










## HBSC Video Discussion Questions



<p><b>Videos</b></p> <p>These videos were created by youth attending the HBSC Unite and Ignite Conference. Youth used data from the Health Behaviour in School-aged Children Study (HBSC) and the report, <i>The Health of Canada's Young People: a mental health focus (2011)</i><sup>1</sup> to have discussions with each other and create videos to communicate their ideas .</p>	<p><b>Video Synopsis</b></p> <p>Below are brief descriptions of the videos and the issues from the Canadian HBSC report, which they address.</p>	<p><b>Discussion Questions</b></p> <p>Use the discussion questions below to engage young people in a conversation about the videos, the issues they address and the findings from the report, <i>The Health of Canada's Young People: a mental health focus (2011)</i>. This report, released by the Public Health Agency of Canada, can be found on its website, and on the Students Commission website at: <a href="http://www.tgmag.ca/HBSC_site/index_e.php">http://www.tgmag.ca/HBSC_site/index_e.php</a>. For a more in-depth and informed discussion, please review the findings from the report.</p>	<p><b>HBSC Data Link</b></p> <p>The data, graphs and tables shown in the videos are from the report, <i>The Health of Canada's Young People: a mental health focus (2011)</i>. To find this data in the report, refer to the page numbers below.</p> <p>E – English Report F – French Report</p>
<p><b>A Life Lesson</b></p> 	<p>This video addresses the influence peers can have on risky behaviours. Many Canadian students report having friends who engage in activities like drinking, using drugs and having sex. Having friends who engage in risky activities is shown to increase emotional and behavioral problems.</p>	<ol style="list-style-type: none"> <li>1) Do you think your peers influence the decisions you make? Why or why not?</li> <li>2) According to the HBSC report, having peers that engage in risky activities increases chances of emotional and behavioral problems. Would knowing this information affect who you chose to hang out with? Why or why not?</li> <li>3) Have you ever decided not to hang out with people because of the risky things they did?</li> </ol>	<p>E – Page 78 Figure 5.14)</p> <p>F – page 82 (figure 5.14)</p>

<p><b>Hand Games</b></p> 	<p>This video examines bullying and the importance of supportive environments in young people's positive mental health. The youth who made this video felt that cultural traditions and games were significant to a supportive environment. The hand games shown here are an important tradition to many youth from Canada's northern Aboriginal communities.</p>	<ol style="list-style-type: none"> <li>1) What do you think this video is about? Why?</li> <li>2) The hand games in this video are an important tradition in some Aboriginal communities. Do you think culture is an important part of a supportive environment?</li> <li>3) This video depicts positive peer relationships. How do your relationships affect your mental health?</li> <li>4) According to the HBSC report, positive relationships are very important to positive mental health – more important than having a new school building, the latest technology or expensive things. Why do you think this is?</li> </ol>	<p>E – Page 190, Bullet 2, top blue box</p> <p>F – page 198, Bullet 2, top blue box</p>
<p><b>Be Yourself</b></p> 	<p>This video looks at the influence the media has on young people's self-perception. The youth who created this video were discouraged to learn that 1/3 of young people who are of healthy weight, feel that they are overweight or too skinny. Having a poor body image is related to low self-esteem and emotional problems.</p>	<ol style="list-style-type: none"> <li>1) Do you think the message in this video is important? Why? Why not?</li> <li>2) Do you think young people are influenced by what they see in the media?</li> <li>3) Most people know that many of the bodies we see in the media have been airbrushed or altered. Do you think knowing this fact, makes us less critical of our own bodies?</li> <li>4) According to the HBSC report, 1/3 of young people who are of healthy weight, feel that they are overweight or too skinny. Why do you think this is?</li> </ol>	<p>E – Page 142, Figure 9.11</p> <p>F – page 148, figure 9.11</p>



<p><b>Be The Change</b></p> 	<p>According to the HBSC report, more young people are reporting being bullied than in 2006 when the previous survey was conducted. The young people who created this video recognize that bullying is a major issue for Canadian youth and want to remind viewers of the long-term impact bullying can have.</p>	<ol style="list-style-type: none"> <li>1) According to the HBSC report, although more students are experiencing bullying, fewer students are reporting to bully others. What could explain this contradiction?</li> <li>2) What kind of actions would you consider bullying?</li> <li>3) Do you think bullying is an issue in your school? Is bullying taken seriously?</li> <li>4) Who is responsible for stopping bullying?</li> <li>5) According to the HBSC report, "Poor social relationships are as big a contributor to early death as smoking, drinking, and obesity" (pg.182). Does this surprise you?</li> <li>6) How can we make schools a safer place for everyone?</li> </ol>	<p>E – Page 177, Figure 11.13</p> <p>F – page 185, figure 11.13</p>
<p><b>The Bully</b></p> 	<p>Those victimized by bullying, experience more emotional problems, which can lead to drinking, drugs and becoming a bully themselves. This video addresses the impact of bullying, peer influence, and the shared responsibility to stand up to bullies.</p>	<ol style="list-style-type: none"> <li>1) What kind of impact do you think bullying can have? On the person being victimized? On the person bullying? (see HBSC report for details)</li> <li>2) Do you think people are more aware of the impact of bullying now than in the past?</li> <li>3) What kinds of bullying are there? What bullying is not represented in this video?</li> <li>4) How can young people address bullying in their communities?</li> </ol>	<p>E – Page 177, Figure 11.13</p> <p>F – page 185, figure 11.13</p>



<p><b>Be Aware!</b></p> 	<p>This video addresses the amount of time young people spend “on screen,” and the impact the media can have on social behavior. This video uses music and dance to show how many different forms of bullying are represented in the media. It also emphasizes the importance of critically engaging with the media.</p>	<ol style="list-style-type: none"> <li>1) What do you think is the message in this video?</li> <li>2) Why do you think they chose to act out the lyrics to popular songs? What does this have to do with bullying?</li> <li>3) Do you think what’s shown in the media impacts young people’s behaviours and emotions? (for example, images, lyrics, ...)</li> <li>4) Have you ever been asked to turn off a song because of the lyrics? Who asked you? What was the reason? Do you think it was a fair request?</li> <li>5) Do you think all students should have to take a media literacy class (a class about critically engaging with the media)?</li> </ol>	<p>E – Page 132, <i>What young people think</i>, bullet 2 / <i>Issue of concern</i> bullet 2</p> <p>F – page 137, <i>What young people think</i>, bullet 2 / <i>Issue of concern</i> bullet 2</p>
<p><b>Look at Me Now</b></p> 	<p>The youth who created this video were addressing the fact that injury is the leading cause of ill health for Canada’s young people. This video shares a personal story and gives a message of hope. The group creating the video wanted other young people experiencing injury to stay positive and pursue a full life.</p>	<ol style="list-style-type: none"> <li>1) Do you think young people are aware of the risks they take? If so, why do you think they do risky activities anyways?</li> <li>2) Many young people believe that being told not to do something is the wrong approach to preventing risky activities and injury. What do you think is the right approach?</li> <li>3) How do you think a physical injury relates to mental health?</li> <li>4) What keeps you positive when something bad has happened to you?</li> </ol>	<p>E – Page 110, Table 7.11</p> <p>F – page 114, tableau 7.11</p>

<p><b>The Decision</b></p> 	<p>This short clip explores gender norms, sexuality and school environments. It asks the viewer to reflect on how it would feel to be transgendered in a heteronormative environment.</p>	<ol style="list-style-type: none"> <li>1) What do you think this video is about?</li> <li>2) Have you ever been in a situation where you didn't fit in? Where you were the odd person out? What did it feel like?</li> <li>3) Do you think there are "norms" at your school/in your community that exclude people? What are they?</li> <li>4) Have you seen or heard about any practices for creating a safer, more inclusive space for people of all sexual orientations?</li> <li>5) How could your school/ community be made more inclusive?</li> </ol>	<p>E – Page 191,  <i>Bullet 1, Key Report Finding</i></p> <p>F – page 199,  <i>Bullet 1, Key Report Finding</i></p>
<p><b>Emotional Intelligence</b></p> 	<p>This video addresses youth depression and suicide and recognizes the importance of a supportive environment. The young people that created this video wanted youth to know that it's not uncommon to feel depressed and that there are supports for those experiencing suicidal thoughts.</p>	<ol style="list-style-type: none"> <li>1) How did this video make you feel?</li> <li>2) According to the Canadian Mental Health Association, suicide is the second leading cause of death among young people after motor vehicle accidents. Why do you think it is so prevalent among youth?</li> <li>3) Do you think there is a stigma to feeling depressed? How can we encourage people to talk about what they are feeling?</li> <li>4) What supports are out there for people experiencing suicidal thoughts?</li> </ol>	<p>E – Page 26,  <i>Bullet 3, Issues of Concern</i></p> <p>F – page.29,  <i>Bullet 3, Issues of Concern</i></p>



<p><b>Influence</b></p> 	<p>This video emphasizes the positive and negative influence peers can have on risk taking and the consequences of substance abuse. It also highlights that although substance use is a significant issue among young people, the majority of youth in grades 9-10 are not smoking cannabis regularly.</p>	<ol style="list-style-type: none"> <li>1) The HBSC study shows peers can have both a positive and negative impact on a young person's wellbeing. How can adults support youth to have positive interactions with their peers?</li> <li>2) How would you/have you responded to being told you couldn't hang out with someone because of the activities they engaged in?</li> <li>3) Do you think young people are aware of the risks associated with taking drugs?</li> <li>4) Do you think the mom's reaction is an effective response to her son using pot?</li> <li>5) Would you be more likely to talk to an adult or a friend about drug problems?</li> </ol>	<p>E – Page 153, Figure 10.13</p> <p>F – page.160, figure 10.13</p>
<p><b>Munchie Fact</b></p> 	<p>This is a short clip taken from <i>Influence</i>. This video emphasizes the consequences of substance abuse. It also highlights that although substance use is a significant issue among young people, the majority of youth grades 9-10 are not smoking cannabis regularly.</p>	<ol style="list-style-type: none"> <li>1) Do you think young people are aware of the risks associated with taking drugs?</li> <li>2) Do you think the mom's reaction is an effective response to her son using pot?</li> <li>3) How would you support a friend who you thought had a drug problem?</li> <li>4) Are there adults you would talk to about drugs if you had questions?</li> <li>5) How would you recommend reducing the risks associated with drug use?</li> </ol>	<p>E – Page 153, Figure 10.13</p> <p>F – page 160, figure 10.13</p>





<p><b>Surviving</b></p> 	<p>This video share's one young woman's personal story about coping with substance abuse in her family.</p>	<ol style="list-style-type: none"> <li>1) What do you think is the message of this story?</li> <li>2) What do you think the girl's motivation was for sharing this story?</li> <li>3) How do your relationships affect your mental health?</li> <li>4) How does the imagery relate to the topic of the video?</li> <li>5) Do you think that personal stories are an effective means to preventing substance abuse? Why or why not?</li> <li>6) According to the HBSC report, positive relationships are very important to positive mental health – more important than having a new school building, the latest technology or expensive things. Why do you think this is?</li> <li>7) How can different environment affect your decision? How can different relationships affect your decisions?</li> </ol>	<p>E – Page 190, Bullet 2, top blue box</p> <p>F – page.198, Bullet 2, top blue box</p>
<p><b>Recovery</b></p> 	<p>This video share's one young woman's personal story about overcoming substance abuse and creating a positive life for herself.</p>	<ol style="list-style-type: none"> <li>1) Did you learn anything from this woman's story?</li> <li>2) Do you think personal stories are an effective way to share information about substance abuse? Why or why not?</li> <li>3) The HBSC report shows that most young people are aware of the risks they take. Are there other ways to discourage young people from engaging in risky activities?</li> </ol>	<p>E – Page 164, Bullet 2, <i>Issue to celebrate</i>)</p> <p>F – page 198, Bullet 2, <i>Issue to celebrate</i>)</p>

<p><b>Action</b></p> 	<p>This video share's one young man's personal story about dealing with his friend's overdose and creating positive change in his community.</p>	<ol style="list-style-type: none"> <li>1) Do you think drug use is an issue in your community? Why or why not?</li> <li>2) What community resources would help decrease drug use among youth?</li> <li>3) Have you ever been motivated to create positive change in your community? What inspired you? Did you take action?</li> <li>4) Do you think an action project like the one this young man describes would make an impact?</li> </ol>	<p>E – Page 80, Figure 5.17</p> <p>F – page 84, figure 5.17</p>
<p><b>Youth Engagement</b></p> 	<p>Recognizing that supportive relationships and environments are key to young people's wellbeing, this video addresses the need for youth centres and youth programming.</p>	<ol style="list-style-type: none"> <li>1) Do you think youth services/ programming are well supported in your community?</li> <li>2) What youth programs would you like to see in your community?</li> <li>3) Have you ever raised money for a youth program or event? How did you do it? Was it successful?</li> </ol>	<p>E – Page 190, Bullet 2, <i>top blue box</i></p> <p>F – page 198, Bullet 2, <i>top blue box</i></p>



<p><b>Cyber Bullying</b></p> 	<p>This video looks specifically at the prevalence of cyber bullying and encourages everyone to take responsibility for preventing online bullying.</p>	<ol style="list-style-type: none"> <li>1) How would you define cyber bullying?</li> <li>2) Do you think cyber bullying is a serious problem?</li> <li>3) How is cyber bullying different than other forms of bullying? Do you think it's worse? Do you think people are aware of the impact?</li> <li>4) If you were a parent, would you be concerned about your child using social media? Why or why not? Would you try and monitor it?</li> <li>5) How can we address the issue of cyber bullying?</li> </ol>	<p>E – Page 175, Figure 11.11</p> <p>F – page 183, figure 11.11</p>
<p><b>Self-Esteem</b></p> 	<p>This video addresses the fact that number of youth with high levels of self-confidence decreases from grades 6 to 10. It encourages the viewer to see their positive attributes and not to let other's thoughts and comments impact their self-image.</p>	<ol style="list-style-type: none"> <li>1) What kinds of things impact self-confidence?</li> <li>2) Do you think most young people have more positive or negative thoughts about themselves?</li> <li>3) According to the HBSC report, the percent of youth with high levels of self-confidence decreases from grades 6 to 10. Why do you think this is?</li> <li>4) Do you think that media has more of an affect on self-esteem than people's relationships? Why or why not?</li> <li>5) Why do some people have higher self-esteem than others?</li> </ol>	<p>E – Page 18, Figure: 2.7</p> <p>F – page 20, figure: 2.7</p>

<p><b>Fat to Fit</b></p> 	<p>This video addresses body image, healthy weights, and media influence. According to the HBSC study 1/3 of young people who are of healthy weight, feel that they are overweight or too skinny. The young people that created this video felt that this was largely due to how the media portrayed what was considered fat and what was considered fit.</p>	<ol style="list-style-type: none"> <li>1) According to the HBSC report 1/3 of young people who are of healthy weight, feel that they are overweight or too skinny. Why do you think this is?</li> <li>2) Have you seen any ads or videos which promote a realistic body image? (i.e the Dove campaign) Do you they think they are effective? Why or why not?</li> <li>3) Do you think boys and girls face equal pressure to look a certain way?</li> <li>4) What would encourage more young people to be happy with being a healthy weight?</li> <li>5) Do you think knowing what a healthy body weight is would improve young people's body image?</li> </ol>	<p>E – Page 142, Figure 9.11</p> <p>F – page 148, figure 9.11</p>
<p><b>Wellbeing</b></p> 	<p>This video describes young people reporting high levels of emotional wellbeing between grades 6 and 10. It asks the viewer to reflect on why there are fewer grade 10 students who report high levels of emotional wellbeing than grade 6 students.</p>	<ol style="list-style-type: none"> <li>1) What is your definition of emotional wellbeing?</li> <li>2) What kinds of things happen between grades 6 to 10 that might impact young people's emotional wellbeing?</li> <li>3) How do you think peers impact emotional wellbeing?</li> <li>4) What can be done to improve young people's emotional wellbeing?</li> </ol>	<p>E – Page 19, Figure 2.8</p> <p>F – page 21, figure 2.8</p>