




YOUTH ACTION GROUP

UNITE AND IGNITE 2012 - 2013

Health is a Right

A workshop on the link between young people's health and their rights



Introduction

In March of 2012, a group of young people from across Canada, gathered in Ottawa to research and discuss issues related young people's health such as bullying, healthy weights and substance abuse. The main goal of this conference was to produce engaging communication tools that would share key findings from the report *The Health of Canada's Young People; A Mental Health Focus* (2011) released by the Public Health Agency of Canada, based on the Health Behaviour in School Aged Children's Study. Many of the tools developed by youth were videos, which can be found on the Students Commission website. This workshop curriculum builds on the messages from the youth videos and highlights the relationship between health and rights. The activities included in here can be used on their own or together as a workshop. With hands-on activities and group work, this curriculum has been designed for young people ages 12-18 and for a group size of 6-30 participants.

Facilitators

This curriculum should be used by facilitators with moderate experience. It is expected that all 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

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.

AGENDA:

| Time | Activity |
|---------------|-----------------------------|
| 00:00 – 00:15 | 1. Intro and Move Your Butt |
| 00:15 – 00:30 | 2. Recognizing Rights |
| 00:30 – 00:50 | 3. Name that Right |
| 00:50 – 01:50 | 4. Video Discussion |
| 01:50 – 02:50 | 5. What's Your Message? |
| 02:50 – 03:00 | 6. Closing |

Resource List

Materials

1. Markers
2. Paper /Blank Flipcharts
3. Chairs
4. UNCRC Articles (<http://www.everychild.ca/uncrc>) copies for each participant
5. HBSC Videos (Students Commission Website: www.studentscommission.ca)
6. Projector
7. Computer
8. Internet Connection
9. Overhead Screen
10. Discussion Questions (see Video Discussion Activity)
11. Production supplies and tools
12. HBSC study for other facts:
<http://www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/school-scolaire/behaviour-comportements/index-eng.php>

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 and their rights. 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.

Recognizing Rights!

Purpose: To introduce the concept of rights and what rights young people are entitled to under the UN Convention on The Rights of the Child (UNCRC)

Materials: Paper/Flip Chart, Markers, List of UNCRC Articles (<http://www.everychild.ca/uncrc>) for each participant

Timeframe: 15 minutes

- 1.** As a group brainstorm what the difference is between a Right, a Need and a Desire. Make sure that participants understand that Rights are something that everyone is entitled to – they are usually protected by laws and polices. Rights are based on our basic needs for survival, but also include things we need to develop and function productively in society – like education, non-discrimination and culture...
- 2.** Split participants into small groups. Give each group some paper and markers and have them brainstorm what rights they think young people have. Give each group about 5 minutes to talk and record their answers.
- 3.** Tell the group you are now going to give them a list of rights that all young people are entitled to under the UN Convention on the Rights of the Child. The UNCRC is a treaty that all but 2 countries in the world have signed. Canada signed this treaty over 20 years ago and by doing so it agreed to uphold these rights in its laws and polices. Hand out a list of the UNCRC articles (see link above). Ask the groups to look at the articles from the UNCRC and compare it to their list. Are there rights under the Convention that they didn't have on their list? Are there rights on their list that aren't mentioned in the Convention? Go around the room and share answers.
- 4.** Debrief: As a large group discuss the following questions.
 - 1) Were you surprised to learn about any rights you had? If so which ones?
 - 2) Are there any rights that you think our society is doing a really good job of upholding?
 - 3) Are there any rights that you think our society is doing a bad job of upholding?
 - 4) How do you think knowing your rights affects young people's health?

Name that Right

Purpose: To show the link between health issues in young people's lives and the rights they are entitled to. To get participants thinking the role everyone plays in actualizing rights.

Materials: UNCRC Articles (<http://www.everychild.ca/uncrc>) for each participant, HBSC Videos from the Students Commission website, Computer, Projector, Screen, Internet Connection

Timeframe: 20 minutes

- 1.** Choose a few HBSC videos from the Students Commission website to share with the group. Hand out a copy the UNCRC articles to all participants. Ask them to watch the videos and think about which articles of the convention relate to the themes in the video. Tell participants to record their answers as they watch.
- 2.** Play the first clip. After watching, ask the group which rights from the UNCRC relate to the themes in the video.
- 3.** Continue through the videos pausing between each one and matching the video theme to a right.
- 4.** After watching all the clips ask the group:
 - Do you think if more young people knew their rights these issues would improve? Why or why not?
 - What role do governments play in protecting rights?
 - What role to adults play protecting children's rights (teachers, parents, social workers...)?
 - What role do young people like you play in actualizing rights?

Video Discussion

Purpose: To expand on the facts and themes presented in the HBSC Videos.

Materials: HBSC Videos from the Students Commission website (A Life Lesson, Be Your Self, Be the Change, Look at Me Know), Projector, Screen, Internet Connection, Video Discussion Questions

Timeframe: 10- 15 minutes per video

1. Tell the group they are going to watch some videos made by young people and have a discussion about the clips afterwards. You can do the discussions as a large group, or ask participants to share with a small group or a partner. You can show all videos or choose one or two that would be most relevant for your group.
2. Play the video “A Life Lesson” and after, discuss the following questions:
 - What do you think the video was about?
 - Do you think the video had a message? If so what was it?
 - Studies show that young people experience more emotional and behavioural problems when they hang out with friends who engage in risky activities (like doing drugs, drinking, and having sex)? Why do you think this is?
 - Do you think peers have a big impact on the decisions young people make? Why?
 - How can peer influence be used to create positive health changes?
3. Play the video “Be Yourself” and after, discuss the following questions:
(See also the longer “Peel Away” workshop developed by youth who made this video, available on the Students Commission website)
 - What do you think the video was about?
 - Do you think the video had a message? If so what was it?
 - Do you think the media impacts how young people feel about themselves? Why?
 - Studies show that 1/3 of young people who are a healthy weight do not feel that they are. What factors do you think contribute to poor body image?
 - How can we improve young people’s body image.
4. Play the video “Be The Change” and after, discuss the following questions:
 - What do you think the video was about?
 - Do you think the video had a message? If so what was it?

- Studies show that although young people say they are bullying less, more people are reporting being bullied. Why do you think this is?
- Do you think bullies are aware of how hurtful their actions can be? Why or why not?
- Studies show that 40% of young people who are victims of bullying, also bully others. Does this surprise you? Why or why not?
- Do you think cyber bullying is as serious as being bullied at school? Why or why not?
- How can we help reduce bullying in our schools?

5. Play the video “Look At Me Now” and after, discuss the following questions:

- What do you think the video was about?
- Do you think the video had a message? If so what was it?
- Have you ever done something that you knew was risky/dangerous? If so, why did you do it if you knew you might get hurt?
- Do you think young people are aware of the risks they take?
- Do you ever worry about injuring yourself? If so, when/why?
- Injury is the leading cause of ill-health for young people – why do you think this is?
- How can we create better supports for those who have experienced an injury?

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 or rights 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* (2011) produced by the Public Health Agency of Canada or the UNICEF website to learn about rights.
- 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.

Closing

Purpose: To reflect on the activities and encourage young people to share the information they learned

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.