point out was limited. What worked much better with this group was asking them to tell stories about places on the map; for example, we asked the youth in Anahim Lake to tell stories beginning with the sentence, "The weirdest thing that ever happened to me in Anahim Lake was..." or "The funniest thing that ever happened to me in Anahim Lake was..."

[For more information see our Tipsheet "Community Mapping: A Simplified How-to"]. In each community we made sure to have a final gathering where the youth could present their maps to adults.

For the last 4 workshops, the youth in each community worked on a final project of their choice. The objective of such projects (much like the community mapping) is to create a greater sense of connectedness and awareness among the youth about their community and to give them something concrete and tangible to do.

The Surrey youth for example identified that a big problem with their community was its poor reputation within the province. In response to this negative attention, the youth decided to create a positive publicity campaign in which they created videos and a newsletter highlighting all of the great things about Surrey. The movies were written and shot by the youth themselves with McCreary providing the cameras and transportation. The youth presented their movies and maps at an annual teen health conference for parents and health professionals, organized by the Surrey Youth Clinic.

For their final project the Moricetown youth chose to make button blankets and share them at a traditional feast they organized themselves. Part of this process involved having an elder come to one of our workshops and talk more about the clans, clan symbols, and the significance of button blankets.

Budget Considerations

Workshop expenses typically include:
- 2 full meals, drinks, and snacks for the day
- a space to meet in
- supplies for project activities (e.g. arts and crafts supplies)
- recreation activity
- transportation (if necessary)
- prizes
- community project materials

Once again, to cut costs and get more community members involved we asked for assistance in terms of people who were willing to cater simple meals for the day or asking local businesses to donate prizes such as free movie passes or gift certificates for their stores.

Evaluation

Depending on what you want to evaluate, however you choose to evaluate your project is up to you. Evaluating the project process is always important though because it gauges whether or not the project is effective and having the impact you anticipated. Our method of evaluating *From the Inside Out* involved passing out different evaluation forms to the youth, youth leaders, and adult support person at the end of every workshop. [For more information see out Tipsheet "Evaluation Example"].

Being funded by Health Canada's Population Health Fund, we were required to use a logic model from the outset of the project to help delineate what our activities, outputs, outcomes, and success indicators were; this was an incredibly valuable tool for performing a proper evaluation throughout the process. Furthermore, the logic model divided our project into 4 program areas that were to be evaluated: youth participation and involvement; education and skill development; healthy lifestyle choices; and community awareness and support.

Follow Up

The final stage of *From the Inside Out* was a follow up evaluation done through telephone interviews with some of the youth, youth leaders, and adult support that participated in the project over the 16 months. The follow up was meant to identify strengths and weaknesses of the project overall and assess whether we achieved the outcomes we had plotted out at the beginning of the process.

Anahim Lake youth Joylene Baptiste and Anthony Sill just chillin'.

So many places to point out: more community mapping in North Surrey.

Tipsheets

Community Mapping – A Simplified 'How-to'

Community mapping is an engaging discovery and creative process that can be used to achieve many different objectives. Doing community mapping with young people can familiarize them with and connects them to their surroundings, but it can also allow them to tell their stories and share their own perceptions of their community.

Although most people would think that maps are solely made to outline geographical physical environments, community mapping uses a map to link to personal journeys, family histories, perceptions of safety, stories, etc. Community mapping is done best when you know what objective you're trying to achieve through the process as well as what purpose you want the maps to serve in the end.

Necessary supplies:
- scissors
- glue
- pencil crayons, felts
- vellum paper
- black flex tape (various widths)

1. **Find (or create) the right base maps.**

   For most municipalities, maps can be obtained from the municipality. In rural communities, getting maps may prove to be more challenging. If official maps of your area can't be found (from map suppliers or city departments), a great place to check out would be tourism and travel businesses. There are also numerous online websites that have maps. If you STILL can't find a map, try and draw one on your own, keeping your scale as accurate as possible. Make sure to know exactly what area (i.e. boundaries) you're interested in mapping.

   There exist many different types of maps that identify things like tourist attractions, churches, cemeteries, bus routes, etc. The best type of map to use for this activity is one that is relatively 'clutter-free' indicating only very basic things like streets/avenues and their names. If all you have to work with though 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. 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.

Place the vellum paper overtop of the map that you have, and use the flex tape to create the streets and avenues. Once you've placed all of the roadways on the vellum paper, photocopy it onto regular paper and try to blow it up to a larger size (like 3'X4'). We recommend using oversized base maps because there's more space for youth to add stories and the mapping symbols pinpointing certain spots can be larger in size and more discernable.

Three things that must be on every map are: the map's name or title, a legend, and a symbol for indicating direction (North). If you want the youth to include text, so they can explain their symbols further, create blank text boxes of different sizes that they can write in and paste beside the corresponding symbol.

2. **Collect a good number of relevant map symbols**.

Obviously, pick symbols that reflect the topics or themes that you're trying to identify on the map. It's important to have more than one copy of each symbol since one will have to go on the legend and another at the proper spot on the map. Also, having variations on each symbol gives the participants more creative choice.

3. **Ask the right questions.**

Depending on what objective you're trying to achieve through the maps, be it identifying youth friendly services to see what's lacking or mapping the different types of gardens that exist for the purpose of gathering food for a food bank, be sure to tailor your questions accordingly.

To get the information you want on the map, it's important to ask questions that the youth can answer and understand. Asking the right questions has everything to do with knowing the group you're working with. In the maps we created, we asked questions such as:
   o What are some safe fun places?
   o What are some unsafe places?
   o What would you like to see added to your community?
   o What would you like to see removed from your community?
   o What would you like to see stay the same in your community?

In one of our communities where these questions didn't seem to work with the youth we decided to ask the youth to tell us a story:
   o If aliens were to come to your community, and they could take something away, add something, or keep something, what would you want those things to be?
   o On the map, finish this sentence and identify a spot where:

- The funniest thing that happened to me (or that I saw) in my community was…
- The weirdest thing that happened to me (or that I saw) in my community was…
- I was happiest in my community when…
- In my community we celebrate…

## 4. Have the youth add color to their maps.

Once all of the symbols and text boxes have been put into place and things are set, let the youth use felts, crayons, pencil crayons, or whatever coloring materials to add their own creative touches to the map.

5. Get them laminated.

Although not necessary, laminating the finished maps gives them a polished and presentable look.

6. Create an event to showcase them!

Whether it's a small community gathering, or a formal presentation to municipal officials, allowing youth to showcase their work and present their own ideas about their community can be an effective tool for change and a persuasive way to get positive results.
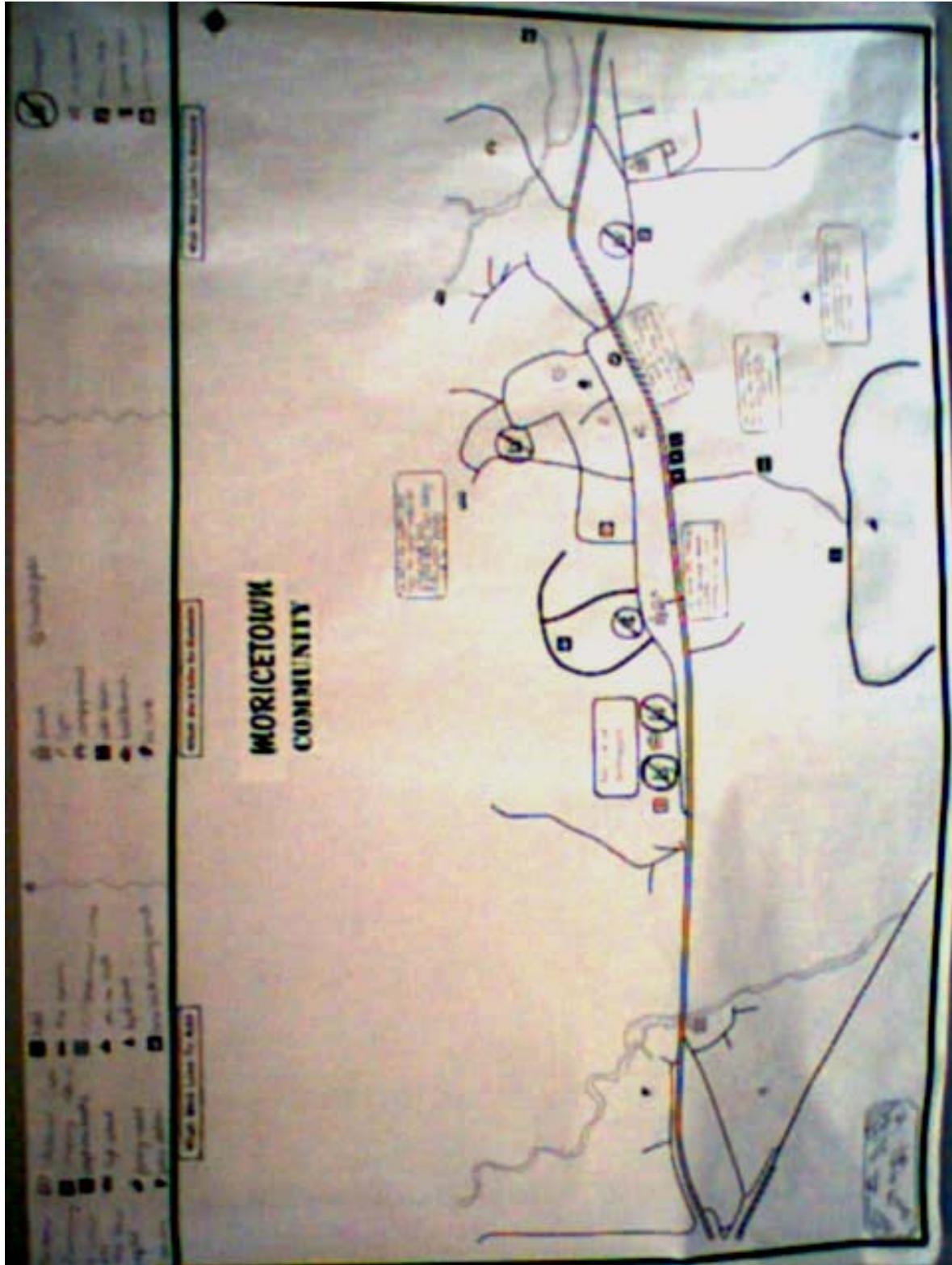
An example of a map where participants identified areas in their community they would like to change. A Legend at the top denotes symbols and what they mean. Participants then place or draw this symbol on the area in their community they want to change. In this example, participants could choose from a large variety of symbols to represent anything they felt was important to identify in their community.

In this example, participants identified things they wanted to add to their community. A map provided by the City was photocopied and small groups of youth worked to identify recreation sites, improvements, and services they wanted to see in their community and where.

Evaluation Example

When creating evaluation forms for youth, make sure that the language is easy to read and age-appropriate. Filling out evaluation forms is always done a the very last activity at the end of the workshop and takes 5-10 minutes.

Depending on what you're looking to evaluate, the questions you choose to put on an evaluation form could be very different from these. We chose these particular questions because they reflect our project's objectives.

Enclosed are copies of youth, youth leader, and adult support evaluation forms handed out at every workshop.

from the inside out

FEEDBACK FROM YOUTH LEADERS

How old are you?_____ Years   Are you: ❑ male   ❑ female
What grade are you in?_____   Are you regularly in school? ❑ yes ❑ no
What is your name?_____

About today's workshop…
At today's workshop, did you… *(please circle the correct letter for each)*

Have Fun?

No   A bit   Some   A Lot

Get new ideas about fun and healthy things to do?

No   A bit   Some   A Lot

Learn something new about your community?
No   A bit   Some   A Lot

Learn ways to help other youth?
No   A bit   Some   A Lot

Feel respected by others (listened to?)
No   A bit   Some   A Lot

Feel that the adults listened to you?
No   A bit   Some   A Lot

Cooperate with others?

No   A bit   Some   A Lot

Help someone out (help another youth or the youth leaders)?

No   A bit   Some   A Lot

Enjoy being with the Youth Leaders
No   A bit   Some   A Lot

Talked about something with the group?
No   A bit   Some   A Lot

Find that you would like to bring a friend to the next workshop?
No   A bit   Some   A Lot

What did you like best about today's workshop?

_____
_____
_____

What did you like least about today's workshop?

_____
_____
_____

What would you like to learn or talk about at the next workshop?

_____
_____
_____

What would you like to do for fun next time (food, games, prizes)

_____
_____
_____

Thanks for you feedback!
We're looking forward to seeing you at the next workshop
Please be sure to bring somebody new along with you.

FROM THE INSIDE OUT

FEEDBACK FROM YOUTH LEADERS

About today's workshop…

1. In planning and facilitating this workshop, **how much have you learned** about each of the following things? *(Circle the correct answer for each one using the following code)*

N=Nothing   **B**=A Bit   **S**=Some   **L**=A lot

N B S L   Planning activities
N B S L   Leading activities
N B S L   Communicating with other people
N B S L   Working with other youth leaders
N B S L   Working with adults
N B S L   Working with young adolescents
N B S L   Bringing new participants to attend future workshops
N B S L   New ways for helping youth to get off drugs or alcohol
N B S L   Developing leadership skills in other youth
N B S L   Making good decisions
N B S L   Cooperating with others
N B S L   Managing anger and conflict
N B S L   Respecting yourself and others
N B S L   Accepting responsibility for your actions
N B S L   Serving your community

2. How important to you is each thing in the following list?   *(Again, just circle the code that is correct for you.)*

N=Not at all Important   **L**=A Little   **S**=Somewhat   **V**=Very Important

N L S V   Staying in school and graduating
N L S V   Learning skills that you can apply in your future job or career
N L S V   Learning how to become more involved in your community
N L S V   Being connected to elders in your community
N L S V   Having a good relationship with your family
N L S V   Knowing about Aboriginal culture
N L S V   Helping youth in your community make healthy choices regarding sex
N L S V   Helping youth make healthy choices regarding alcohol and drugs
N L S V   Helping youth to find opportunities to participate in the community

3**. At this time today**, how would you rate your leadership skills? *(Circle the answer that is correct for you).*

                 Poor   Fair   OK   Good   Excellent

4. Now, Think back to **before** you became involved in this project. Please rate your leadership skills as they would have been **at that time.**

                 Poor   Fair   OK   Good   Excellent

5. What did you **like best** about the workshop?
   a.
   b.

6. What did you **like least** about today's workshop?
   a.
   b.

7. Please describe your experiences with this project so far? For example, What have you enjoyed? What have you found challenging? Do you think this project is having a positive impact in your community?

_____
_____
_____
_____

And a little bit of information about you…

8. How old are you? ____ years

9. Are you: ❏ male   ❏ female

10. Are you still attending school? ❏ Yes ❏ No ❏ Graduated

11. What grade are you in? ____

12. What is your name? _____

Thanks for your feedback.

From the Inside Out

FEEDBACK FROM ADULTS

About today's workshop

1*.* **At today's workshop** did you *(Please circle the correct letter for each one).*

N=No   **B**=A Bit **S**=Some   **L**=A Lot

N B S L   Have a chance to work with youth?
N B S L   Have a chance to listen to youths' views?
N B S L   Learn ways to bring new youth to attend future workshops?
N B S L   Learn methods for helping youth to get off drugs or alcohol?
N B S L   Learn about developing leadership skills in other youth?
N B S L   Provide support and encouragement to the youth?
N B S L   Have fun?

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

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

4. What suggestions do you have for the next workshop?
   a.
   b.

5. **At this time,** 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. Think back to **before** you became involved in this project. Please rate your skills, experience and confidence in supporting youth in this type of community workshop/project.

Poor   Fair   OK   Good   Excellent

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

    a.

    b.

    c.

8. Do you have any other comments about this workshop or project.

_____
_____
_____
_____

And a little bit of information about you…

9. Are you: ❑ male   ❑ female

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

    ❑ Parent
    ❑ Elder
    ❑ Chief or Council member
    ❑ Teacher or school personnel
    ❑ Health worker
    ❑ Social service worker
    ❑ Other: (please specify): _____

11. What is your name? _____

Thanks for your feedback.

Requirements for Healthy Adolescent Development[1]

Families, schools, health care providers, policy officials, community and business members can contribute to the healthy development of young people by providing them with opportunities to:

- Participate as citizens, members of a household, and responsible members of society

- Gain experience in decision-making

- Interact with peers and acquire a sense of belonging

- Have time to reflect on self in relation to others

- Discuss conflicting values and formulate their own value system

- Experiment with their own identity, with relationships to others, with ideas

- Develop a feeling of accountability

- Cultivate a capacity to enjoy life

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[1]Konopka, G. (1973). *Requirements for healthy development of adolescent youth. Adolescence, 8* (31), 1-26.

Facilitation Techniques

Problem	Typical Mistake	Effective Response
Domination by a highly verbal member	Inexperienced facilitators often try to control this person. "Excuse me, Mr. Q, do you mind if I let someone else take a turn?" Or even worse, "Excuse me, Ms. Q, you're taking up a lot of the group's time…"	When one person is over participating, everyone else is under-participating. So, focus your efforts on the passive majority. Encourage them to participate more. Trying to change the dominate person merely gives that person all the more attention.
Goofing around in the midst of a discussion	It's temping to try to "organize" people by getting into a power struggle with them. "Okay, ever body, let's get refocused." This only works when the problem isn't very serious.	Aim for a break as soon as possible. People have become undisciplined because they are overloaded or worn out. After a breather, they will be much better able to focus.
Low participation by the entire group	Low participation can create the impression that a lot of work is getting done in a hurry. This leads to one of the worst errors a facilitator can make: assume that silence means consent, and do nothing to encourage more participation.	Switch from large-group open discussion to a different format that lowers the anxiety level. Often idea-listening is the perfect remedy. If safety is a major concern, small group activities are very important.