



# YOUTH ACTION GROUP

UNITE AND IGNITE 2012 - 2013

## DATA DATING

A toolkit on engaging youth with the key findings from the latest Health Behaviour In School –aged Children's Study

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The Students  
Commission

*Centre of Excellence for  
Youth Engagement*

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These products are based on youth interpretations inspired by *The health of Canada’s young people: a mental health focus* study findings. The analysis and opinions expressed are those of the authors/youth and do not reflect the position or policies of the Public Health Agency of Canada.

# Introduction

Each year in Canada, thousands of young people fill out surveys in schools, youth organizations and shopping malls and they rarely know what happens with the information they provide. In 2009-2010, more than 26,000 Canadian students, aged 11 to 15, filled out the Health Behaviour in School-Aged Children Study (HBSC).

Researchers from Queen's University who administer this study and the Public Health Agency of Canada which primarily funds the national report on the findings, decided to engage youth in helping to produce the report and communicate the findings. They worked with The Students Commission of Canada, lead of the Centre of Excellence of Youth Engagement, to bring 15 youth from across Canada to Ottawa.

In March 2011, these youth met for a weekend with the researchers and government policy makers to review the draft findings and give their insights on what they meant. Their comments guided the researchers in writing a national report called, [\*The Health of Canada's Young People: a mental health focus \(2011\)\*](#)<sup>1</sup>. Young people's quotes and discussions can be found in each section of the report. A toolkit called *A Model for Engaging Youth in Evidence-Informed Policy and Program Development* was produced following this event, which documented the theory, process, and outcomes of this youth engagement opportunity. It forms a complement to this toolkit.

In February of 2012, these same youth were invited to form the HBSC Youth Action Group and work with The Students Commission through on-line video conferencing to prepare for the launch of the report and how to share the findings. Additional young people from across Canada were invited to join and they gathered once again in Ottawa in March 2012 to review the key HBSC findings published in *The Health of Canada's Young People: a mental health focus (2011)* released by the Public Health Agency of Canada. Their task at this gathering was to prioritize messages from the report and develop communication tools for sharing those messages.

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**“Children have the right to be heard on issues that affect them,  
and adults should take these opinions seriously.”  
(Freeman et al, 2011, pg. 193)**  
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This toolkit provides activities for using the youth created tools that were produced at the event. Many of the tools developed were videos, which can be found on the Students Commission website ([http://www.tgmag.ca/HBSC\\_site/ourmessage\\_01\\_e.php](http://www.tgmag.ca/HBSC_site/ourmessage_01_e.php)). Approximately 140 youth were involved in the production and validation of the tools. This workshop builds on the messages from the youth videos and highlights the key findings and graphs from the HBSC report that young people felt were the most important to share.

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<sup>1</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.

The activities can be used individually, together as a workshop, or sequentially as part of an ongoing activity over time with a youth program or classroom. With hands-on activities and group work, these activities have been designed for young people ages 12-18 and for a group size of 6-30 participants. The activities can also be adapted to engage youth in other health research and information; aspects of the report not covered here; or to inspire youth to generate their own communication tools. It is important that youth understand that the HBSC data *may not* represent their personal experience – it is based on findings from young people from across Canada. It is OK if their personal experiences differ, and at the same time, their personal experiences do not invalidate the findings.

Youth, public health units, schools, researchers and other influencers are invited to join the campaign and add their videos and messages to The Students Commission's YouTube Channel and the HBSC and Unite and Ignite website, where the videos and toolkit resides ([http://www.tgmag.ca/HBSC\\_site/ourmessage\\_01\\_e.php](http://www.tgmag.ca/HBSC_site/ourmessage_01_e.php)).

## References:

*Freeman, John, et al. 2011. The Health of Canada's Young People: a mental health focus. Ottawa: Public Health Agency of Canada.*

*McCart, Stoney, et al, 2011. A Model for Engaging Youth in Evidence-Informed Policy and Program Development. Toronto: The Students Commission of Canada*

## Facilitators

These activities should be led by facilitators with moderate experience. It is expected that facilitators delivering this workshop are already comfortable with the following:

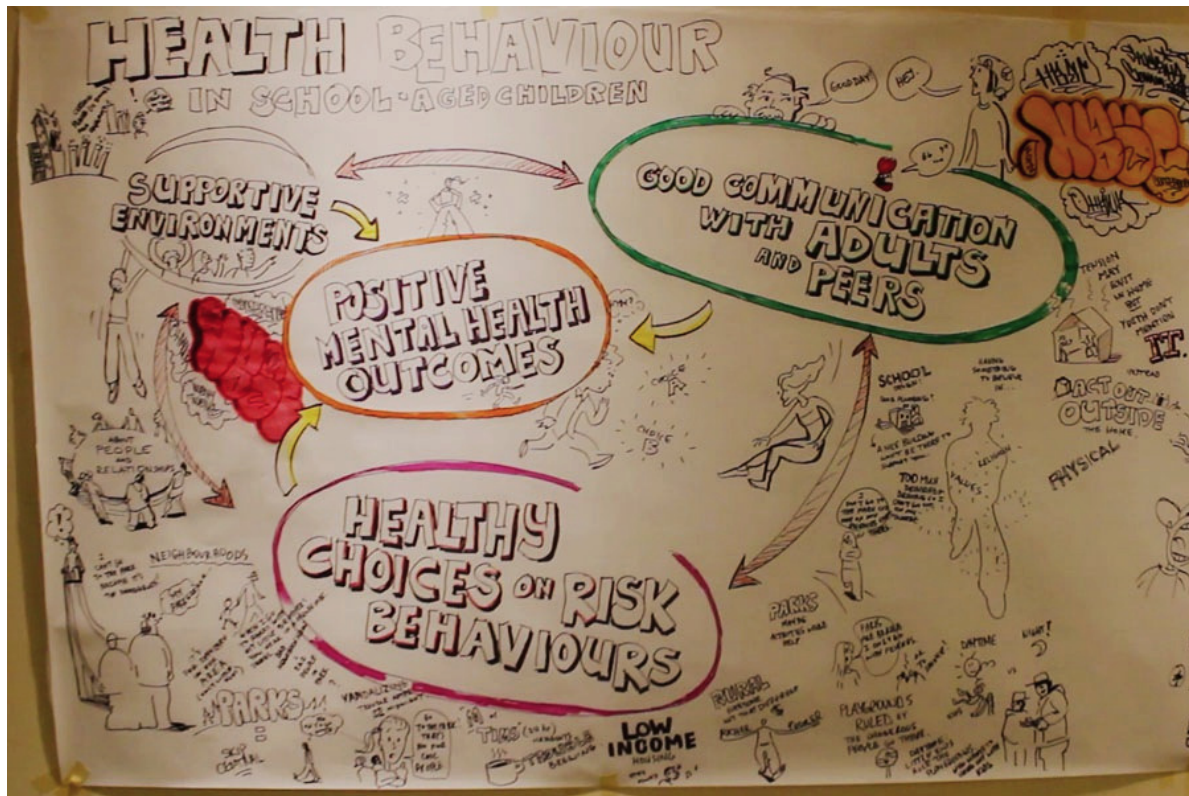
- Managing group dynamics
- Creating a safe space, and supporting participation
- Leading activities and speaking in front of a group
- Keeping participants focussed and on task
- Providing emotional support to participants
- Adapting activities to meet the needs of participants
- Sourcing materials and resources
- Managing crisis

The delivery will be strengthened by co-facilitating with a youth facilitator, who is in the process of learning the above, and who takes the lead on the items below.

*Don't forget about group guidelines, playing get-to-know you games, or doing an energizer. Creating a safe workshop space helps participants feel comfortable with one another and get more out of their participation.*



## Key Messages



This toolkit explores these themes through discussion and youth created videos

“It is clear that states of mental health in young people, either positive or negative, have many different potential causes. While the report findings cannot infer causal relationships, a diverse number of environmental factors and health behaviours were found to be associated with the four mental health outcomes of interest.

“Positive mental health outcomes are associated with environments that are supportive, with good communication with adults and peers in those environments. Positive mental health outcomes also coincide with healthy choices in terms of risk behaviours, whether measured in individual young people or their peers.

“Negative mental health outcomes are associated with environments that are non-supportive or disadvantaged socially, and with poor levels of communication. Negative mental health outcomes also coincide with poor health behaviour choices.

“Overall, while relationships vary, the quality of social settings, behavioural choices and norms, and the quality of relationships matter a great deal in the occurrence of both positive and negative mental health outcomes.” (Freeman et al, 2011, pg. 190)

## Activities:

The activities included in this toolkit are focussed on generating discussion and engaging with the findings from the latest HBSC Report. These activities are intended to complement the youth created HBSC videos that can be found on the HBSC Youth Action Group webpage:

[http://www.tgmag.ca/HBSC\\_site/ourmessage\\_01\\_e.php](http://www.tgmag.ca/HBSC_site/ourmessage_01_e.php). Each of the discussion based activities that go with a video will take between 20 and 30 minutes depending on the group and conversation. We encourage all educators and viewers to help spread these messages by sharing the videos broadly.

The beginning of the guide begins with a few activities designed to make participants feel comfortable participating and working together. The “Video Activities” each use the same framework to discuss and engage with the youth created videos. At the end of the guide there are some more in depth activities that might be interesting to do with a group after watching and discussing a few of the videos. Facilitators are encouraged to use the Introductory Activities, choose a few of the Video Activities and one or two of the Additional Activities to compose a complete workshop.

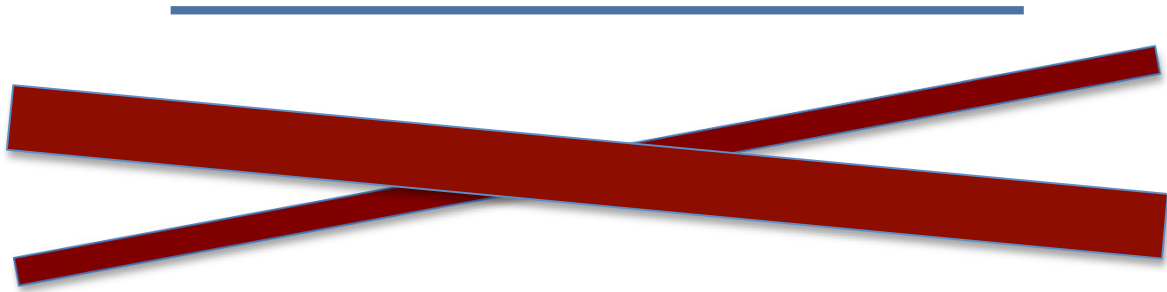
This guide is intended to be used as a model for engaging with data – the video and activities are meant to inspire young people to think about the issues and create their own messages. It’s important to recognize that young people who created these videos were not always interested in making communication tools with a singular message. Rather their videos reflect the complexities of their experiences.

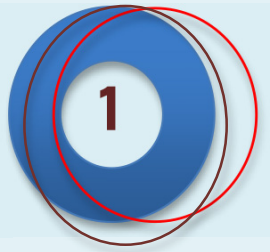
## Resource List

### Materials

1. Markers
2. Paper /Blank Flipcharts
3. Chairs
4. HBSC Videos ([http://www.tgmag.ca/HBSC\\_site/ourmessage\\_01\\_e.php](http://www.tgmag.ca/HBSC_site/ourmessage_01_e.php))
5. Projector
6. Computer
7. Internet Connection
8. Overhead Screen
9. Discussion Questions ([http://www.tgmag.ca/HBSC\\_site/tools\\_01\\_e.php](http://www.tgmag.ca/HBSC_site/tools_01_e.php)) These questions are the same as those included in this guide, however they have brief video synopsis
10. Production supplies and tools (to create new youth messages)
11. HBSC National Report, *The Health of Canada’s Young People: a mental health focus:* <http://www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/school-scolaire/behaviour-comportements/index-eng.php>

# Introduction Activities





## Move Your Butt

**Purpose:** To give participants a chance to get to know one another. To create a comfortable atmosphere for the rest of the workshop

**Materials:** Chairs for all but one participant

**Timeframe:** 10 – 15 minutes

1. Welcome everyone to the workshop. Tell them that the workshop will be looking at young people's health, because all young people have a right to information about things that affect them. (Article 17: United Nations Convention on the Rights of the Child. ) However before diving into the activities, tell the group that you'll begin by getting to know each other a bit better.
2. Create a good size circle of chairs, with one less chair than there are people. Have everyone sit down while you stand in the middle of the circle and explain the rules.
3. There will always be one person in the middle of the chairs. This person first introduces themselves, and then says a statement that tells something about themselves. Each statement begins with *"Move your butt if..."* For example, if the person in the middle has a sister, they might say, *"My name is Greg. Move your butt if you have a sister."* Anyone in the circle who also has a sister must jump up and switch chairs with someone. They cannot move to a chair directly beside them. The person in the middle will also be trying to quickly find a seat. After each round, there will always be someone left in the center. This person begins the next round by introducing themselves and then saying, *"move your butt if..."*
4. Play the game for around 10 minutes until most people have had a chance to begin a round in the centre.



## Creating safe spaces

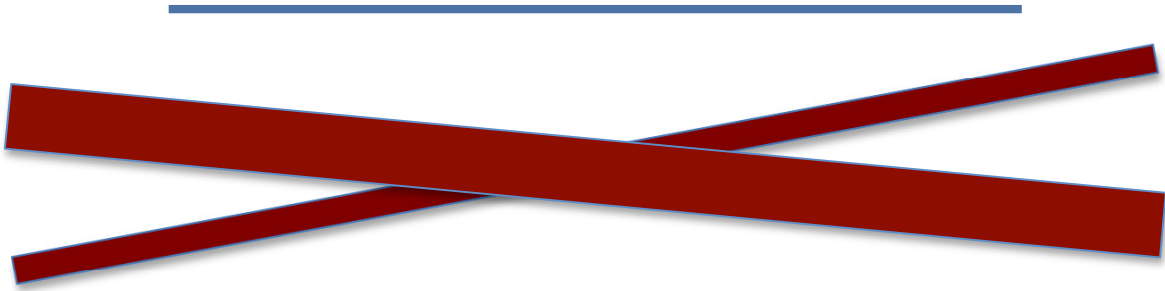
**Purpose:** To affirm the foundations of a safe space for everyone to participate. To engage participants in setting guidelines for safe and effective participation

**Materials:** Paper/Flip Chart, Markers, Core Values of Your Organization or Group, or The Students Commission's Four Pillars: Respect, Listen, Understand, Communicate™ (<http://studentscommission.ca> : video or pdf)

**Timeframe:** 15 minutes

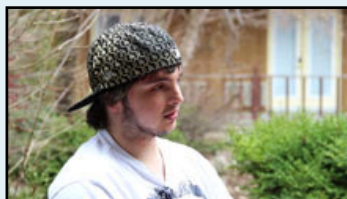
- 1.** As a large group look at the Core Values of Your Group or Organization and discuss what these look like when practiced on a daily basis. How do they create a safe space for talking and working together? Flip chart the key concepts and ideas. And/ OR show the video clip about the Students Commission's Four Pillars: Brainstorm with the group the order of the pillars and why they are ordered this way. What does Respect look like? What does listening look and feel like? What is the difference between listening and understanding? What does communication look and feel like?
- 2.** Split participants into small groups. Give each group some paper and markers and have them brainstorm what other expectations and guidelines they would like to see to create a safe space for this group to work. Give each group about 5 minutes to talk and record their answers.
- 3.** Bring the group back together. Have group add new ideas, concepts and guidelines to the Core Values flip chart paper. Try to keep guidelines simple and on one page.
- 4.** Ask the group if there is any guideline that someone disagrees with to the extent that they won't try to follow it. If everyone is aligned with the guidelines, say that you will post them where everyone can see them for the rest of the event. If there is disagreement, resolve it, before moving forward.

# Video Activities





## Look at Me Now



**Purpose:** To engage participants in a discussion about injury. To get participants to reflect on the risks they take. To generate ideas for decreasing risks that lead to injury.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 110, Table 7.11), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - Do you think young people are aware of the risks they take? If so, why do you think they do risky activities anyway?
  - 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?
  - How do you think a physical injury relates to mental health?
  - What keeps you positive when something bad has happened to you?
3. Ask the group, “*What ideas for action does this stimulate for you?*” Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)



## HBSC Key Findings<sup>2</sup>:

### **INJURY** Summary and implications

#### Key issues of concern

- 1 Injury remains a leading cause of ill-health in all HBSC age groups.
- 2 Important percentages of young people report engagement in known risk-taking behaviours that can lead to major injury, despite widespread knowledge of the potential consequences of these behaviours.
- 3 Emotional problems, and lower emotional well-being are each strongly associated with the occurrence of fighting injury.

#### Key issues to celebrate

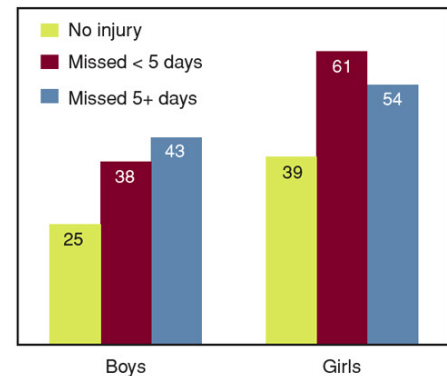
- 1 Helmet use appears to be a normative behaviour among a majority of younger (Grade 6) children.
- 2 The leading activity associated with the occurrence of injury to young people remains “playing or training for a sport”. Injuries are a negative side effect of a group of activities that generally have positive effects on the health of young people.

**7.11** Injuries requiring significant medical treatment, by activity (%)

Figure 7.11 shows that the types of injury-causing activities most likely to lead to significant medical treatment (any of placement of a cast, stitches, or an overnight admission to hospital) include motor vehicle injuries, cycling injuries, and fighting. This is consistent with what is known about major causes of adolescent injury that result in death and hospitalization. While less common than sports injuries, these types of injury are important due to their relative severity.



**7.20** Students reporting high levels of emotional problems by days missed due to fighting injury, by gender (%)



<sup>2</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.





## Cyber bullying



**Purpose:** To engage participants in a discussion about cyber bullying. To get participants to reflect on what types of actions would be considered cyber bullying. To generate ideas for decreasing cyber bullying.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 175, Figure 11.11), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - How would you define cyber bullying?
  - Do you think cyber bullying is a serious problem?
  - 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?
  - If you are, were, a parent would you be concerned about your child using social media? Why or why not? Would you try and monitor it?
  - How can we address the issue of cyber bullying?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

## HBSC Key Findings<sup>3</sup>:

# BULLYING & FIGHTING

## Summary and implications

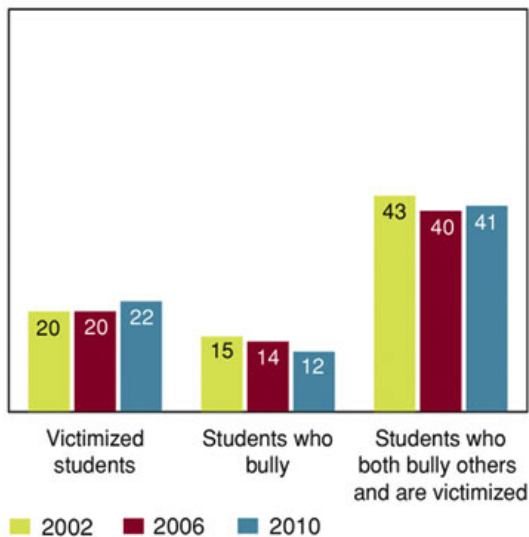
### Key issues of concern

- 1 The prevalence of peer victimization due to bullying is on the rise.
- 2 Bullying is associated with increased behavioural problems, while peer victimization is associated with increased emotional problems.
- 3 Being a bully-victim is associated with both emotional and behavioural problems.
- 4 Increased fighting behaviour is associated with increased emotional and behavioural problems.

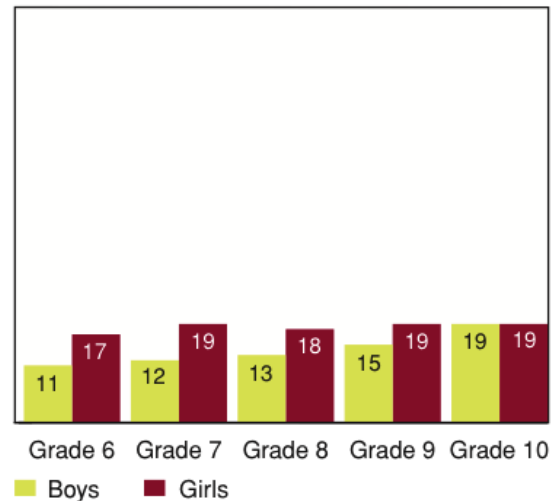
### Key issues to celebrate

- 1 The trends indicate that the prevalence of children reporting bullying others is decreasing.
- 2 The prevalence of fighting has decreased since 2006.

**11.1** Involvement of students in the three categories of bullying in 2002, 2006 and 2010 (%)



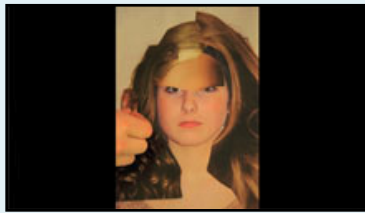
**11.11** Electronic bullying in victimized students, by grade and gender (%)



<sup>3</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Be Yourself



**Purpose:** To engage participants in a discussion about body image and the media. To get participants to reflect on what influences their self image and self worth. To generate ideas for addressing poor body image.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 142, Figure 9.11), HBSC Key Findings (after this activity)

**Timeframe:** 20 -30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - Do you think the message in this video is important? Why? Why not?
  - Do you think young people are influenced by what they see in the media?
  - 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?
  - 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? Other than media, what else or who else influences our sense of self?
3. Ask the group, “*What ideas for action does this stimulate for you?*” Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In you experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

## HBSC Key Findings<sup>4</sup>:

# HEALTHY WEIGHTS

## Summary and implications

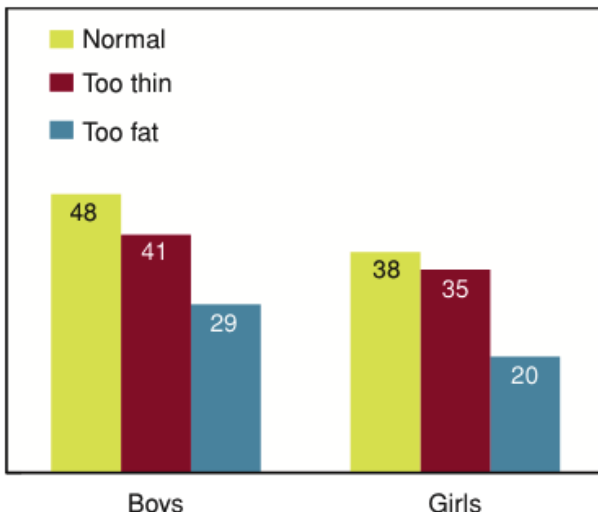
### Key issues of concern

- 1 Approximately one in four boys is either overweight or obese and approximately one in six girls is either overweight or obese as determined from self-reported heights and weights.
- 2 Only two-thirds of young people with a healthy weight feel that their body is about the right size.
- 3 Overweight and obese young people, particularly young girls, are more likely to have mental health problems than young people with a healthy weight.

### Key issues to celebrate

- 1 The prevalence of obesity did not increase between the 2006 and 2010 HBSC Studies, suggesting that the increase in obesity observed over the past three decades may be peaking.
- 2 A significant proportion of overweight (24%) and obese (30%) youth report that they are doing something to lose weight.

### 9.11 Students reporting high levels of emotional well-being by body image perception, by gender (%)



<sup>4</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## A Life Lesson



**Purpose:** To engage participants in a discussion about peer influence and risky behaviours. To get participants to reflect on the choices they make. To generate ideas for addressing encouraging healthy decision making.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 78 Figure 5.14), HBSC Key Findings (after this activity)

**Timeframe:** 20 -30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - Do you think your peers influence the decisions you make? Why or why not?
  - 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?
  - Have you ever decided not to hang out with people because of the risky things they did?
3. Ask the group, “*What ideas for action does this stimulate for you?*” Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In you experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)



## HBSC Key Findings<sup>5</sup>:

### PEERS Summary and implications

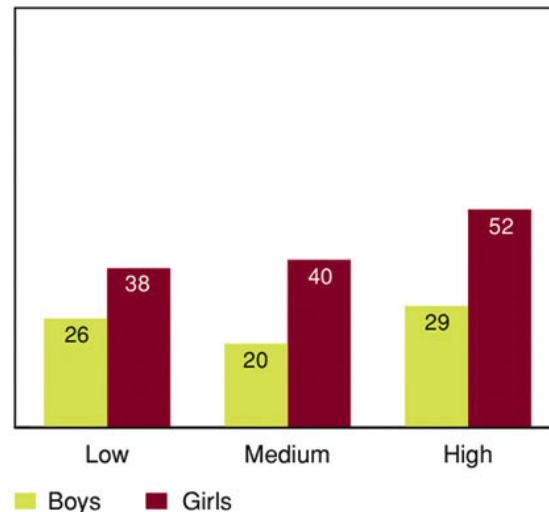
#### Key issues of concern

- 1 Many students report hanging around friends who engage in risky activities such as smoking, getting drunk, using drugs, and engaging in sexual activities.
- 2 Young people who report that they find it difficult to talk to their friends, are more likely to report emotional problems.
- 3 Having peers who engage in risky activities increases the risk for both emotional and behavioural problems and is related to reduced emotional well-being.
- 4 Young people who report that their peer group engages in higher levels of positive peer group activities also report higher levels of mental health.

#### Key issues to celebrate

- 1 A strong majority of students report having a best friend and being able to talk to their friends about things that are bothering them.
- 2 Students who have friends who engage in positive behaviours are more likely to be more prosocial and have higher levels of emotional well-being.
- 3 Over 85% of students report hanging out with friends who engage in positive activities such as sports, helping others, getting along with their parents, or doing well at school.

**5.13** Students reporting high levels of emotional problems by risky peer group activities, by gender (%)



<sup>5</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Be the Change



**Purpose:** To engage participants in a discussion about bullying. To get participants to define what they consider bullying. To generate ideas for addressing bullying.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 177, Figure 11.13), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - According to the HBSC report, although more students are experiencing bullying, fewer students are reporting to bully others. What could explain this contradiction?
  - What kind of actions would you consider bullying?
  - Do you think bullying is an issue in your school? Is bullying taken seriously?
  - Who is responsible for stopping bullying?
  - 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?
  - How can we make schools a safer place for everyone?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In you experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

# BULLYING & FIGHTING

## Summary and implications

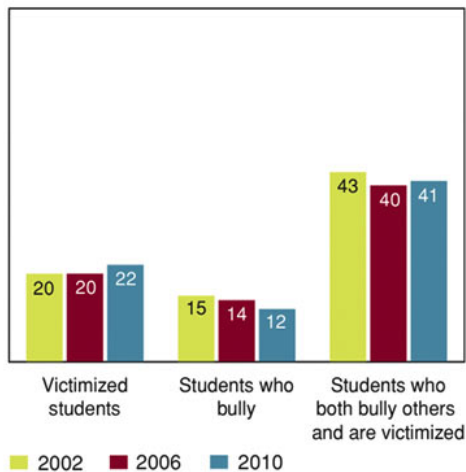
### Key issues of concern

- 1 The prevalence of peer victimization due to bullying is on the rise.
- 2 Bullying is associated with increased behavioural problems, while peer victimization is associated with increased emotional problems.
- 3 Being a bully-victim is associated with both emotional and behavioural problems.
- 4 Increased fighting behaviour is associated with increased emotional and behavioural problems.

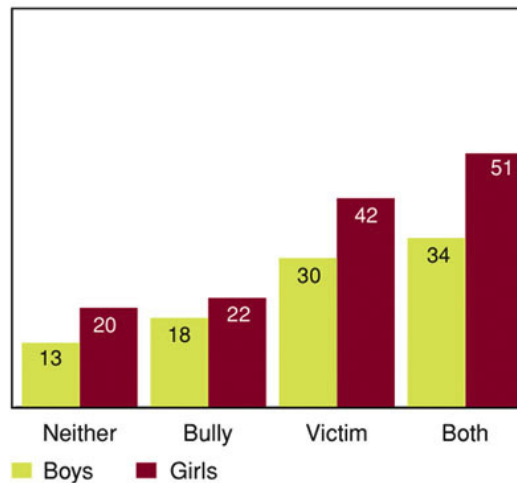
### Key issues to celebrate

- 1 The trends indicate that the prevalence of children reporting bullying others is decreasing.
- 2 The prevalence of fighting has decreased since 2006.

**11.1** Involvement of students in the three categories of bullying in 2002, 2006 and 2010 (%)



**11.13** Students reporting high levels of emotional problems by bullying involvement, by gender (%) \*



<sup>6</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.





## The Decision



**Purpose:** To engage participants in a discussion about sexuality and gender norms. To generate ideas for creating a more inclusive environment.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 191, Bullet 1, *Key Report Finding*), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - What do you think this video is about?
  - 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?
  - Do you think there are "norms" at your school/in your community that exclude people? What are they?
  - Have you seen or heard about any practices for creating a safer, more inclusive space for people of all sexual orientations?
  - How could your school/ community be made more inclusive?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

## HBSC Key Findings<sup>7</sup>:

# SCHOOL Summary and implications

### Key issues of concern

- 1 School is not a positive place for an important proportion of Canadian youth.
- 2 Young people are increasingly reporting lower levels of achievement and satisfaction with school.
- 3 As young people progress through school, they are less connected to school, at a time when their emotional well-being is most vulnerable.

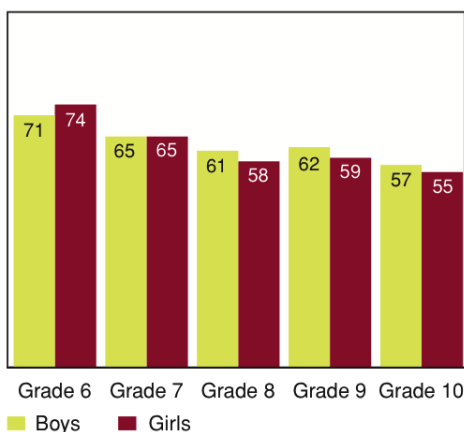
### Key issues to celebrate

- 1 Positive school environments and higher levels of teacher support are associated with more positive levels of mental health and lower levels of behavioural problems in young people.
- 2 The majority of young people feel supported by their schools and have a sense of belonging in the school they are attending.
- 3 While there are gender differences in school-related measures, these differences are relatively small.

### Key report finding

Most young feel positive about their schools, although a small minority report ongoing feelings of alienation. (pg. 191)

**4.5** Students who agree and strongly agree with the statement "I feel I belong at this school," by grade and gender (%)



<sup>7</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Emotional Intelligence



**Purpose:** To engage participants in a discussion about mental health and suicide. To increase awareness of the mental health supports in the community. To generate ideas addressing youth suicide.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 26, Bullet 3, *Issues of Concern*), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - How did this video make you feel?
  - According to the Canadian Mental Health Association<sup>8</sup>, 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?
  - Do you think there is a stigma to feeling depressed? How can we encourage people to talk about what they are feeling?
  - What supports are out there for people experiencing suicidal thoughts?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

### Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

<sup>8</sup> Canadian Mental Health Associations (May 4, 2012) Youth and Suicide. Retrieved from: [http://www.cmha.ca/bins/content\\_page.asp?cid=3-101-104&lang=1](http://www.cmha.ca/bins/content_page.asp?cid=3-101-104&lang=1)

# MENTAL HEALTH Summary and implications

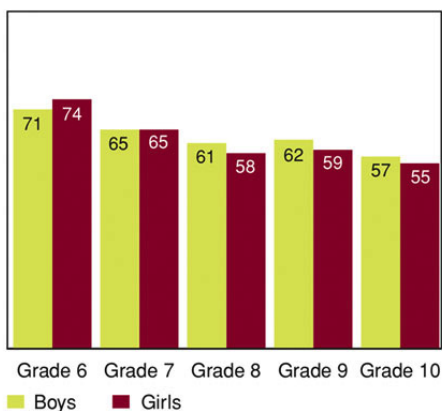
## Key issues of concern

- 1 Regardless of the way that the emotional mental health indicators were examined, girls reported more negative outcomes, while boys reported more negative indicators for behavioural outcomes.
- 2 Mental health suffers as adolescents move through the grades, especially for girls, with positive indicators decreasing and negative indicators increasing.
- 3 About one-fifth of boys and one-third of girls feel depressed or low on a weekly basis or more often.

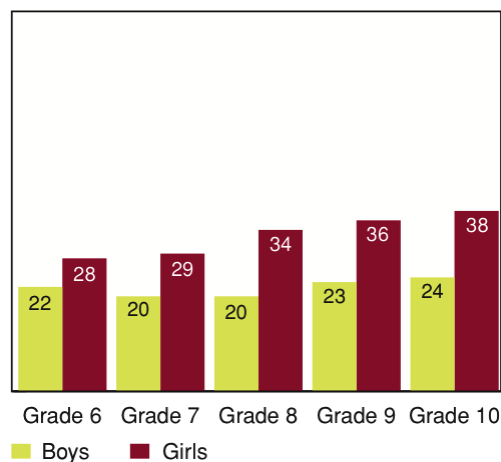
## Key issues to celebrate

- 1 In averaging the responses of students from Grade 7 to 10, more than 50% of Canadian adolescents surveyed rated their life satisfaction as 8 or higher on a 10-point scale.
- 2 None of the individual behavioural problems was reported by greater than 10% of the adolescents surveyed as being “somewhat or definitely” like them (fighting, the illustrative item in this chapter, having been chosen as the most frequent).
- 3 Relatively few adolescents (about 25% for boys and 30% for girls) wish they were someone else.

**4.5** Students who agree and strongly agree with the statement “I feel I belong at this school,” by grade and gender (%)



**2.15** Feeling depressed or low at least once a week, by grade and gender (%)



<sup>9</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Hand Games



**Purpose:** To engage participants in a discussion about mental health, culture and positive relationships. To get participants thinking about factors that contribute to a supportive environment.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 190, Bullet 2, top blue box), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - What do you think this video is about? Why?
  - Hand games are an important tradition in many cultures. Do you think culture is an important part of a supportive environment? Do you think games are an important part of a supportive environment? What else makes a positive environment?
  - This video depicts positive peer relationships. How do your relationships affect your mental health?
  - 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?
3. Ask the group, “*What ideas for action does this stimulate for you?*” Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)



## **SCHOOL** Summary and implications

### **Key issues of concern**

- 1** School is not a positive place for an important proportion of Canadian youth.
- 2** Young people are increasingly reporting lower levels of achievement and satisfaction with school.
- 3** As young people progress through school, they are less connected to school, at a time when their emotional well-being is most vulnerable.

### **Key issues to celebrate**

- 1** Positive school environments and higher levels of teacher support are associated with more positive levels of mental health and lower levels of behavioural problems in young people.
- 2** The majority of young people feel supported by their schools and have a sense of belonging in the school they are attending.
- 3** While there are gender differences in school-related measures, these differences are relatively small.

### **Key report findings**

**Positive mental health outcomes are associated with environments that are supportive, with good communication with adults and peers in those environments. Positive mental health outcomes also coincide with healthy choices in terms of risk behaviours, whether measured in individual young people or their peers.**

**Negative mental health outcomes are associated with environments that are non-supportive or disadvantaged socially, and with poor levels of communication. Negative mental health outcomes also coincide with poor health behaviour choices (pg.190)**

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<sup>10</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Influence



**Purpose:** To engage participants in a discussion about substance abuse and peer relationships. To get participants thinking about what influences the choices they make.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 153, Figure 10.13), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - 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?
  - How would you/have you responded to being told you couldn't hang out with someone because of the activities they engaged in?
  - Do you think young people are aware of the risks associated with taking drugs?
  - Do you think the mom's reaction is an effective response to her son using pot?
  - Would you be more likely to talk to an adult or a friend about drug problems?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

# SUBSTANCE USE & RISKY BEHAVIOUR

## Summary and implications

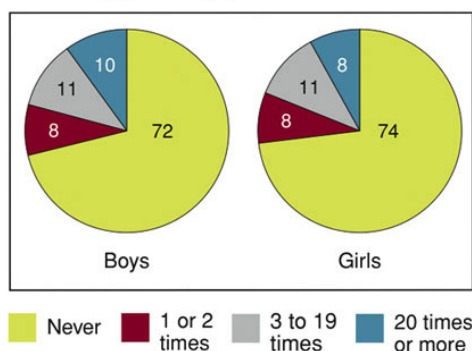
### Key issues of concern

- 1 Alcohol and cannabis are the most commonly used substances among Canadian youth. A significant percentage of students have used alcohol and cannabis at least once by the time they reach Grade 10.
- 2 Between 1990 and 2010, the lifetime prevalence of cannabis use among Grade 9 and 10 students increased from 25% to 38%.
- 3 Engagement in substance use and risky behaviours relates to emotional and behavioural problems.

### Key issues to celebrate

- 1 Rates of smoking among Canadian youth are at historical lows. In 2010, only 7% of boys and 6% of girls in Grade 10 reported smoking cigarettes every day.
- 2 Most young people appreciate the health risks associated with substance use and risky behaviour.
- 3 Although many youth have tried using cannabis, less than 20% of students in Grade 9 and 10 reported using cannabis in the last 30 days.

**10.13** Grade 9 and 10 students using cannabis in the past 12 months, by gender (%)



**Table 5.2:** Risky peer group activities: percentages of Grades 9 and 10 students indicating the group of friends with whom they spend most of their leisure time engage in the following activities “often” or “sometimes” (%)

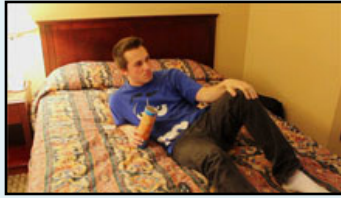
Risky Peer Group Activities	Grade 9		Grade 10	
	Boys	Girls	Boys	Girls
<b>Most of the friends in my group...</b>				
smoke cigarettes	27	25	32	32
get drunk	47	50	64	63
have used drugs to get stoned	33	31	45	43
carry weapons	14	7	14	7
have sexual relationships	48	45	59	60

<sup>11</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.





## Munchie Fact



**Purpose:** To engage participants in a discussion about substance abuse and peer relationships. To get participants thinking about what influences the choices they make. This video is a shortened version of the *Influence* video.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 153, Figure 10.13), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - Do you think young people are aware of the risks associated with taking drugs?
  - Do you think the mom's reaction is an effective response to her son using pot?
  - How would you support a friend who you thought had a drug problem?
  - Are there adults you would talk to about drugs if you had questions?
  - How would you recommend reducing the risks associated with drug use?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In you experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

# SUBSTANCE USE & RISKY BEHAVIOUR

## Summary and implications

### Key issues of concern

- 1 Alcohol and cannabis are the most commonly used substances among Canadian youth. A significant percentage of students have used alcohol and cannabis at least once by the time they reach Grade 10.
- 2 Between 1990 and 2010, the lifetime prevalence of cannabis use among Grade 9 and 10 students increased from 25% to 38%.
- 3 Engagement in substance use and risky behaviours relates to emotional and behavioural problems.

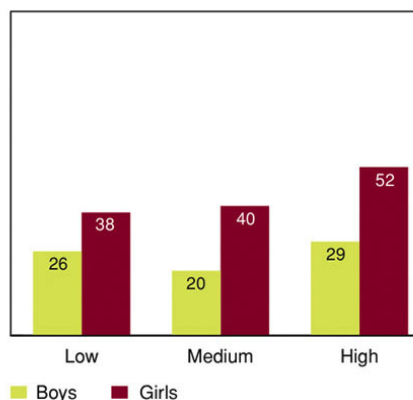
### Key issues to celebrate

- 1 Rates of smoking among Canadian youth are at historical lows. In 2010, only 7% of boys and 6% of girls in Grade 10 reported smoking cigarettes every day.
- 2 Most young people appreciate the health risks associated with substance use and risky behaviour.
- 3 Although many youth have tried using cannabis, less than 20% of students in Grade 9 and 10 reported using cannabis in the last 30 days.

**Table 10.1** Students indicating risky behaviours pose “slight” or “no risk” to health, by grade and gender (%)

	Grades	Male	Female
Smoking cigarettes once in a while	6 to 8	39	37
	9 and 10	44	43
Smoking cigarettes on a regular basis	6 to 8	11	9
	9 and 10	9	6
Smoking marijuana once in a while	6 to 8	23	18
	9 and 10	39	31
Smoking marijuana on a regular basis	6 to 8	12	9
	9 and 10	19	11
Drinking alcohol once in a while	6 to 8	62	59
	9 and 10	64	66
Drinking alcohol on a regular basis	6 to 8	20	13
	9 and 10	19	12
Use Ecstasy once in a while	9 and 10	15	13
Use Ecstasy on a regular basis	9 and 10	7	4
Use hallucinogens, LSD or PCP once in a while	9 and 10	12	9
Use hallucinogens, LSD or PCP on a regular basis	9 and 10	7	4
Use glue or solvents once in a while	9 and 10	16	13
Use glue or solvents on a regular basis	9 and 10	8	5
Use pain relievers, tranquilizers or stimulants once in a while	9 and 10	15	13
Use pain relievers, tranquilizers or stimulants on a regular basis	9 and 10	8	5

**5.13** Students reporting high levels of emotional problems by risky peer group activities, by gender (%)



<sup>12</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Youth Engagement



**Purpose:** To engage participants in a discussion about youth engagement programming. To generate ideas for youth services in the community.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 190, Bullet 2, top blue box), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - Do you think youth services/ programming are well supported in your community?
  - What youth programs would you like to see in your community?
  - What is the value of youth engagement and youth participation from your perspective? What are the benefits for youth and for society?
  - Have you ever raised money for a youth program or event? How did you do it? Was it successful?
3. Ask the group, “*What ideas for action does this stimulate for you?*” Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

### Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

## **MENTAL HEALTH** Summary and implications

### **Key issues of concern**

- 1** Regardless of the way that the emotional mental health indicators were examined, girls reported more negative outcomes, while boys reported more negative indicators for behavioural outcomes.
- 2** Mental health suffers as adolescents move through the grades, especially for girls, with positive indicators decreasing and negative indicators increasing.
- 3** About one-fifth of boys and one-third of girls feel depressed or low on a weekly basis or more often.

### **Key issues to celebrate**

- 1** In averaging the responses of students from Grade 7 to 10, more than 50% of Canadian adolescents surveyed rated their life satisfaction as 8 or higher on a 10-point scale.
- 2** None of the individual behavioural problems was reported by greater than 10% of the adolescents surveyed as being “somewhat or definitely” like them (fighting, the illustrative item in this chapter, having been chosen as the most frequent).
- 3** Relatively few adolescents (about 25% for boys and 30% for girls) wish they were someone else.

### **Key report findings**

**Positive mental health outcomes are associated with environments that are supportive, with good communication with adults and peers in those environments. Positive mental health outcomes also coincide with healthy choices in terms of risk behaviours, whether measured in individual young people or their peers.**

**Negative mental health outcomes are associated with environments that are non-supportive or disadvantaged socially, and with poor levels of communication. Negative mental health outcomes also coincide with poor health behaviour choices (pg.190)**

**The HBSC Youth Engagement Workshop (which some of the youth creating these videos attended) represents an advance in the process used in the development of the national HBSC report. The insights that were provided by young people, who participated with both passion and clarity, provide additional substance to the statistics.... Children have the right to be heard on the issues that affect them, and adults should take these findings seriously. (pg. 193)**

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<sup>13</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## 14

## Surviving



**Purpose:** To engage participants in a discussion about substance use and supportive environments. To get participants to reflect on the impact substance use can have on those around them..

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 190, Bullet 2, top blue box), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

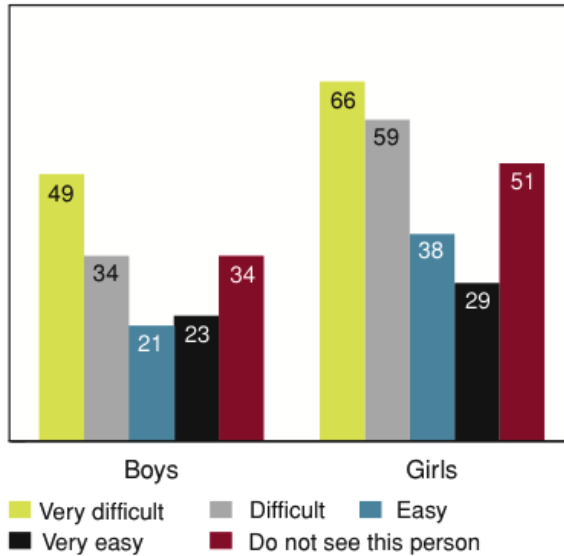
1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - What do you think is the message of this story?
  - What do you think the girl's motivation was for sharing this story?
  - How do your relationships affect your mental health?
  - How does the imagery relate to the topic of the video?
  - Do you think that personal stories are an effective means to preventing substance abuse? Why or why not?
  - 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?
  - How can different environment affect your decision? How can different relationships affect your decisions?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In you experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

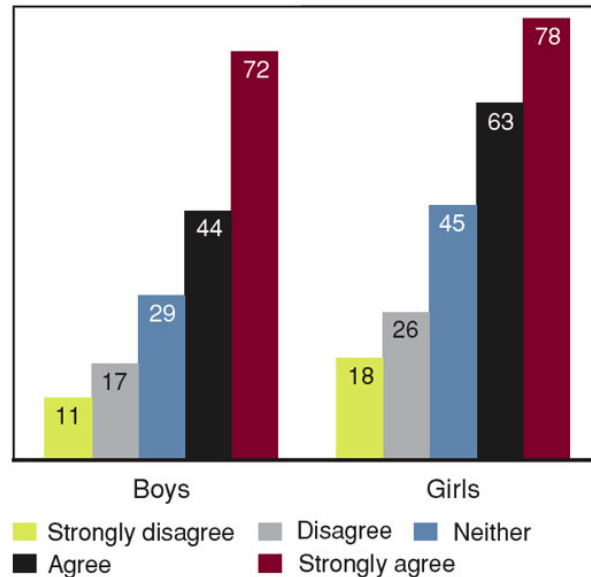
1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

## HBSC Key Findings<sup>14</sup>:

### 3.22 Students reporting high levels of emotional problems by ease of talking to mother, by gender (%)



### 3.24 Students reporting high levels of emotional problems by agreement to "I have lots of arguments with my parents", by gender (%)



### Key report findings

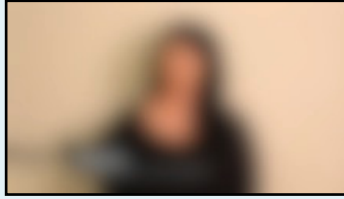
Positive mental health outcomes are associated with environments that are supportive, with good communication with adults and peers in those environments. Positive mental health outcomes also coincide with healthy choices in terms of risk behaviours, whether measured in individual young people or their peers.

Negative mental health outcomes are associated with environments that are non-supportive or disadvantaged socially, and with poor levels of communication. Negative mental health outcomes also coincide with poor health behaviour choices (pg.190)

<sup>14</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Recovery



**Purpose:** To engage participants in a discussion about substance use. To get participants to reflect on the choices they make.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 164, Bullet 2, *Issue to celebrate*), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - Did you learn anything from this woman's story?
  - Do you think personal stories are an effective way to share information about substance abuse? Why or why not?
  - 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?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

# SUBSTANCE USE & RISKY BEHAVIOUR

## Summary and implications

### Key issues of concern

- 1 Alcohol and cannabis are the most commonly used substances among Canadian youth. A significant percentage of students have used alcohol and cannabis at least once by the time they reach Grade 10.
- 2 Between 1990 and 2010, the lifetime prevalence of cannabis use among Grade 9 and 10 students increased from 25% to 38%.
- 3 Engagement in substance use and risky behaviours relates to emotional and behavioural problems.

### Key issues to celebrate

- 1 Rates of smoking among Canadian youth are at historical lows. In 2010, only 7% of boys and 6% of girls in Grade 10 reported smoking cigarettes every day.
- 2 Most young people appreciate the health risks associated with substance use and risky behaviour.
- 3 Although many youth have tried using cannabis, less than 20% of students in Grade 9 and 10 reported using cannabis in the last 30 days.

**Table 10.1** Students indicating risky behaviours pose “slight” or “no risk” to health, by grade and gender (%)

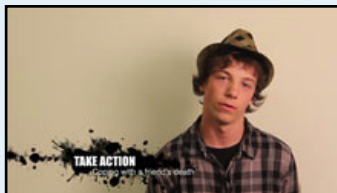
	Grades	Male	Female
Smoking cigarettes once in a while	6 to 8	39	37
	9 and 10	44	43
Smoking cigarettes on a regular basis	6 to 8	11	9
	9 and 10	9	6
Smoking marijuana once in a while	6 to 8	23	18
	9 and 10	39	31
Smoking marijuana on a regular basis	6 to 8	12	9
	9 and 10	19	11
Drinking alcohol once in a while	6 to 8	62	59
	9 and 10	64	66
Drinking alcohol on a regular basis	6 to 8	20	13
	9 and 10	19	12
Use Ecstasy once in a while	9 and 10	15	13
Use Ecstasy on a regular basis	9 and 10	7	4
Use hallucinogens, LSD or PCP once in a while	9 and 10	12	9
Use hallucinogens, LSD or PCP on a regular basis	9 and 10	7	4
Use glue or solvents once in a while	9 and 10	16	13
Use glue or solvents on a regular basis	9 and 10	8	5
Use pain relievers, tranquilizers or stimulants once in a while	9 and 10	15	13
Use pain relievers, tranquilizers or stimulants on a regular basis	9 and 10	8	5

<sup>15</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.





## Action



**Purpose:** To engage participants in a discussion about substance use and positive peer activities. To get participants to reflect on the choices they make. To generate ideas for taking action on youth substance abuse.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 80, Figure 5.17), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - Do you think drug use is an issue in your community? Why or why not?
  - What community resources would help decrease drug use among youth?
  - Have you ever been motivated to create positive change in your community? What inspired you? Did you take action?
  - Do you think an action project like the one this young man describes would make an impact?
3. Ask the group, “*What ideas for action does this stimulate for you?*” Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In you experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

# SUBSTANCE USE & RISKY BEHAVIOUR

## Summary and implications

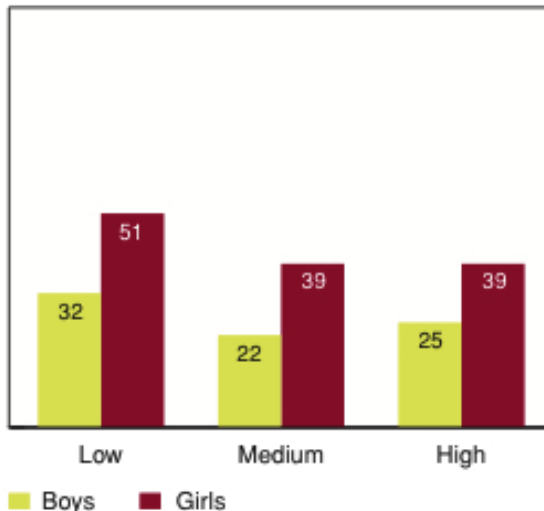
### Key issues of concern

- 1 Alcohol and cannabis are the most commonly used substances among Canadian youth. A significant percentage of students have used alcohol and cannabis at least once by the time they reach Grade 10.
- 2 Between 1990 and 2010, the lifetime prevalence of cannabis use among Grade 9 and 10 students increased from 25% to 38%.
- 3 Engagement in substance use and risky behaviours relates to emotional and behavioural problems.

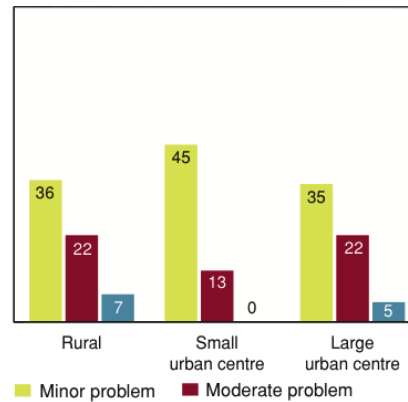
### Key issues to celebrate

- 1 Rates of smoking among Canadian youth are at historical lows. In 2010, only 7% of boys and 6% of girls in Grade 10 reported smoking cigarettes every day.
- 2 Most young people appreciate the health risks associated with substance use and risky behaviour.
- 3 Although many youth have tried using cannabis, less than 20% of students in Grade 9 and 10 reported using cannabis in the last 30 days.

**5.17** Students reporting high levels of emotional problems by positive peer group activities, by gender (%)



**6.12** Selling or using drugs or excessive drinking are problems in the neighbourhood where school is located, by community type (%)



<sup>16</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## The Bully



**Purpose:** To engage participants in a discussion about bullying. To get participants to reflect the impact of bullying. To discuss different kinds of bullying.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 177, Figure 11.13), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - What kind of impact do you think bullying can have? On the person being victimized? On the person bullying? (see HBSC report for details)
  - Do you think people are more aware of the impact of bullying now than in the past?
  - What kinds of bullying are there? What bullying is not represented in this video?
  - How can young people address bullying in their communities?
3. Ask the group, “*What ideas for action does this stimulate for you?*” Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

# BULLYING & FIGHTING

## Summary and implications

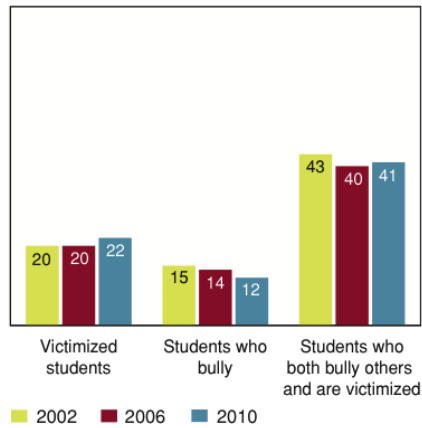
### Key issues of concern

- 1 The prevalence of peer victimization due to bullying is on the rise.
- 2 Bullying is associated with increased behavioural problems, while peer victimization is associated with increased emotional problems.
- 3 Being a bully-victim is associated with both emotional and behavioural problems.
- 4 Increased fighting behaviour is associated with increased emotional and behavioural problems.

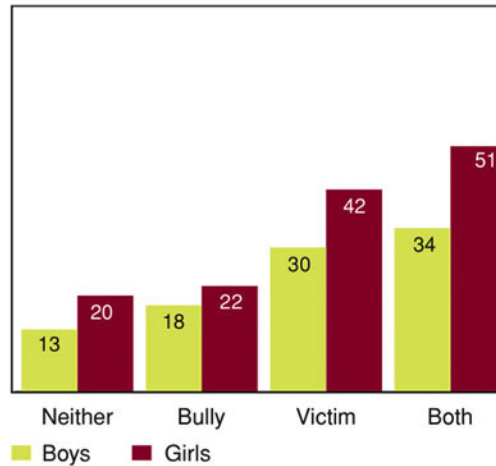
### Key issues to celebrate

- 1 The trends indicate that the prevalence of children reporting bullying others is decreasing.
- 2 The prevalence of fighting has decreased since 2006.

**11.1** Involvement of students in the three categories of bullying in 2002, 2006 and 2010 (%)



**11.13** Students reporting high levels of emotional problems by bullying involvement, by gender (%) \*



<sup>17</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Self Esteem



**Purpose:** To engage participants in a discussion about self esteem. To get participants to reflect of what things influence their self-image. To encourage positive thinking.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 18, Figure: 2.7), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - What kinds of things impact self-confidence?
  - Do you think most young people have more positive or negative thoughts about themselves?
  - 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?
  - Do you think that media has more of an affect on self-esteem than people's relationships? Why or why not?
  - Why do some people have higher self-esteem than others?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In you experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

1. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)



# MENTAL HEALTH **Summary and implications**

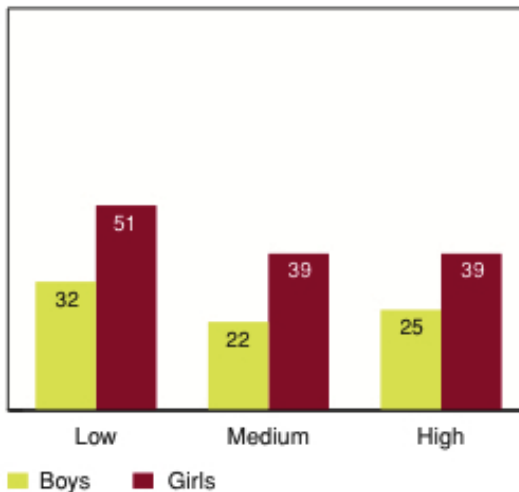
## Key issues of concern

- 1 Regardless of the way that the emotional mental health indicators were examined, girls reported more negative outcomes, while boys reported more negative indicators for behavioural outcomes.
- 2 Mental health suffers as adolescents move through the grades, especially for girls, with positive indicators decreasing and negative indicators increasing.
- 3 About one-fifth of boys and one-third of girls feel depressed or low on a weekly basis or more often.

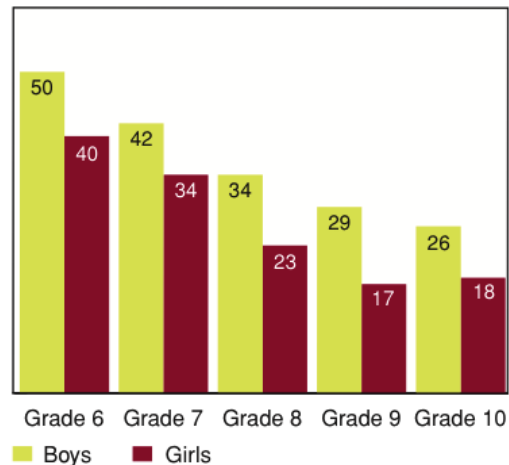
## Key issues to celebrate

- 1 In averaging the responses of students from Grade 7 to 10, more than 50% of Canadian adolescents surveyed rated their life satisfaction as 8 or higher on a 10-point scale.
- 2 None of the individual behavioural problems was reported by greater than 10% of the adolescents surveyed as being “somewhat or definitely” like them (fighting, the illustrative item in this chapter, having been chosen as the most frequent).
- 3 Relatively few adolescents (about 25% for boys and 30% for girls) wish they were someone else.

**5.17** Students reporting high levels of emotional problems by positive peer group activities, by gender (%)



**2.7** Students who strongly agree they have confidence in themselves, by grade and gender (%)



<sup>18</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Be Aware!



**Purpose:** To engage participants in a discussion about media influence on healthy living, relationships and bullying. To get participants to critically reflect on the role of media and the amount of screen time in their lives.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 132, *What young people think*, bullet 2 / *Issue of concern* bullet 2), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - What do you think is the message in this video?
  - Why do you think they chose to act out the lyrics to popular songs? What does this have to do with bullying?
  - Do you think what's shown in the media impacts young people's behaviours and emotions? (for example, images, lyrics, ...)
  - 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?
  - How much "screen" time (video, video games, computer, TV, phone, etc.) do you spend per day? What do you think would be a good daily guideline for "screen" time? Should it be different for different ages?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

2. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

## HEALTHY LIVING **Summary and implications**

### Key issues of concern

- 1 Less than one in five Canadian youth accumulate enough physical activity to meet Canada's new physical activity guidelines (i.e., 60 minutes of moderate-to-vigorous intensity physical activity every day).
- 2 Screen time levels are extremely high, particularly within high school boys. More than half of these boys watch TV at least two hours per day, use the computer in their free time for at least two hours per day, and play video games for at least two hours per day.
- 3 In all gender and grade categories, 53% or fewer students report that they consume fruits or vegetables at least once a day.

### Key issues to celebrate

- 1 There have been some notable improvements in the food consumption patterns between the 2002 and 2010 cycles of the HBSC.
- 2 The frequency of fruit consumption has gone up while the frequency of candy and sugared soft drink consumption has gone down.
- 3 While many Canadian young people eat at fast food restaurants regularly, about one in three do so rarely or never.

### What young people thought about these findings

The young people that attended the workshop recognized that a lack of physical activity, too much screen time, and unhealthy eating (e.g., eating too much high calorie, low nutrient foods and not enough nutritious foods) can all have a negative influence on their mental health. The young people in attendance also recognized that playing sports can help them make social connections, and they felt that this was a key way that physical activity influences their mental health. Conversely, they felt that young people who spend too much free time on the computer, playing video games, or watching TV tend to have poor social relationships and more mental health problems. (pg. 132)

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<sup>19</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## Fat to Fit



**Purpose:** To engage participants in a discussion about body image. To get participants to reflect on what impacts how they think of themselves. To generate ideas for addressing poor body image among young people.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 142, Figure 9.11), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - 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?
  - Have you seen any ads or videos which promote a realistic body image? (i.e the Dove campaign) Do you think they are effective? Why or why not?
  - Do you think boys and girls face equal pressure to look a certain way?
  - What would encourage more young people to be happy with being a healthy weight?
  - Do you think knowing what a healthy body weight is would improve young people's body image?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

3. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)



## HEALTHY WEIGHTS **Summary and implications**

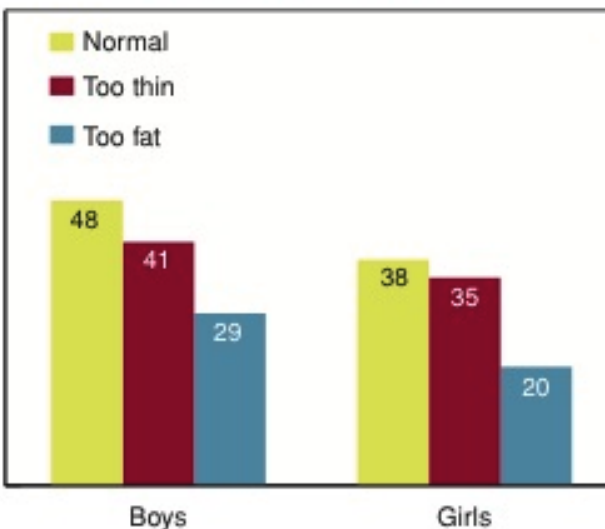
### Key issues of concern

- 1 Approximately one in four boys is either overweight or obese and approximately one in six girls is either overweight or obese as determined from self-reported heights and weights.
- 2 Only two-thirds of young people with a healthy weight feel that their body is about the right size.
- 3 Overweight and obese young people, particularly young girls, are more likely to have mental health problems than young people with a healthy weight.

### Key issues to celebrate

- 1 The prevalence of obesity did not increase between the 2006 and 2010 HBSC Studies, suggesting that the increase in obesity observed over the past three decades may be peaking.
- 2 A significant proportion of overweight (24%) and obese (30%) youth report that they are doing something to lose weight.

**9.11** Students reporting high levels of emotional well-being by body image perception, by gender (%)



<sup>20</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.





## Wellbeing



**Purpose:** To engage participants in a discussion about emotional wellbeing. To get participants to reflect on what impacts their emotional wellbeing. To generate ideas for addressing low emotional wellbeing among young people.

**Materials:** Video, Computer, Projector, Screen, Internet Connection, Video Discussion Questions, HBSC National Report: *The Health of Canada's Young People: a mental health focus* (Page 19, Figure 2.8), HBSC Key Findings (after this activity)

**Timeframe:** 20-30 minutes

1. Tell the group they are going to watch a short video made by young people, and have a discussion about the clip afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner.
2. Play the clip. After watching the clip ask the group:
  - What is your definition of emotional wellbeing?
  - What kinds of things happen between grades 6 to 10 that might impact young people's emotional wellbeing?
  - How do you think peers impact emotional wellbeing?
  - What can be done to improve young people's emotional wellbeing?
3. Ask the group, "What ideas for action does this stimulate for you?" Encourage the group to post a message for the video creators on the Students Commission YouTube Channel (<http://www.youtube.com/user/StudentsCommissionCa>)
4. Review key findings from the HBSC National Report, *The Health of Canada's Young People: a mental health focus*. Hand out copies of the HBSC Key Findings (on the next page). Tell the group that the findings were used to inspire and inform the youth who created this video. This information was gathered from 26,000 Canadian youth who filled out a survey in schools in 2009-2010. This might be a good time to replay the short graph at the end of the video. Ask the group:
  - Do you understand these findings? Do you have any questions?
  - In your experience, are these findings accurate?
  - Do you think this information is important for young people to know? Why or why not?
  - Name one person who you will share one of these findings with.

## Activity Expansions

4. Create your own poster, video, or workshop to engage with these health findings. (See the activity *What's Your Message?* for guidelines.)

## HBSC Key Findings<sup>21</sup>:

# MENTAL HEALTH **Summary and implications**

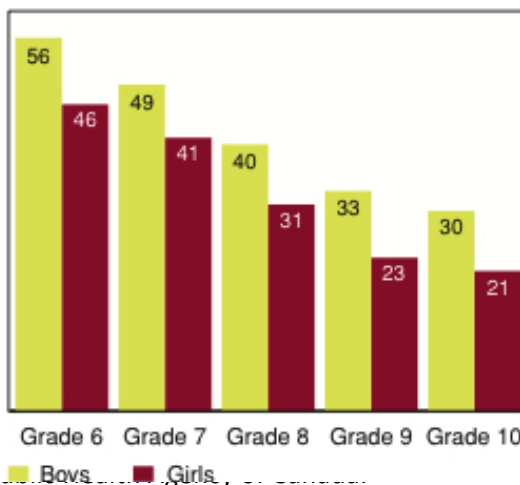
### Key issues of concern

- 1 Regardless of the way that the emotional mental health indicators were examined, girls reported more negative outcomes, while boys reported more negative indicators for behavioural outcomes.
- 2 Mental health suffers as adolescents move through the grades, especially for girls, with positive indicators decreasing and negative indicators increasing.
- 3 About one-fifth of boys and one-third of girls feel depressed or low on a weekly basis or more often.

### Key issues to celebrate

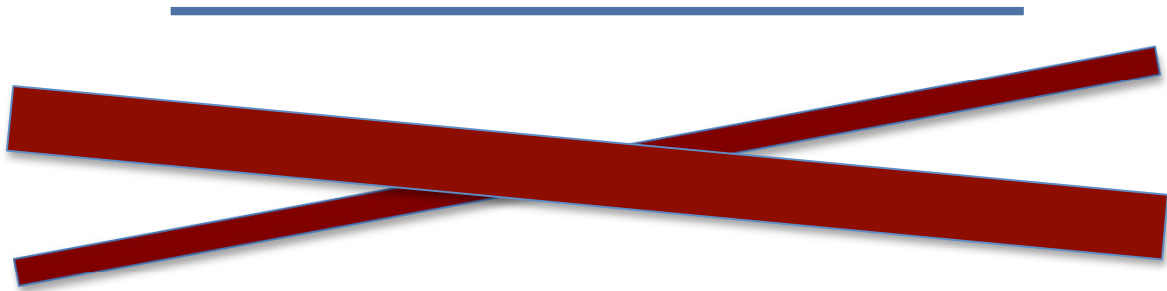
- 1 In averaging the responses of students from Grade 7 to 10, more than 50% of Canadian adolescents surveyed rated their life satisfaction as 8 or higher on a 10-point scale.
- 2 None of the individual behavioural problems was reported by greater than 10% of the adolescents surveyed as being “somewhat or definitely” like them (fighting, the illustrative item in this chapter, having been chosen as the most frequent).
- 3 Relatively few adolescents (about 25% for boys and 30% for girls) wish they were someone else.

**2.8** Students reporting high levels of emotional well-being, by grade and gender (%)



Canada's Young People: a mental health focus. Ottawa:

# Additional Activities





3. Ask participants to read out an idea from one of their notes and come forward to place it on the mural. Ask if other participants have the same idea or similar ideas. Count how many have the same idea, collect them, and write that number on the one sticky note. Repeat, until all the sticky notes are on the mural (except for the duplicate ideas). As notes are being placed, encourage participants to explain their idea and facilitate any group discussion that emerges.
4. Now ask participants to group the notes into categories. (What belongs together?) Have them move the notes into clusters on the mural, using the empty circles to create themes. Get them to give a theme title to their cluster. They can add more circles if they have more clusters. Have them discuss and explain their reasons for where they are placing each card as they go.
5. Review the final clusters with them: use “supportive environments,” “good communication/relationships with adults and peers,” and “healthy choices on risky behaviours” as a potential structure for interpreting their ideas, but allow for a different structure, or additional groupings to emerge. Sub groups can be connected to larger themes.
6. Now get participants to illustrate the sticky note ideas on the mural, using text, paint, markers, and/or magazine clippings. Encourage the drawing of arrows that link and connect ideas and clusters. Encourage discussion throughout the process and ensure this discussion is recorded on the mural as they go.
7. Debrief. Ask the group to reflect on their mural and the discussions they had. (This can be done with writing sticky notes or as a follow-up discussion). Ask them:
  - What can we do to create some of these positive conditions in our lives?
  - Leaving this workshop, is any small (or big) change that you can commit to making, that will improve your mental health?



## HBSC Key Findings<sup>22</sup>:

### Key report findings (Page 190)

**“It is clear that states of mental health in young people, either positive or negative, have many different potential causes. While the report findings cannot infer causal relationships, a diverse number of environmental factors and health behaviours were found to be associated with the four mental health outcomes of interest.**

**“Positive mental health outcomes are associated with environments that are supportive, with good communication with adults and peers in those environments. Positive mental health outcomes also coincide with healthy choices in terms of risk behaviours, whether measured in individual young people or their peers.**

**“Negative mental health outcomes are associated with environments that are non-supportive or disadvantaged socially, and with poor levels of communication. Negative mental health outcomes also coincide with poor health behaviour choices.**

**“Overall, while relationships vary, the quality of social settings, behavioural choices and norms, and the quality of relationships matter a great deal in the occurrence of both positive and negative mental health outcomes.”**

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<sup>22</sup> Freeman, John, et al. 2011. *The Health of Canada's Young People: a mental health focus*. Ottawa: Public Health Agency of Canada.



## What's Your Message?

**Purpose:** To give participants an opportunity to share their own health message. To get young people engaged in learning about their health

**Materials:** HBSC Videos from the Students Commission website, Projector, Screen, Internet Connection, Communication tool supplies (poster supplies, video cameras, recording equipment...)

**Timeframe:** 30 - 60 minutes (or longer depending on what you hope to produce)

1. Tell the group they will now have the opportunity to create their own health message. Having watched the video clips they should have some ideas about creative ways to share information. Depending on your time and resources, give some guidelines for the activity. Participants could create posters, skits, songs, comic strips, storyboards, or catch phrases if there is not the time/resources for video or voice recording.
2. Divide participants into small groups and give them some time to research a fact or theme that they would like to focus on. They may want to look at *The Health of Canada's Young People: a mental health focus: a mental health focus* (2011) produced by the Public Health Agency of Canada. Encourage them to do research and use accurate health information in their production.
3. Support the groups to develop their message (poster, skit...) and ask each group to come up with one discussion questions to go with their message.
4. When all the groups have finished have them each present their message to the larger group. After their presentation, have them share their discussion question and talk about it as a group.
5. If participants want to share their messages and join the HBSC Youth Action Group in disseminating health information to young people across Canada, contact the The Students Commission of Canada. We can upload your videos, posters and activities to our HBSC Youth Action Group webpage.



## Closing

**Purpose:** To reflect on the activities and encourage young people to share the information they learned. To participants time and participation.

**Materials:** Reflection Questions

**Timeframe:** 5 -10 minutes

- 1.** Ask the group to form a circle
- 2.** Tell the group to take a moment to think about what they saw and talked about during the workshop. Now going around the circle ask them each to share, what they enjoyed the most about the workshop, and one thing from the workshop that they will share with a friend.
- 3.** Go around the circle and give everyone a chance to share their response.
- 4.** Thank the group for their participation and acknowledge their hard work.