

BALANCE AND CONNECTION IN BC NEXT STEPS WORKSHOP TOOLKIT

A resource to share the results of the
2018 BC Adolescent Health Survey with young people



McCreary
Centre Society

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Copies of this toolkit are available at: www.mcs.bc.ca.
For enquiries about the Next Steps, please email: mccreary@mcs.bc.ca.

ACKNOWLEDGEMENTS

Sincere thanks are due to all of the young people who completed the 2018 BC Adolescent Health Survey, as well as the BC government, the five regional health authorities, the 58 participating school districts, 469 public health nurses, and many of the province's nursing schools who made the survey possible.

We are indebted to the young people, school personnel, parents, community agencies, health care professionals, and other experts in adolescent health who helped guide the development of the survey, and to the hundreds of youth who took part in pilot testing the survey.

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INTRODUCTION

This toolkit provides a workshop template for facilitators (e.g., teachers, Public Health Nurses, youth workers, and other adult allies) to share the results of the 2018 BC Adolescent Health Survey (BC AHS) with young people aged 12 to 19 in British Columbia. It includes an introduction to the results, activities to learn about risk and protective factors, and discussion questions to explore youth health in your school or community. The workshop is customizable and is designed to be delivered in approximately 90 minutes.

To learn more about the Next Steps, or for support to adapt this resource to meet the needs of your community, please email mccreary@mcs.bc.ca or call McCreary's Community Research Coordinator at 604-291-1996 (ext. 236).

If young people have an idea to address a youth health issue identified through the workshop, McCreary's Youth Advisory and Action Council (YAC) offers Youth Action Grants (YAG) to support youth-led projects. The YAGs provide up to \$500 to support youth from school districts that participated in the 2018 BC Adolescent Health Survey to deliver a project to improve youth health in their school or community.

For more information about the YAGs, or to download a grant application form, visit www.mcs.bc.ca/youth_action_grants.

BACKGROUND



The BC AHS is a survey completed by students in grades 7 to 12 across BC. It has been administered by

public health nurses and nursing students in mainstream public schools every five years since 1992. The survey asks youth about their physical and mental health, and about factors that can influence health outcomes during adolescence and in later life.

The survey was developed in consultation with young people, parents, and other experts in youth health, and was pilot tested with students across the province. The data provides policy makers, schools, service providers, parents, and young people with a current and accurate picture of youth health and of changing health trends in communities across BC.

In 2018, over 38,000 youth in 58 of BC's 60 school districts completed the survey. School District 93, Conseil scolaire francophone, took part for the first time in 2018.

LEARNING OBJECTIVES

By the end of the workshop participants will:

- ♦ Understand what the BC Adolescent Health Survey is and how results are used.
- ♦ Be aware of trends in youth health.
- ♦ Understand risk and protective factors for healthy development.
- ♦ Know where to access provincial and local survey results.
- ♦ Know who to approach if they wish to deliver a youth health project in their school or community.

2018 BC AHS BY THE NUMBERS



BEFORE THE WORKSHOP

Before the workshop, familiarize yourself with the provincial and/or regional results of the 2018 BC AHS. This workshop toolkit shares provincial results. If you would like to share local data, regional reports are available for the Northwest, Northeast, Northern Interior, Thompson Cariboo Shuswap, Okanagan, Kootenay Boundary, East Kootenay, North Vancouver Island, Central Vancouver Island, South Vancouver Island, North Shore/Coast Garibaldi, Vancouver, Richmond, Fraser North, Fraser South, and Fraser East.

The provincial report, *Balance and Connection in BC: The health and well-being of our youth*, is available to download for free from McCreary's website, www.mcs.bc.ca. All regional reports will also be available to download from McCreary's website by early 2020.

FACILITATORS

The workshop requires a minimum of one facilitator. However, a second facilitator may be helpful to take notes, assist with score-keeping during the 'Trivia Time' game, and provide extra support to those who may need it.

Facilitators should be experienced working in partnership with young people and be interested in hearing their perspectives.

If you are unfamiliar with the community in which you are facilitating the workshop, it is recommended to connect with local youth workers, school nurses, students, or school staff to ensure that the workshop is geared towards, and sensitive to, current issues and interests of the community.



Download 2018 BC Adolescent Health Survey reports at www.mcs.bc.ca.

PARTICIPANTS

This workshop is designed for use with young people in grades 7 to 12 (aged 12 to 19) in a classroom setting. It can be used with young people of different ages and in different settings; however, it may require adaptation.

If you would like additional support to develop or adapt the workshop, we encourage you to connect with McCreary staff through the contact information provided on page 4.

SETTING UP THE SPACE

It is helpful to arrange the room so that participants are facing one another in a circle. This helps to promote equity between facilitators and participants, enhance visibility, and encourage discussion. It is particularly important if you will be facilitating the 'Rock Bucket Challenge' described on pages 16–18.

FEEDBACK

Feedback forms for youth participants and for facilitators are provided in the workshop resources section on pages 41–44. In addition to providing useful information to facilitators, feedback from both youth and facilitators helps us to improve our workshops and toolkits like this one. We are also interested in hearing participants' responses to the data and any action or activities that take place as a result of this workshop.

Additional information, such as the number of participants, the workshop setting (e.g., in a classroom, with a youth group), and age range and other relevant demographics can also help us to ensure this toolkit reaches diverse BC communities.

PLEASE RETURN FEEDBACK FORMS TO:

Mail: Community Research Coordinator
McCreary Centre Society
3552 East Hastings Street
Vancouver, BC
V5K 2A7

Email: mccreary@mcs.bc.ca

Fax: 604-291-7308



GETTING STARTED

WORKSHOP SUPPLIES

GENERAL SUPPLIES:

- ☑ Flip chart paper and stand
- ☑ Flip chart markers
- ☑ PowerPoint presentation
- ☑ Computer/laptop for PowerPoint
- ☑ Projector

A PowerPoint presentation is available to accompany this toolkit at www.mcs.bc.ca.

If you prefer not to use the PowerPoint, or if you do not have access to a computer or projector, the workshop agenda, activity instructions, and trivia questions and responses can be prepared in advance on flip chart paper.

'TRIVIA TIME' SUPPLIES:

- ☑ Trivia Time questions (found in the accompanying PowerPoint and on pages 20–36 of this toolkit)
- ☑ 4 pieces of paper per team for each team to hold up A, B, C, or D
- ☑ Prizes (optional)

ROCK BUCKET CHALLENGE SUPPLIES:

- ☑ Instruction sheet (found on page 18)
- ☑ A dozen or so rocks, about the size of an orange
- ☑ Risk factor and protective factor sheets (found on pages 37–38)
- ☑ Elastic bands
- ☑ Tape
- ☑ A bucket or bin large enough to safely hold all the rocks



QUICK TIP!

This activity can also be done with a backpack instead of a bucket or bin, using textbooks in place of rocks.

FEEDBACK FORMS:

- ☑ Youth feedback form (found on pages 41–42)
- ☑ Facilitator feedback form (found on pages 43–44)
- ☑ Envelope in which to place feedback forms (to ensure confidentiality).

WORKSHOP AGENDA

This workshop can be completed in 90 minutes (including a short break or energizer). However, the agenda is flexible and can be adjusted to meet your needs. For example, to complete the workshop in a 50-minute class period, you may choose to omit the 'Rock Bucket Challenge' and/or to include fewer questions in the 'Trivia Time' game. If you have more time, you may choose to include more questions in the 'Trivia Time' game and/or spend more time discussing youth's ideas to promote youth health in their community.

SUGGESTED AGENDA (90 MINUTES)

1. Introduction (10 minutes)
2. Community agreement (5 minutes)
3. About the 2018 BC AHS (5 minutes)
4. Trivia Time (25 minutes)
Break/energizer (5 minutes)
5. Rock Bucket Challenge (20 minutes)
6. Using the results (10 minutes)
7. Closing and thank you (5 minutes)
8. Feedback forms (5 minutes)



QUICK TIP!

Working with a large or talkative group? Allow more time for discussion following each question by including fewer questions or adding more time to the agenda.

1. INTRODUCTION (10 MINUTES)

Introduce yourself, the purpose of the workshop, and why you felt it was important to share this information with the group.

Acknowledge the Traditional Territories on which you are facilitating the workshop.

Let youth know the main objectives of the workshop are to:

- Share the results of the 2018 BC AHS with young people and hear their responses.
- Ensure young people are included in discussions about youth health.
- Discuss the health of young people in their communities and actions that could be taken to improve youth health.

Explain how the session will look. You may wish to have an agenda posted where youth can see it. Leaving times off the agenda will give you more flexibility.

Facilitate an ice breaker round for participants to introduce themselves and to engage in the workshop. Suggested ice breakers can be found on page 39. Energizers are also included on pages 39–40 and can be used as needed throughout the workshop.



QUICK TIP!

Using an ice breaker question? Introduce yourself and answer the question first to give participants time to think of a response, and to guide the responses in a safe and relevant direction.

2. COMMUNITY AGREEMENT (5 MINUTES)

The community agreement helps to create a safe space in which youth can feel comfortable participating by reinforcing safety, respect, and inclusion. It offers youth the opportunity to have input into how they want to share space together, and can be used to refer back to while facilitating discussions.

If you are in an established group setting, there may already be a community agreement in place. Discuss these in relation to the workshop activities, and ask youth to add anything else they need in order to participate fully. If there is no existing community agreement, invite youth to create one together.

It is more effective to phrase the statements as actions to take, rather than actions to be avoided. For example: "Allow others to finish speaking before speaking yourself" rather than "Don't talk over others." If someone suggests a broad idea such as "Be respectful," invite them to elaborate by asking "What does being respectful look like?", or "What does it look like when someone shows you respect?"

GROUP AGREEMENT

Judgement-free zone

Listen when others are speaking

Lift each other up (no put-downs of ourselves or others)

Think about language (no 'isms')

EXAMPLE

If the group has missed any important guidelines, raise them yourself. One important guideline is confidentiality (i.e., what is said in the room stays in the room). When discussing topics such as health and wellness, it is important that youth feel confident that information shared within the workshop will stay within the workshop. However, youth must also be made aware that confidentiality cannot be guaranteed and there are times when confidentiality must be broken (see box below).

You may also wish to create agreements around bathroom breaks and phone use during the workshop.

LIMITS TO CONFIDENTIALITY

If you have reason to believe that someone under the age of 19 has been or is likely to be physically harmed, sexually abused, sexually exploited, or if they plan to harm themselves or someone else, you have a duty to report this.

You can call 1-800-663-9122, your local Ministry of Children and Family Development office, or Delegated Agency.

Your organization may have specific reporting protocols which you should familiarize yourself with (e.g., if you are required to report certain behaviour such as substance use, participants should be informed of this).

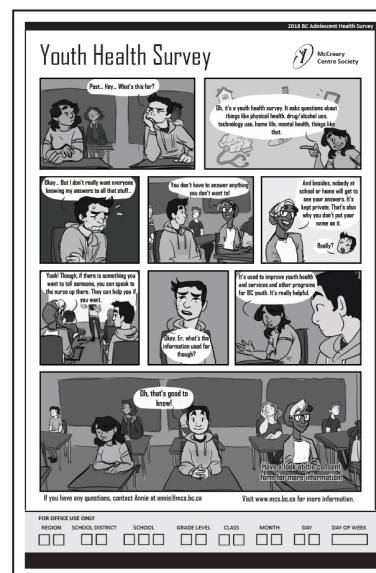
For more information on reporting concerns about children and youth, visit www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/t15-0191_dutyto-report_pamphlet11x85in2folds.pdf.

3. ABOUT THE 2018 BC AHS (5 MINUTES)

Before beginning the trivia game, provide context to the results by sharing background information about the 2018 BC AHS.

Helpful information to share includes:

- ♦ The BC Adolescent Health Survey (BC AHS) is a survey completed every 5 years by young people attending mainstream schools in BC.
- ♦ The last time the survey was completed was in 2018. Previous surveys were completed in 2013, 2008, 2003, 1998, and 1992.
- ♦ Over 38,000 young people in Grades 7 to 12 filled out the paper and pencil survey in 2018.
- ♦ 58 of BC's 60 school districts participated in the survey.
- ♦ The survey asked 139 questions, mostly multiple choice.
- ♦ The survey is voluntary, anonymous, and confidential.
- ♦ The BC AHS is administered by public health nurses and nursing students.
- ♦ Each survey is screened to see if students are joking or missing responses. Fewer than 1% of surveys are removed for these reasons. Part of the reason students say they answer honestly is because it is administered by nurses, and they know their responses will be kept confidential.
- ♦ The results are shared with federal, provincial, and local governments; schools; parents; young people; and community social service organizations. They are used to make decisions about programs and policies that affect youth at the local, school, community, provincial, and national levels.
- ♦ 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 home-schooled, are in alternative schools, or are in private schools. McCreary does other surveys with some of these youth, including youth who are homeless or street-involved, and youth who are involved with the criminal justice system.



Cover of the 2018 BC Adolescent Health Survey

4. TRIVIA TIME (25 MINUTES)

Through this trivia game young people will learn key findings of the 2018 BC AHS, have a chance to discuss the survey findings, consider health issues in their communities, and discuss ways to foster protective factors.

For this toolkit we have prepared 45 questions that cover key results from the survey. It is generally possible to cover 6 to 8 questions in 25 minutes, depending on the size of the group. An ideal group size is 15–20 youth, but activities can be adjusted for smaller or larger groups.

Discussion questions and related survey findings are included to help facilitate a short dialogue about each trivia question. It may be helpful to have a copy of the provincial findings of the 2018 BC AHS on hand to answer any additional questions (See page 6 for details on how to access a copy).

The 'Trivia Time' game is designed to be played with at least two teams of 2 to 5 young people. If you have a large group, it is recommended to create several groups rather than to have large teams.



QUICK TIP!

When choosing questions to include in the trivia game, consider the location, age of the group, issues in the community, and the types of discussions you are prepared to facilitate. Not all questions may be suitable for all settings.



QUICK TIP!

Already sitting in small groups? You're good to go! If you need to divide into groups, numbering off or finding a creative way to form small groups can help to prevent youth from being left out.

When selecting questions to include in the trivia game, be sure to include at least one question related to protective factors. Questions specifically related to protective factors can be recognized by their purple colour. Background and demographic questions are in blue, health profile questions are in green, and questions about risks to healthy development are in red.

It is important to have the trivia questions and the multiple-choice response options available for youth to see. You can do this by using the PowerPoint presentation or by writing the questions and response options on flip chart paper.

FACILITATING TRIVIA TIME

1. Give each team four pieces of paper and have them draw an A, B, C, and D on them. Alternatively, these can be prepared in advance.
2. Read out the question, giving each team a couple of minutes to discuss what they think the answer is.
3. When the time is up, ask teams to hold up the letter associated with the answer they think is correct.
4. Read the correct answer out loud. Correct answers gain a point for the team. Incorrect answers do not gain nor lose points.
5. Invite teams to share why they chose the answer they chose, and facilitate a short discussion using their responses as a guide.



QUICK TIP!

What did you say?

It can be tricky to follow detailed questions and response options with percentages. To ensure the trivia game is as inclusive as possible, repeat the question and each of the response options slowly. You can also help youth conceptualize percentages by sharing them as fractions (e.g., "25%, or 1 in 4 students"; "35%, just over 1 in 3 students").



QUICK TIP!

Invite groups to create a team name to promote group cohesion and ramp up the energy!

6. The team with the most points wins. Have a bonus question ready if there is a tie between two or more teams. The team to give the correct answer first wins. Alternatively, you can end the game with a "final jeopardy" round, where youth are told the subject of a final question and then wager their points. Proceed as before, 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.
7. Let the group know if there is a prize for the winning team.

SUPPLIES

- ☒ Trivia Time questions (found in the accompanying PowerPoint and on pages 20–36 of this toolkit)
- ☒ 4 pieces of paper per team for each team to hold up A, B, C, or D
- ☒ Prizes (optional)

TRIVIA TIME DISCUSSION QUESTIONS

- ♦ Related survey findings are included with each trivia question in this toolkit and in the accompanying PowerPoint. Some general discussion questions include:
- ♦ Does the survey result surprise you? Why or why not?
- ♦ What did your group discuss before deciding on an answer?
- ♦ If a team guessed the correct answer, what made the answer clear to them? If no team guessed the correct answer, why might this be?
- ♦ What might be driving the results?
- ♦ Do the results reflect what is happening in this school or community? If you think things may be different in this school or community, why might this be?
- ♦ If the question includes a trend (percentages going up, down, or staying the same between survey years), ask youth why they think this might be.

BIKE RACK



Some questions may elicit a lot of discussion. If the discussion is running too long, or if there are two sides of a debate that does not seem to be leading to new ideas, consider asking the class to “bike rack” the topic.

When a topic is placed on the bike rack, the group agrees that there is more to be said about the topic, but to come back to it at another time so the game can move forward. The discussion can be resumed at the end of the game or on another day.

HOW MUCH CAN WE TRUST THE BC AHS?

People's first reaction may be to challenge the results of the BC AHS. This may be because they find the results to be different from what they see happening in their community or among their group of friends. It may be helpful to validate these reactions by reminding youth that the results reflect the experiences of youth in mainstream public schools, and that responses might be different for youth who were not in school on the day of the survey, or are in alternative or private schools.

Also, the provincial results include findings from both urban and rural communities across BC, and the results capture many diverse experiences. For example, youth from certain regions may question the percentage of youth who reported hitchhiking, as the practice is more common in some places than in others.

However, the results of the BC AHS can also be a powerful tool to challenge assumptions and to better understand the experiences of young people that they may not readily share with those around them. The results of this survey are consistent with the results seen in similar surveys carried out in the US and New Zealand, as well as in other Canadian provinces.

Many steps are taken to ensure youth answer honestly. The survey is anonymous, meaning young people do not put their name anywhere on the survey. The survey is also confidential, and this is ensured in a number of ways:

- ♦ Public health nurses administer the survey (and remove them from the school after completion).
- ♦ The survey is completed in a pencil and paper format so others cannot see participants' responses, and they do not exist anywhere on the web.
- ♦ There is a seal on the side of the survey that youth close themselves.
- ♦ Surveys are reviewed to identify inconsistent and improbable answers in order to remove joking responses and responses where youth may not have answered honestly.

5. ROCK BUCKET CHALLENGE – RISK AND PROTECTIVE FACTORS ACTIVITY (20 MINUTES)

Youth will have been introduced to the concept of risk and protective factors through the trivia game. This next section is designed to deepen participants' understanding of the ways in which risk and protective factors operate in young people's lives, and to begin a brainstorm about protective factors in youth's communities.

RISK FACTORS:

- ♦ Risk factors are something present in someone's life that may make it more likely that they will experience poorer health and well-being.
- ♦ Risk factors can negatively affect someone's health and well-being in the present, and also contribute to the likelihood of negative health and well-being in the future.
- ♦ Risk factors include behaviours (e.g., the early use of alcohol and other substances or not getting enough sleep); health conditions (e.g., Anxiety Disorder or Depression); or life experiences (e.g., discrimination or abuse).
- ♦ The more risk factors present in someone's life, the more likely they are to experience negative health and well-being.
- ♦ Risk factors are not a cause for judgement. They are experiences or behaviours that statistically make someone more likely to experience poorer health outcomes, and they are often outside of a person's control.

PROTECTIVE FACTORS:

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.

- ♦ Protective factors are something present in someone's life that make it more likely they will have more positive health and well-being.
- ♦ If youth have risk factors but also have protective factors present, it can help them to experience more positive health outcomes.
- ♦ Having strong connections to school, family, peers, community, and culture are all examples of protective factors that we see in the BC AHS results.
- ♦ Protective factors also include youth's internal strengths such as feeling skilled and confident, persevering in the face of obstacles, and feeling hopeful for the future.

FACILITATING THE ROCK BUCKET CHALLENGE

The 'Rock Bucket Challenge' is an effective way to discuss risk factors and community-specific protective factors. Through the game, youth learn that the effects of risk factors are cumulative and can impact a person over time. It also demonstrates how protective factors can help alleviate the effects, reducing risk and promoting resiliency.

You will need to tape or place slips of paper, each with a number and a protective factor, on the backs of the chairs around the room. You will also need several rocks, elastics, and slips of paper with a number and a risk factor on each.



QUICK TIP!

Set up for the Rock Bucket Challenge can take some time and is best completed before the workshop begins.



REMINDER

Textbooks and a backpack can be used in this activity instead of rocks and a bucket.

SUPPLIES

- ☑ A dozen or so rocks, about the size of an orange
- ☑ Risk factor and protective factor sheets (found on pages 37–38)
- ☑ Elastic bands
- ☑ Tape
- ☑ A bucket or bin large enough to safely hold all the rocks

SET UP

- ♦ Set up the room by placing a chair for each participant and facilitator in a circle around the room.
- ♦ Cut out the protective factors and put a number 1–20 on the back of each piece of paper. Use tape to fasten the pieces of paper to the backs of the chairs, with the number visible.
- ♦ Cut out the risk factors and put a number 1–20 on the back of each piece of paper. Use elastic bands to fasten the pieces of paper to the rocks, with the number visible. Set up the room by placing the rocks under the chairs.



INSTRUCTIONS

1. Introduce the activity by explaining that you are going to be looking at the risk factors that may be present in young people's lives, and how various protective factors can protect against negative health outcomes.
2. Show the empty bucket and ask for a volunteer who feels they would be able to carry the bucket when it is full. Invite the volunteer to stand in the middle of the group, holding the bucket.
3. Call out a number. Ask the participants to look under their seats and have 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 bucket, remove and read the risk factor aloud, and place both the rock and the risk factor in the bucket.
4. Repeat this process for the remaining risk factor rocks.
5. Facilitate a discussion about the cumulative effects of these risk factors on the carrier. Ask how risk factors might affect someone. For example:
 - ♦ If a person feels misunderstood at home and isolated at school, how might that affect their health and well-being?
 - ♦ If a person feels stigmatized because of a mental or physical health condition, how might that affect their health?
 - ♦ If a person faces harassment based on their culture, ethnicity, gender, ability, or sexual orientation, how might that affect their health?
 - ♦ Also discuss how a risk factor could negatively impact both individual health and the community as a whole.
6. 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?
7. Call out numbers again, only this time for protective factors. The person with that number behind their chair will come forward, read out the protective factor, and place it in the bucket. They will then remove a rock from the bucket, but leave the risk factor paper in the bucket.
8. Repeat this process for the remaining protective factors.
9. Ask the group 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 bucket. While the risk factor still exists in the person's life, it no longer weighs the person down. Use this metaphor to facilitate a discussion about protective factors. Use discussion questions such as:
 - ♦ Can anyone explain what we just saw?
 - ♦ How might people with many risk factors in their lives maintain positive well-being?
 - ♦ What was the difference between the risk factors and the protective factors? (Not all youth experience the same risks, but all youth benefit from having protective factors in their lives.)
 - ♦ What does this tell us about the importance of balance and connection in our lives?

6. USING THE RESULTS (10 MINUTES)

Now is a good time to get the group to think about what can be done with the information they learned during the workshop. Invite youth to reflect on this by asking questions such as:

- ♦ What was the most surprising thing you learned? What did not surprise you?
- ♦ What are some factors that can protect a young person from unhealthy outcomes, even if they have risk factors?
- ♦ What do you think would help young people in this school or community to have balance and positive connections in their lives?
- ♦ If you could do something to improve these results in your school or community, what would you do?



YOUTH ACTION GRANTS

Youth Action Grants (YAGs) are a project of McCreary's Youth Advisory & Action Council (YAC). The YAGs provide up to \$500 to BC youth (ages 12–19) from school districts that participated in the 2018 BC AHS to deliver a project to improve youth health in their school or community.

If youth come up with a project idea as a result of today's workshop, they can apply for a YAG to make it happen.

Contact yag@mcs.bc.ca for more details, or visit www.mcs.bc.ca/youth_action_grants.

7. CLOSING AND THANK YOU (5 MINUTES)

Recap action items identified through the 'Using the results' discussion. If there will be another session to apply for a YAG and/or to work on a youth-led project, provide youth with the details.

Ask if there is anything else anyone would like to share.

Thank everyone for their contributions.

8. FEEDBACK FORMS (5 MINUTES)

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

Provide youth with an envelope in which to place their completed feedback forms anonymously.

A feedback form for youth participants can be found on pages 41–42 and a facilitator feedback form is on pages 43–44.

RESOURCES

TRIVIA TIME QUESTIONS

This section includes trivia questions which can be used in the workshop. You can select the ones you wish to use, which are most relevant to your group. It is important to include at least one question about protective factors, shown in purple.

- ♦ Background and demographic questions are in **blue**.
- ♦ Health profile questions are in **green**.
- ♦ Questions about risks to healthy development are in **red**.
- ♦ Questions about protective factors are in **purple**.

These questions are also available in a PowerPoint presentation which can be downloaded at www.mcs.bc.ca.

RESOURCE FOR STUDENTS

The following is a list of helplines and health services to share with young people in case they have questions about their health and well-being or need to talk to someone. You may also wish to prepare a list of local resources (e.g., youth clinic, mental health services, etc.).

Kids Help Phone

Tel: 1-800-668-6868 (24/7)

Live chat: www.kidshelphone.ca

Youth Space

Text: 1-778-783-0177

Live chat: www.youthspace.ca

Crisis Centre (1-800-SUICIDE)

Tel: 1-800-784-2433 (24/7)

Youth in BC

Live chat: www.youthinbc.com

Kuu-Us Crisis Line for Aboriginal youth

Tel: 1-800-588-8717 (24/7)

Medical advice from a nurse

Tel: 811 (24/7)

BACKGROUND AND DEMOGRAPHICS



1. Did the percentage of youth born outside of Canada go up, down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: A—Up

- ♦ 21% (just over 1 in 5) of BC youth were born outside of Canada, compared to 18% in 2008.

Additional information:

- ♦ 12% of youth born outside of Canada were permanent residents or Canadian citizens, 6% were international students and 1% were refugees.

2. How many youth identified as Indigenous (First Nations, Métis, or Inuit)?

- a) 1 in 5
- b) 1 in 10
- c) 1 in 20
- d) 1 in 30

Answer: B—1 in 10

- ♦ 1 in 10 BC youth (10%) identified as Indigenous.

Additional information:

- ♦ Among Indigenous youth, 61% were First Nations, 32% were Métis, 2% were Inuit, and 6% identified as another Indigenous background.
- ♦ The survey also asked Indigenous youth if they spoke an Indigenous language. 24% spoke a few words, 3% spoke at a conversational level, and 1% spoke an Indigenous language fluently.

3. How many youth did not identify as either female or male?

- a) 1 in 25
- b) 1 in 50
- c) 1 in 100
- d) 1 in 200

Answer: B—1 in 50

- ♦ 1 in 50 youth (2%) identified as non-binary. This included youth who did not identify as female or male, or were not yet sure of their gender identity.

Additional information:

- ♦ The BC AHS asked young people about their current gender identity and the sex they were assigned on their birth certificate.
- ♦ 1 in 200 youth (0.5%) identified as transgender (for example, they identified as male, but on their original birth certificate they were assigned as female).

4. Did the percentage of youth who lived with grandparents go up, down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: A—Up

- ♦ 13% of youth lived with grandparents, which went up from 9% in 2013.

Additional information:

- ♦ Youth were more likely to be living with grandparents, siblings, or other adults than youth in 2013.
- ♦ The percentage of youth who had moved to a different house in the past year went up from 23% in 2013 to 25% in 2018.
- ♦ And the percentage of youth who had moved 3 or more times in the past year went up a little from 5% in 2013 to 6% in 2018.

5. How many youth had worked at a paid job during the school year?

- a) 1 in 10
- b) 1 in 5
- c) 1 in 3
- d) 1 in 2

Answer: C—1 in 3

- ♦ 1 in 3 youth (33%) youth had worked at a paid job during the school year.

Additional information:

- ♦ This went up from 29% in 2013.
- ♦ 9% of youth worked less than 5 hours a week, 13% worked 5–12 hours, 9% worked 13–20 hours, and 3% worked more than 20 hours a week.
- ♦ Older youth were more likely than younger ones to have worked at a paid job, and to have worked more than 20 hours a week.

HEALTH PROFILE

6. Fill in the blank... ___% of youth got at least 60 minutes of moderate to vigorous exercise every day in the past week.

- a) 7%
- b) 17%
- c) 27%
- d) 47%

Answer: B—17%

- ♦ 17% of youth (less than 1 in 5) got at least 60 minutes of moderate to vigorous exercise every day.

Additional information:

- ♦ 18% of youth aged 12–17 got the recommended amount of exercise of at least 60 minutes of moderate to vigorous exercise every day (Canadian Physical Activity and Sedentary Behaviour Guidelines).
- ♦ The more days youth exercised in the past week, the more likely they were to have positive health and well-being.

7. Did the percentage of youth who suffered a concussion go up, down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: B—Down

- ♦ Overall, 13% of youth had suffered a concussion in the past year, which went down from 16% in 2013.

Additional information:

- ♦ For males, this went down from 19% to 14%, and for females this went down from 14% to 12%.
- ♦ Around half of students (52%) who suffered a concussion in the past year got medical treatment for it.
- ♦ Youth were asked if they wore a helmet while doing different activities such as skiing or snowboarding, biking (including mountain biking and BMXing), dirt biking, snowmobiling, ATVing, and skateboarding or longboarding.
- ♦ Youth were most likely to always wear a helmet when skiing, and least likely to wear one when skateboarding or longboarding. Females were generally the most likely to wear a helmet.
- ♦ Youth were more likely to wear a helmet while cycling than youth a decade ago.



8. Fill in the blank... ___% of youth turned off their phone, put it on silent mode, or put it in another room after they went to bed.

- a) 1%
- b) 21%
- c) 41%
- d) 61%

Answer: C—41%

- ♦ Just over 4 in 10 youth (41%) turned off their phone, put it on silent mode, or put it in another room after the time they were normally expected to go to sleep.

Additional information:

- ♦ Youth who went offline (turned their phone off, put it on silent mode, or put it in another room) were more likely to have slept for 8 or more hours the night before they took the survey. Almost 6 in 10 youth (59%) who went offline slept for 8+ hours, while only 4 in 10 youth (40%) who did not go offline slept for 8+ hours.
- ♦ Youth who slept for 8+ hours the night before the survey were more likely than those who slept for fewer hours to have positive overall health and mental health.

9. Roughly how many youth were chatting or texting after the time they were normally expected to be asleep?

- a) 1 in 5
- b) 2 in 5
- c) 3 in 5
- d) 4 in 5

Answer: C—3 in 5

- ♦ 59% of youth were chatting or texting after the time they were normally expected to be asleep.

Additional information:

- ♦ Most youth took part in activities after the time they were normally expected to go to sleep.
- ♦ Other activities included gaming (29% of youth, or roughly 3 in 10 youth), doing homework (49% of youth, or roughly 1 in 2 youth), and other online activities like watching videos or checking social media (72%, or almost 3 in 4 youth).
- ♦ Females were more likely than other youth to chat or text and to do their homework after the time they were normally expected to go to sleep, and they were less likely to be gaming. 17% of females were gaming after their expected bedtime, while 40% of males and 39% of non-binary youth were doing so (non-binary youth included youth who did not identify as female or male, and youth who were not yet sure of their gender identity).
- ♦ On the day of the survey, 48% of youth had woken up feeling like they got enough rest. Younger youth were more likely than older youth to wake up feeling rested.
- ♦ Youth who went offline (turned off their phone, put it on silent mode, or put it in another room) when they went to bed were more likely to wake up feeling rested than youth who did not go offline.

10. True or false? The majority of youth rated their mental health as good or excellent.

- a) True
- b) False

Answer: A—True

- ♦ 73% of youth rated their mental health as good or excellent.

Additional information:

- ♦ Youth were less likely to rate their mental health as excellent than youth in 2013. In 2018, almost 1 in 3 youth (32%) rated their mental health as excellent, compared to 41% (over 4 in 10 youth) in 2013.
- ♦ Youth were more likely to rate their mental health as fair (20% of youth in 2018, compared to 15% of youth in 2013) or poor (7% of youth in 2018, compared to 4% of youth in 2013).

11. Which mental health condition was most common among BC youth?

- a) Depression
- b) ADHD/ADD
- c) PTSD
- d) Anxiety Disorder

Answer: D—Anxiety Disorder

- ♦ The survey asked youth about the conditions or disabilities they had. Almost 1 in 5 youth (19%) had Anxiety Disorder/panic attacks. This was more than double the 8% who reported having Anxiety Disorder/panic attacks in 2013.

Additional information:

- ♦ The percentage of youth who had Depression also went up from 10% of youth in 2013 to 15% of youth in 2018.
- ♦ 7% of youth had ADHD / ADD (Attention Deficit/ Hyperactivity Disorder) and 3% had PTSD (Post-Traumatic Stress Disorder).
- ♦ 15% of youth missed at least one day of school in the past month because of a mental health challenge.

12. Fill in the blank... ___% of youth felt stressed in the past month.

- a) 36%
- b) 46%
- c) 76%
- d) 86%

Answer: D—86%

- ♦ 86% of youth (more than 17 out of 20 youth) felt at least a little stress in the past month. 12% of youth (more than 1 in 10) felt so stressed they could not function properly.

Additional information:

- ♦ Among youth who had experienced stress, 19% felt they managed it very well, 35% felt they managed it well, 29% felt they managed it fairly well, and 17% felt they managed their stress poorly.

13. Fill in the blank... In the past year, ___% of youth dated someone they met online and had never met in person.

- a) 4%
- b) 7%
- c) 12%
- d) 20%

Answer: B—7%

- ♦ 7% of youth had a boyfriend, girlfriend, or significant other they had met online and had never met in person.

Additional information:

- ♦ Overall, 43% of youth had dated someone in the past year.

14. Fill in the blank... ___% of youth did not get the mental health services they felt they needed in the past year.

- a) 8%
- b) 12%
- c) 18%
- d) 28%

Answer: C—18%

- ♦ 18% of youth did not get the mental health services they felt they needed in the past year.

Additional information:

- ♦ The most common reasons youth gave for not getting these services they felt they needed were that they thought or hoped the problem would go away (63% of youth), and that they didn't want their parents to know (62%).
- ♦ Other common reasons were that they didn't know where to go, they were afraid of what they would be told, they were afraid someone they knew might see them, and they were too busy to go.

15. True or false? Most youth always ate 3 meals a day on school days.

- a) True
- b) False

Answer: B—False

- ♦ 37% of youth (more than 1 in 3 youth) always ate 3 meals a day on school days.

Additional information:

- ♦ Half of youth (50%) always ate breakfast on school days (down from 54% in 2013), and 17% of youth never ate breakfast on school days (up from 13% in 2013).
- ♦ The percentage of youth who ate fast food the day before the survey went up from 41% in 2013 to 47% in 2018.
- ♦ The percentage of youth who ate traditional foods from their culture or background also went up from 38% in 2013 to 41% in 2018.
- ♦ Youth who ate a healthy diet and who ate regular meals had better overall health. For example, 89% of youth who always ate breakfast on school days had good or excellent health, while only 78% of youth who sometimes ate breakfast had good or excellent health, and 63% of youth who never ate breakfast had good or excellent health.

16. What was the most common way youth got to school?

- a) Car
- b) Bicycle
- c) School bus or public transit
- d) Walking

Answer: A—Car

- ♦ Youth most commonly got to school by car. Almost half of youth (47%) got to school this way.

Additional information:

- ♦ Active ways of getting to school were the next most popular. Almost 1 in 3 youth (29%) used active transportation such as cycling or walking.
- ♦ Almost a quarter (23%) of youth took the school bus or public transit to school.
- ♦ Less than 1% of youth hitchhiked to school.
- ♦ For most youth (90%), it took less than 30 minutes to get to school, but for 2% of youth, it took an hour or more.
- ♦ Youth who had a long commute to school were more likely to have missed school in the past month, and to miss out on after school activities because they had no way to get there or to get home.

17. Among youth who had ever had sex... What was the most common way they tried to prevent pregnancy?

- a) Birth control pills/patch
- b) Morning after pill
- c) Condoms
- d) Withdrawal

Answer: C—Condoms

- ♦ Among youth who ever had sexual intercourse, condoms were the most common way they tried to prevent pregnancy the last time they had sex.

Additional information:

- ♦ 58% of youth who had ever had sexual intercourse used a condom the last time they had sex.
- ♦ Using a condom went down over the past decade. In 2008 and 2013, 64% of youth used a condom the last time they had sex (vs. 58% in 2018).
- ♦ The percentage of youth who used withdrawal as the only way they tried to prevent pregnancy went up from 6% in 2008 to 10% in 2018. Withdrawal is not a reliable way to prevent pregnancy.
- ♦ Overall, 80% of youth had never had sexual intercourse.
- ♦ Among youth who ever had intercourse, 22% (more than 1 in 5 youth) used alcohol or drugs before they had sex the last time.

18. Roughly how many youth vaped with nicotine in the past month?

- a) 1 in 25
- b) 1 in 20
- c) 1 in 10
- d) 1 in 5

Answer: D—1 in 5

- ♦ Just over 1 in 5 youth (21%) had vaped with nicotine in the past month, and just under 1 in 5 youth (19%) had vaped without nicotine in the past month.

Additional information:

- ♦ 18% of youth had ever smoked tobacco. Smoking tobacco (cigarettes, cigars or cigarillos) has gone down over the past decade. In 2008, 26% of youth had smoked tobacco, and in 2013, 21% had smoked tobacco.
- ♦ Among youth who had never smoked tobacco, 11% had vaped with nicotine and 13% had vaped without nicotine in the past month.

19. True or false? Youth aged 14 or younger were more likely to vape without nicotine than to vape with nicotine.

- a) True
- b) False

Answer: A—True

- ♦ Youth aged 14 or younger were more likely to vape without nicotine than to vape with nicotine, while youth aged 15 or older were generally more likely to vape with nicotine than without nicotine.

Additional information:

- ♦ The majority of youth (59%) who vaped with nicotine also vaped without nicotine.
- ♦ Youth of all ages were more likely to have vaped in the past month than to have smoked cigarettes, cigars, or cigarillos.

20. Fill in the blank... ___% of youth had never tried alcohol.

- a) 26%
- b) 36%
- c) 56%
- d) 66%

Answer: C—56%

- ♦ Over half of youth (56%) had never tried alcohol. This was similar to 5 years ago, and higher than 10 years ago.

Additional information:

- ♦ Females were more likely than males to have tried alcohol (45% vs. 43%).
- ♦ Among youth who had tried alcohol, 30% had more than 2 drinks on at least 1 occasion in the past week. Canadian Low Risk Guidelines for adults suggest if you are going to drink alcohol you should only have 2 drinks on any 1 occasion.
- ♦ Also among youth who had tried alcohol, 38% drank 5 or more drinks within a couple of hours on at least one day in the past month.

21. How many youth had tried marijuana (cannabis)?

- a) 1 in 5
- b) 1 in 4
- c) 1 in 3
- d) 1 in 2

Answer: B—1 in 4

- ♦ 1 in 4 youth (25%) had tried marijuana (cannabis).

Additional information:

- ♦ In 2018, there were no gender differences in who had ever used marijuana.
- ♦ Youth were less likely to have used marijuana than in past survey years.
- ♦ Youth were more likely to wait until they were at least 15 years old to try marijuana than a decade ago. In 2018, nearly half of youth (47%) who had used marijuana were at least 15 years old when they first tried it, while in 2008 only a third (33%) of youth who had used marijuana waited this long to first try it. Waiting until you are older to first try marijuana is linked to positive mental health and lower rates of extreme stress.
- ♦ The last time youth used marijuana, most had smoked it, while 16% had eaten it in a cooked recipe (for example, in brownies), and 6% had taken it another way such as vaping or gummies.

22. What was the most common substance youth used other than alcohol and marijuana?

- a) Ecstasy/MDMA
- b) Cocaine
- c) Mushrooms
- d) Prescription pills without a doctor's consent

Answer: D—Prescription pills without a doctor's consent.

- ♦ Among those who had used substances other than alcohol and marijuana, misuse of prescription pills was the most common. Almost 1 in 10 youth (9%) had used prescription pills without a doctor's consent (prescribed by a doctor), and 1 in 20 youth (5%) had used more of their own prescription than prescribed.

Additional information:

- ♦ 5% of youth had tried mushrooms, 3% had tried ecstasy/MDMA, 3% had tried hallucinogens, and 3% had tried cocaine.
- ♦ The majority of youth had not tried substances other than alcohol or marijuana (84%).

23. What was the most common reason youth used substances the last time they used?

- a) They wanted to have fun
- b) Because of stress
- c) They felt like there was nothing else to do
- d) Their friends were doing it

Answer: A—They wanted to have fun

- ♦ Two thirds of youth (67%) said that the last time they used substances, they did it to have fun.

Additional information:

- ♦ Other common reasons included to try it/ experiment (32% of youth) and because their friends were doing it (32% of youth).
- ♦ Almost a quarter of youth (24%) said they last used substances because of stress, and 20% said they last used because they felt sad or down.

24. The legal gambling age in BC is 19 years old. Roughly how many youth gambled for money in the past year (dice/cards, gaming, lottery/scratch tickets, sports betting)?

- a) 1 in 20
- b) 1 in 10
- c) 1 in 5
- d) 1 in 3

Answer: C—1 in 5

- ♦ The legal gambling age in BC is 19 years old
- ♦ Just over 1 in 5 youth (21%) played gambling games for money in the past year.

Additional information:

- ♦ 41% of youth played gambling games, but not for money. Some youth played for money sometimes, and not for money other times, but 14% of youth always played for money.
- ♦ In general, older youth were more likely than younger youth to gamble for money, while younger youth were more likely to have played, but not for money.
- ♦ 4% of youth gambled for money at least once a week in the past year. Gaming was the most popular activity youth played for money on a weekly and daily basis.

25. What was the most common barrier to taking part in extracurricular activities?

- a) Couldn't get there or get home
- b) Too anxious or depressed
- c) Could not afford to
- d) Too busy

Answer: D—Too busy

- ♦ Almost half of youth (48%) said being too busy was a barrier to taking part in extracurricular activities. This was an increase from 46% in 2013.

Additional information:

- ♦ Other barriers to taking part in extracurricular activities were:
 - ♦ Not being able to get there or get home (14%)
 - ♦ Feeling too anxious or depressed (14%)
 - ♦ The activity not being available in their community (13%)
 - ♦ Not being able to afford it (12%)
 - ♦ And being worried about getting bullied (7%).



RISKS TO HEALTHY DEVELOPMENT

26. Did the percentage of youth who had been bullied at school or on their way to or from school go up, down, or stay the same?

- a) Up
- b) Down
- c) Stayed the same

Answer: A—Up

- ♦ Over half of youth (53%) had been bullied at school or on their way to or from school in the past year. This went up from half (50%) of youth in 2013.

Additional information:

- ♦ Youth were asked about different bullying experiences. Among youth who had been bullied at school or on their way to or from school, 38% had been teased to the point they felt bad or extremely uncomfortable, 39% had been socially excluded on purpose, and 8% had been physically attacked.
- ♦ 4% of youth missed school due to bullying in the past month, and 7% missed out on extracurricular activities in the past year because they were worried about being bullied.
- ♦ In the past year, 14% of youth had been cyberbullied, and 6% had cyberbullied someone else.

27. Fill in the blank... ___% of youth had met someone through the Internet who made them feel unsafe.

- a) 7%
- b) 17%
- c) 27%
- d) 37%

Answer: B—17%

- ♦ 17% of youth had met someone through the Internet who made them feel unsafe.

Additional information:

- ♦ The percentage of youth who had met someone through the Internet who made them feel unsafe went up over the past decade.
- ♦ For males it went up from 6% in 2008 to 11% in 2018. For females, it went up from 18% in 2008 to 23% in 2018. The percentage of non-binary youth who met someone through the Internet who made them feel unsafe was similar to the percentage for females and higher than for males.

28. Fill in the blank... ___% of youth who had dated someone in the past year experienced physical violence from their partner?

- a) 2%
- b) 4%
- c) 8%
- d) 16%

Answer: C—8%

- ♦ 8% of youth who had been in a romantic relationship in the past year had experienced physical violence within their dating relationship.

Additional information:

- ♦ This went up from 6% in 2013.

29. Roughly how many youth were discriminated against in the past year?

- a) 1 in 10
- b) 2 in 10
- c) 3 in 10
- d) 4 in 10

Answer: D—4 in 10

- ♦ Nearly 4 in 10 youth (39%) experienced at least one form of discrimination in the past year.

Additional information:

- ♦ The most common reason youth gave for being discriminated against was because of their physical appearance (23%).
- ♦ 14% of youth had been discriminated against because of their race, ethnicity, or skin colour. This went up from 11% in 2013.
- ♦ 5% of all youth had been discriminated against due to sexual orientation. A third of bisexual youth and just over half (54%) of gay and lesbian youth had this experience.

30. How many youth went to bed hungry because there was not enough money for food at home?

- a) 1 in 25
- b) 1 in 20
- c) 1 in 15
- d) 1 in 10

Answer: D—1 in 10

- ♦ 1 in 10 youth (10%) went to bed hungry because there was not enough money for food at home (9% went to be hungry sometimes and 1% went to bed hungry often or always).

Additional information:

- ♦ This went up from 7% in 2013.

31. What were the 3 most common things youth missed out on, which they felt were important to have in order to belong?

- a) Money to spend on themselves / smart-phone / space of their own to hang out
- b) Money for school supplies / lunch for school / transportation
- c) Equipment for extracurricular activities / clothes to fit in / quiet place to sleep

Answer: A— Money to spend on themselves, a smartphone, a space of their own to hang out.

- ♦ The most common things that youth said they wanted but did not have were money to spend on themselves, a smartphone, and a space of their own where they could hang out.

Additional information:

- ♦ To try to improve the way the survey asks about young people's experiences with poverty and deprivation, a list was created of the top 10 things youth felt were important in order to feel like they fit in and to participate in things with their peers. Over 800 young people across the province helped to create the list.
- ♦ The top 10 things included:
 - ♦ Money to spend on themselves
 - ♦ A smartphone
 - ♦ A space of their own to hang out in
 - ♦ Money for school supplies or trips
 - ♦ Lunch for school or money for lunch
 - ♦ Access to transportation
 - ♦ Equipment or clothes for extracurricular activities
 - ♦ Clothes in order to fit in with peers
 - ♦ A quiet place to sleep
 - ♦ Access to the Internet
- ♦ The more things youth missed out on, the more likely they were to go to bed hungry because there was not enough money for food at home, the less likely they were to feel like a part of their school, and the less likely they were to usually feel good about themselves.

PROTECTIVE FACTORS



32. Were youth more likely to feel their parents/guardians knew what they do with their free time or what they do online?

- a) Free time
- b) Online

Answer: A — Free time

- ♦ Youth were asked whether their parents or guardians knew what they were doing in their free time and what they were doing online. Nearly three-quarters of youth (73%) felt their parents knew what they did with their free time, while less than half (43%) felt they knew what they did online.

Additional information:

- ♦ More than 1 in 3 youth (37%) said their parents rarely or never monitored their time online.

33. True or false? Youth were more likely to feel their teachers and other school staff cared about them, compared to youth in 2013.

- a) True
- b) False

Answer: A—True

- ♦ In 2013, 63% of youth felt that their teachers cared about them. This went up to 66% in 2018.
- ♦ Also in 2013, 48% of youth felt that other school staff cared about them, compared to 52% in 2018.

Additional information:

- ♦ Most youth felt like they were a part of their school, were happy to be there, and had positive relationships with school staff.
- ♦ However, the percentage of youth who felt like a part of their school went down from 62% in 2013 to 60% in 2018.
- ♦ Also, the percentage of youth who felt happy at school went down from 67% in 2013 to 60% in 2018.

34. Fill in the blank... ___% of youth planned to continue their education after high school.

- a) 63%
- b) 73%
- c) 83%
- d) 93%

Answer: C—83%

- ♦ 83% of youth planned to go on to post-secondary (including college, university, or trade school).

Additional information:

- ♦ 87% of youth planned to finish high school.
- ♦ 12% of youth had not thought about their school plans or did not know if they planned to finish high school.
- ♦ Fewer youth planned to go on to post-secondary than in 2013 (83% vs. 86% in 2013).

35. Fill in the blank... ___% of youth felt there was an adult in the community who really cared about them.

- a) 45%
- b) 55%
- c) 65%
- d) 85%

Answer: C—65%

- ♦ 65% of youth felt there was someone in their community or neighbourhood, outside of their family or school, who really cared about them.

Additional information:

- ♦ Most youth (71%) felt they had an adult inside their family they could talk to if they had a serious problem, and over a quarter of youth (27%) had an adult outside the family they could talk to.
- ♦ The survey also asked youth if they had an adult in their life to help them with different tasks - 89% of youth had an adult to help with making and getting to appointments, 77% had an adult to help with preparing for post-secondary, 69% to help with getting a job, and 63% to help with homework (among youth who felt they needed help with these tasks).

36. True or false? Older youth were more likely than younger youth to feel connected to their community.

- a) True
- b) False

Answer: B—False

- ♦ Youth aged 13 or younger were more likely than older youth to feel connected to their community.

Additional information:

- ♦ Around 4 in 10 youth (42%) felt quite a bit or very much connected to their community. This went up from 39% in 2013.
- ♦ 91% of youth often or always felt safe in their neighbourhood in the daytime, and 65% of youth often or always felt safe at night. Males were more likely than females and non-binary youth to feel this way.

37. Fill in the blank... Compared to 2013, youth were _____ likely to think their friends would be upset with them if they dropped out of school.

- a) More
- b) Less
- c) Equally

Answer: B—Less likely

- ♦ Youth were less likely to think their friends would be upset with them if they dropped out of school, compared to 2013.

Additional information:

- ♦ They were also less likely to think their friends would be upset with them if they beat someone up, were involved in a pregnancy, or if they used marijuana.
- ♦ Youth with friends who would be upset with them for these things were less likely to engage in risky behaviours.

38. Roughly how many youth had at least one close friend online they had never met in person?

- a) 1 in 5
- b) 1 in 4
- c) 1 in 3
- d) 1 in 2

Answer: C—1 in 3

- ♦ Around a third (34%) of youth had at least one close friend online they had never met in person, and 17% had three or more.

Additional information:

- ♦ 64% of youth had exclusively in-person friends, 1% had exclusively online friends, 33% had both, and 3% had no close friends.

39. True or False? Most youth had at least one friend ask them for help in the past year.

- a) True
- b) False

Answer: A—True

- ♦ Most youth (81%) had at least one friend ask them for help in the past year. Among these youth, 96% felt they were able to help their friend.

Additional information:

- ♦ 76% of youth had turned to a friend they knew in person for help in the past year and 19% of youth turned to a friend they only knew online.
- ♦ Youth who had at least one in-person friend who helped them when they had a problem reported better mental health, compared to those without a supportive in-person friend. For example, over three-quarters of youth (76%) who had an in-person friend who helped them when they had a problem felt like their life was going well, and only 7% of these had experienced extreme despair in the past month.

40. True or false? Youth who had enough time to do what they wanted on their own were more likely to experience positive mental health than youth who did not have enough time.

- a) True
- b) False

Answer: A—True

- ♦ Youth who felt they had the right amount of time to do what they wanted on their own were more likely to report positive mental health and to feel happy in the past month, than youth who had too much or too little time.

Additional information:

- ♦ Around two thirds (66%) of youth felt they had the right amount of time on their own, 22% of youth felt they did not have enough time, and the remainder felt they had too much time.
- ♦ Youth who felt they had the right amount of time on their own were less likely to experience extreme stress than youth who did not have enough time, and youth who felt they had too much time.
- ♦ This was also true for youth who felt they had the right amount of time to spend with friends, with family, and in nature.
- ♦ Older youth were more likely than younger youth to feel that they did not have enough time to do what they wanted on their own. Younger youth were more likely than older youth to feel that they had the right amount of time.

41. Fill in the blank... ___% of youth often or always felt connected to the land or nature.

- a) 14%
- b) 24%
- c) 34%
- d) 44%

Answer: D—44%

- ♦ Nearly half of youth (44%) often or always felt connected to the land or nature, while 38% sometimes felt this way, and 18% hardly ever or never felt this way.

Additional information:

- ♦ Youth were also asked how much time they had to do the things they wanted in nature. Over half (56%) felt they had the right amount of time, while 41% wanted more time in nature.
- ♦ Youth who felt they had the right amount of time to spend in nature were more likely to feel connected to the land/nature, compared to youth who did not have enough time.

42. Fill in the blank... ___% of youth felt the activities they were involved in were meaningful.

- a) 26%
- b) 46%
- c) 66%
- d) 86%

Answer: C—66%

- ♦ Around two thirds of youth reported the activities they were involved in were meaningful to them.

Additional information:

- ♦ 44% of youth felt that their ideas were listened to and valued within these activities.
- ♦ Feeling meaningfully engaged was linked to positive mental health and feeling connected to community.

43. Fill in the blank... After experiencing setbacks, ___% of youth always pushed themselves to achieve their goals.

- a) 11%
- b) 22%
- c) 44%
- d) 66%

Answer: C—44%

- ♦ 44% of youth always pushed themselves to achieve their goals when they experienced setbacks.

Additional information:

- ♦ 51% of youth sometimes pushed themselves, and 5% never pushed themselves.
- ♦ Pushing through setbacks was linked to positive mental health and lower rates of extreme stress.

44. True or false? Youth who took part in traditional or cultural activities were more likely to feel connected to their community.

- a) True
- b) False

Answer: A—True

- ♦ Youth who took part in cultural or traditional activities in the past year were more likely than youth who had not taken part to feel connected to their community - 45% of youth who took part in cultural or traditional activities in the past year felt connected to their community, while 41% of youth who had not taken part in these activities felt this way.

Additional information:

- ♦ Youth who took part in cultural or traditional activities at least weekly were the most likely to feel connected to their community. Over half of youth (52%) who took part at least weekly felt connected to their community.

45. What was the most common topic youth said they wanted to learn more about?

- a) Mental health
- b) Substance use
- c) Sexual health
- d) Physical health

Answer: A—Mental Health

- ♦ The last question on the survey was an open-ended question which asked youth if there were any topics which affected their health that they wanted to learn more about.
- ♦ 50% of the responses were related to mental health.

Additional information:

- ♦ The next most common topics were sexual health (15% of youth wrote something about sexual health) and physical health (15% of youth wrote something about physical health)
- ♦ 5% of youth wrote something about substance use as the topic they would like to learn more about.

ROCK BUCKET CHALLENGE: RISK FACTORS

<p>1</p> <p>Has been discriminated against because of their sexual orientation or gender identity.</p>	<p>2</p> <p>Has experienced abuse at home.</p>	<p>3</p> <p>Does not feel safe in their neighbourhood.</p>	<p>4</p> <p>Has moved house many times.</p>
<p>5</p> <p>Has friends who encourage risky behaviour.</p>	<p>6</p> <p>Does not have a quiet place to sleep at night.</p>	<p>7</p> <p>Family struggles to pay for things they feel they need, like clothes to fit in, school supplies, and extracurricular activities.</p>	<p>8</p> <p>Has been teased or socially excluded many times.</p>
<p>9</p> <p>Has a friend who has attempted suicide.</p>	<p>10</p> <p>Goes to bed hungry because there is not enough money for food at home.</p>	<p>11</p> <p>Drinks heavily when consuming alcohol.</p>	<p>12</p> <p>Has met someone on the Internet who made them feel unsafe.</p>
<p>13</p> <p>Has no adult to turn to for help.</p>	<p>14</p> <p>Does not feel safe at school.</p>	<p>15</p> <p>Has had sex when they didn't want to.</p>	<p>16</p> <p>Has experienced violence in a dating relationship.</p>
<p>17</p> <p>Has been verbally or physically sexually harassed.</p>	<p>18</p> <p>Has been discriminated against because of their race, ethnicity, or skin colour.</p>	<p>19</p> <p>Has lost someone close to them due to an overdose.</p>	<p>20</p> <p>Has been cyberbullied.</p>

ROCK BUCKET CHALLENGE: PROTECTIVE FACTORS

<p>1</p> <p>Goes offline when they go to bed (turns off their phone, puts it on silent mode, or puts it in another room).</p>	<p>2</p> <p>Feels like a part of their school and that teachers care about them.</p>	<p>3</p> <p>Feels hopeful for their future.</p>	<p>4</p> <p>Has an adult they feel they can talk to about a serious problem.</p>
<p>5</p> <p>Feels respected and understood by their family.</p>	<p>6</p> <p>Pushes themselves to achieve their goals when things go wrong.</p>	<p>7</p> <p>Plans to continue their education after high school.</p>	<p>8</p> <p>Exercises regularly.</p>
<p>9</p> <p>Has parents who mostly or always know what they are doing with their free time.</p>	<p>10</p> <p>Gets 8 or more hours of sleep a night.</p>	<p>11</p> <p>Has at least one in-person friend who can help them if they have a problem.</p>	<p>12</p> <p>Can identify something they are good at.</p>
<p>13</p> <p>Feels they have a good life and that their life is going well.</p>	<p>14</p> <p>Takes part in extracurricular activities that are meaningful to them.</p>	<p>15</p> <p>Can access services for their physical or mental health if they feel they need it.</p>	<p>16</p> <p>Feels they have the right amount of time to do the things they want to on their own.</p>
<p>17</p> <p>Takes part in cultural or traditional activities often.</p>	<p>18</p> <p>Eats healthy food and has regular meals.</p>	<p>19</p> <p>Feels connected to the land or nature.</p>	<p>20</p> <p>Has an adult who can help them with things like homework or applying for a job.</p>

ICE BREAKERS AND ENERGIZERS

Here are some examples of ice breakers and energizers you might want to use. Videos of ice breakers and energizers created by McCreary's Youth Advisory and Action Council are available at www.mcs.bc.ca and on our YouTube channel, www.youtube.com/user/McCrearyCentre.

ICE BREAKERS

Invite participants to share their name and answer an ice breaker question. You may also wish to invite participants to share their preferred pronoun (e.g., 'she/her/hers', 'they/them/theirs', 'he/him/his').

- ♦ What is something that made you happy recently?
- ♦ What is a subject you wish they taught in school?
- ♦ What is one thing you can't live without?
- ♦ If you could be a professional in any kind of sport, what would it be?
- ♦ If you could be any kind of bird, what bird would you be and why?
- ♦ What is your favourite time of day?
- ♦ What is your favourite meal of the day?
- ♦ If you were stranded on a desert island and could only bring one thing with you, what would it be?

ENERGIZERS

Shake it out

Get the blood flowing by 'shaking it out together' as a group. Stand in a circle, roughly arms-length apart. Invite the group to count loudly together as you shake out your arms and legs.

Begin by putting your left arm in the air and counting to eight as you shake it out. Next, count eight shakes of your right arm, eight shakes of your left leg, and eight shakes of your right leg. Count loudly as you go, "1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!"

Follow this by 'shaking out' 4 counts of each limb, then 2 counts of each limb, and then 1 shake of each limb until they are all complete.

Communication challenge

Give everyone a number. Ask players to arrange themselves in numerical order by communicating with each other without speaking or holding up fingers.

Players make up their own sub-language or sign language in order to arrange themselves.

For another round, ask players to arrange themselves in order of birth or in calendar months.

Rain maker

Invite participants to stand in a circle. Let them know you are going to work together to create a weather pattern by passing a sound around the room. Working either clockwise or counter-clockwise, each person will start making the sound after the person next to them, and continue making the sound until it has been passed all the way around the room and a new sound reaches them.

Begin by rubbing your hands together in a back-and-forth motion, and indicate to the person next to you to send the 'weather' in their direction. Continue rubbing your hands together until the sound has passed roughly three-quarters of the way around the room.

Next, begin snapping your fingers on both hands. The snapping sound will continue around the room as each subsequent person stops rubbing their hands together and starts snapping.

The next sound to pass around the room is patting your hands on your thighs, and the next is stomping your feet.

As the last few people begin to stomp their feet on the ground, reverse the order of the sounds by patting your hands on your thighs, snapping, and then rubbing your hands together.

As the last few people begin to rub their hands together, stop making noise and stand still. This 'silence' will pass around the room until every member of the group is standing still.



SEQUENCE OF SOUNDS

Building intensity:

- ◆ Standing still
- ◆ Rubbing hands
- ◆ Snapping fingers
- ◆ Patting thighs
- ◆ Stomping feet

Calming down:

- ◆ [Stomping feet]
- ◆ Patting thighs
- ◆ Snapping fingers
- ◆ Rubbing hands
- ◆ Standing still

YOUTH PARTICIPANT FEEDBACK FORM

Thank you for taking part in this BC AHS Next Steps workshop. Please let us know what you liked about the workshop, what you learned, and what you think we should change or improve.

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

What is your gender identity?

- ☐ Male
- ☐ Female
- ☐ I do not identify as either male or female
- ☐ I am not sure yet

How would you rate your overall experience with the workshop?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

How much did you learn about the following things through the workshop?

Mark an answer for each one:

	A lot	Quite a bit	Some	A little	Nothing
Youth health in BC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protective factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

What did you like most about the Next Steps workshop?

Please give suggestions for how the workshop could be improved:

Is there anything else you would like to tell us (suggestions, ideas, comments)?

THANK YOU!

FACILITATOR FEEDBACK FORM

Please describe the workshop setting (e.g., school, community agency):

Region: ☐ Fraser ☐ Northern ☐ Interior ☐ Vancouver Coastal ☐ Vancouver Island

Facilitator's relationship to the participants (e.g., teacher, public health nurse):

Number of participants: _____ Age range of participants: _____

How would you rate the workshop toolkit overall?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

How much do you think youth learned about the following things through the workshop?

Mark an answer for each one:

	A lot	Quite a bit	Some	A little	Nothing
Youth health in BC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protective factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied were you with the... Mark an answer for each one:

	Very	Quite a bit	Somewhat	A little	Not at all	N/A
Contents of the workshop toolkit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure of the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions in the toolkit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trivia Time game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PowerPoint slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rock Bucket Challenge activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Icebreakers/energizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Were there any topics that you felt should have been covered in the toolkit that weren't, or was there anything that shouldn't have been included that was?

☐ The topics covered in the toolkit were appropriate and sufficient.

☐ I think the topics covered in the toolkit could have been better. Please explain:

What did you find most useful about this workshop toolkit?

What did you find least useful about this workshop toolkit? Do you have any suggestions to improve it?

Would you facilitate this workshop again? ☐ No ☐ Yes

Would you recommend this workshop to others? ☐ No ☐ Yes

If you were to do this workshop again, would you do anything differently next time?

☐ No ☐ Yes ☐ Not applicable

Please explain:

Have any actions or activities come about from the workshop?

☐ No ☐ Yes (please specify):

Other comments:

Thank you for your feedback! Please return forms to McCreary's Community Research Coordinator.
Mail: McCreary Centre Society, 3552 East Hastings Street, Vancouver, BC V5K 2A7
Email: mccreary@mcs.bc.ca or Fax: 604-291-7308

McCREARY REPORTS AND RESOURCES



Next Steps PowerPoint

A PowerPoint presentation is available to accompany the

Balance and Connection Next Steps workshop toolkit. The presentation includes an overview of the 2018 BC AHS and 'Trivia Time' questions and responses.

Download PowerPoint: www.mcs.bc.ca/powerpoint/balance_and_connection_next_steps.pptx



Youth Action Grants

The Youth Action Grants (YAG) were created by McCreary's Youth Advisory & Action Council (YAC).

The purpose of the YAGs is to provide BC youth (ages 12–19) from school districts that participated in the 2018 BC Adolescent Health Survey the opportunity to deliver a project to improve youth health in their school or community.

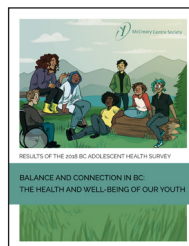
For more information about the YAGs, visit mcs.bc.ca/youth_action_grants.



2018 BC AHS youth posters

A poster series to share key findings from the 2018 BC AHS with youth is currently being developed by McCreary's Youth Advisory & Action Council.

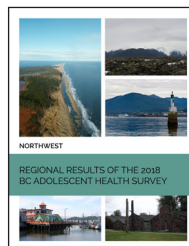
The poster series will be available to download soon at www.mcs.bc.ca.



Balance and Connection in BC: The health and well-being of our youth

This report shares provincial findings of the 2018 BC AHS, which was completed by 38,015 Grade 7–12 students in schools across British Columbia.

Download report: www.mcs.bc.ca/pdf/balance_and_connection.pdf



2018 BC AHS reports at the regional level (Health Service Delivery Area) will be published in 2019-2020.

Reports will be available to download at www.mcs.bc.ca/download_resources.



SDGs: How are we measuring up?

Canada has committed to implementing the United Nations Sustainable Development Goals (SDGs) and the federal government has called for reliable data to assess progress towards the goals. This poster shares data from the 2018 BC Adolescent Health Survey which provides some examples of how the health of youth aged 12–19 in the province measures up against 9 of the 17 SDGs.

Download poster: www.mcs.bc.ca/pdf/2018_bc_ahs_sdg_poster.pdf

