RAPS is part of the New Mexico youth Risk & Resiliency Survey
This manual and the RAPS project was designed by the Health Evaluation and Research Team (HEART) at the University of New Mexico Prevention Research Center and Helen Beattie, EdD of UP for Learning in Vermont. Funding for RAPS was provided in part by a grant from the W.K.Kellogg Foundation, an agreement (FY14UNM020006) with the New Mexico Department of Health, Tobacco Use Prevention and Control Program, and a grant (#CTSC020-3) from the Clinical & Translational Science Center at the University of New Mexico Health Sciences Center.

RAPS would not exist were it not for Dr. Helen Beattie’s generosity in sharing her original creation, Getting to "Y." With Dr. Beattie’s guidance, training and technical assistance, HEART was able to bring this excellent project to New Mexico and modify it for our unique populations, pilot test new components, and systematically evaluate each component.

HEART would like to thank the RAPS Technical Advisory Committee members: Dan Green, James Padilla, Ophelia Spencer, May Sagbakken, and Debbie Medina.

HEART would also like to thank the students and adults who have participated in RAPS in New Mexico and Getting to "Y" in Vermont, the teachers, staff and administration at the participating high schools, the families and community members who assisted in the development, implementation and evaluation of these projects. In particular, we would like to express our gratitude to high school students who contributed to the contents and structure of this manual: Kaly Calabaza, Kirk Kanesta, Morgan Little Wolf, Bianca Lopez, Zach Montoya, Marlene Munoz and Jennifer Perea.

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Welcome to the Risk and Resiliency Assessment Project for Students (RAPS)! This project is all about including youth voice in how we understand and use public health data from the New Mexico Youth Risk and Resiliency Survey, or the YRRS.

**WHAT WILL YOU DO?**

You will recruit students from your school or your community, and you will lead them in a group process to understand and evaluate the YRRS data from your school.

You will facilitate discussions with other youth about the strengths and concerns that you discover in your data.

You will use cameras to document what you think are the biggest strengths and concerns, and you will discuss the pictures and what they mean with other students.

You will share your data analysis – the top strengths and concerns you identify – and your photographs with adults in your school and community, and you will advocate for the changes you want to see.

You will make action plans for what you want to see happen, and you will work with your fellow students and adults in your school and community to make them a reality.

**WHAT WILL YOU GAIN FROM THIS?**

You will learn how to read and understand data about the lives of teens, and how to use the data to shape your school and community to best serve you and your peers.

You will gain some great leadership skills, like how to facilitate group discussions, how to give presentations, and how to manage a big project.

You will make new friends, and you will make connections with adults at your school and in your community.

You will have an opportunity to make real changes in your school and community, and to potentially improve the health of your fellow students.
The Youth Risk and Resiliency Survey is a survey given to public high and middle school students all over New Mexico every other year. The YRRS asks questions about behaviors that risk students’ health, such as drinking alcohol, smoking tobacco, and using drugs. While many states collect similar data about adolescent risk behaviors, New Mexico is one of the few states that also asks questions about a student’s resiliency factors, or strengths.

What can the YRRS tell us, and what can’t it tell us?
The YRRS can give us information about what young people are doing, but it can’t tell us why they are doing it. It can give us information about groups of students, but it can’t tell us anything about individual students. It can show us trends, but it can’t predict the future.

What is the purpose of the YRRS?
- Highlighting positive norms – most young people are making good choices
- Monitoring risk behaviors among New Mexican youth
- Putting to rest unwarranted fears and negative stereotypes
- Leading to positive efforts to make communities and schools a better place for young people
- Most importantly, the YRRS is a good starting point for discussion.

Who uses the YRRS data?
Data from the YRRS are used by lots of people. The state departments of Health and Public Education use the YRRS data to track risky behaviors among youth, and see any trends – like increases in prescription medicines being used without a prescription, or tobacco use rates going down. The Public Education department is also very interested in looking at resiliency data to learn what factors protect young people from risky behaviors and help keep them healthy. School districts use the data to help them write grants and develop programs. For example, if a district sees that many students are smoking tobacco from a hookah, they might ask for money to develop an educational curriculum project to inform students about the health risks of this activity.
What are the goals of RAPS?

Every two years students provide us with YRRS data. The Risk & Resiliency Assessment Project for Students (RAPS) was developed to give the same students the opportunity to analyze the most recent data, present those data to interested community members, and engage in advocacy on behalf of their peers and community. The ultimate goal of RAPS is to make positive change in your school and community.

How will you help accomplish these goals?

- Since the YRRS can only tell us what students are doing, but not why they are doing it, your insightful interpretation of these statistics is incredibly valuable.
- Students are best able to identify the “why” and come up with a plan for change that really will make a difference. YOU are the experts.
- You will be suggesting change based on your understanding of the data – not guesses or stereotypes.

Remember: More than anything, the YRRS is a starting point for discussion. Looking at these data together and sharing your findings with your parents, teachers, friends and communities will help get conversation going about important parts of your lives, provide a way to share your insights with the community and enlist their help in the changes you have identified.

Outcomes of the project:

Outcomes are changes, benefits, or other effects that happen as a result of your work. Outcomes of the RAPS project might be:

- Youth and adults in your school and community better understand the YRRS, what it does, and how it is used.
- Students and adults who participate in RAPS gain a deeper understanding about the health issues among their peers and in their school and community.
- Students learn about data analysis.
- Student leaders become experienced facilitators.
- Students connect with school and community groups to form mutually beneficial partnerships.
- Student-initiated programs are developed at the school and community level that better serve youth.
- Adult perceptions of youth in the community improve.
- Youth health indicators in future YRRS surveys improve.
Positive Youth Development + Participatory Action Research

The RAPS project is a Positive Youth Development/Participatory Action Research project. The main point of RAPS is to involve students in analyzing their own health data, and to use the data as a starting point to make real change in their community. It is a PYD project because it is youth-driven, and seeks to achieve equality and equity in youth and adult voice in how policies and programs that affect youth get developed.

Positive Youth Development

Positive youth development (PYD) is a framework that outlines the supports young people need in order to be healthy and successful. PYD emphasizes the importance of focusing on strengths instead of risk factors.

The Interagency Working Group on Youth Programs, a collaboration of 12 federal departments and agencies that support youth, defines PYD as:

...an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths’ strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.
Using Participatory Action Research (PAR), people try to improve the world by first understanding it and then working to change it. This type of research is based on a cycle of inquiry (asking questions) and action (doing something about it). It’s different from traditional research because traditional research doesn’t necessarily include an action step. Traditional research also involves passive participants, or “subjects” who provide information, or data, but does not involve them in the analysis or interpretation of the data. In PAR, the people who are being researched are the ones who are involved in analyzing the data and putting it into action. The process looks like this:

Action research involves gathering information about an issue or problem, analyzing the findings, and developing practical plans for affecting positive change. Change is expected to happen as a result of the research.
**Attend training**

Lead teacher/adult and 5–8 student leaders attend project orientation and learn how to organize the Data Analysis Retreat.

date: __________

**Conduct the Data Analysis Retreat**

Student leaders and the 15–20 peers they have recruited analyze and interpret the YRRS data for their school or community.

date: __________

**PhotoVoice training and activity**

Brief training on using the cameras and web site; then students take pictures to illustrate their findings from the Data Analysis Retreat.

date: __________

**Plan and conduct the Community Dialog Event**

Meet at least once to plan what will happen at your dialog event, and decide who is going to make each part happen. At the event, share your interpretations of the data with community members, tell them your ideas, and get their input. Create preliminary action plans.

date: __________

**Finalize a plan of action and MAKE IT HAPPEN**

Student leaders meet to go over preliminary action plans, prioritize next steps, assign tasks, and start making the changes you want to make in your school and community, based on your analysis and discussions. This is where you become a change agent!

date: __________

**Reflect and CELEBRATE!**

...at the project-end conference with students from other schools that participated in the RAPS project and the PhotoVoice exhibit!

date: __________

**Keep it moving sections 2 & 4**

Get younger students involved during the next year, keep adults who agreed to help involved in realizing action plans, and take a lead role the next time the YRRS is administered at your school, making sure your peers know how important it is. Invite more students to become involved!
WHAT DID I SIGN UP FOR?

**FIRST...**
Recruit a diverse group of students from your school to commit to analyzing the YRRS data. You will need at least 15 students to participate in this effort and could have many more if you choose.

**NEXT...**
Host the Data Analysis Retreat to have this group analyze the data. This will take about 6 hours in total. Create an executive summary of your findings to be shared with the community. This short (2–3 pages) document will simply list the identified strengths, areas of concern and action steps you would like to see happen to make your school/community even stronger.

**DON'T FORGET...**
After the Data Analysis Retreat, you will be given a digital camera to help you visually describe some of the strengths and weaknesses you discussed. Use the camera to help you document and comment on your school/community and upload your photos to the project website.

**THEN...**
Organize and host a Community Dialog Event, focusing on your executive summary. This is an opportunity to share your insights, get more input, and explore resources to help make the changes you want happen.

**FINALLY...**
Make your Action Plan a reality.
Part of this project will involve you facilitating discussions with students and adults. This can be challenging work! Take some time with other student leaders to practice some of these skills and strategies.

You’ll find a Facilitator/Leader Characteristics self-assessment tool in Appendix 1.

Facilitators Job Description

As a facilitator, your job is to help make sure that progress gets made toward getting the group’s task done. Make sure:

- the goal is clear
- the group stays on task
- issues are explored thoroughly before moving on
- progress is tracked and recorded

As a facilitator, you are also responsible to maintain a safe and supportive process. Make sure:

- everyone is heard who wants to speak
- differing views are honored and considered
- conflict is identified and addressed in a positive way
- all interactions are respectful

Strategies for facilitation

- Create ground rules to establish a safe environment.
- Ask open-ended questions.
- Watch for verbal and nonverbal cues.
- Focus on one issue at a time.
- Summarize what you are hearing and check it out with the group.
- Restate or paraphrase what you hear someone saying.
- Help the group stay on task.
- Stay neutral and nonjudgmental.
- Model good communication.
- Seek consensus – see if everyone agrees with what is being said.
- Don’t get afraid of silence – it encourages others to talk.

Source: Our voices: Our Community Youth Leadership Curriculum, Vermont Children’s Forum and Vermont Rural Partnership; 2005
YRRS DATA: DO STUDENTS TELL THE TRUTH ON THE YRRS?

While a very small number of students do not answer the YRRS honestly, most students tell the truth. Even if some students do not answer honestly, we have confidence in YRRS data. Here’s why:

Survey environment

Survey administration procedures are designed to protect the confidentiality of schools and the anonymity of students.

- The people who give the survey, usually teachers, are asked not to wander around the classroom while students are taking the survey so they won’t seem to be looking at answers.
- Students are told the importance of providing honest answers, that no one will know how they respond, and how the data will be used to improve programs and policies for students.

Questionnaire design and content

The YRRS questionnaire is designed to protect the anonymity of students.

- No names or other types of personally identifying information are ever requested.
- Skip patterns (like saying “if your answer is no, then skip to question 3”) are not used, to make sure all students complete the questionnaire in about the same amount of time. If skip patterns were used, some students who engaged in few risk behaviors would complete the questionnaire far faster than those students who engaged in many risk behaviors. All students are expected to answer every question.
- The high school questionnaire has about a 7th grade reading level. This helps students understand the questions and response options. The total number of questions is kept low to ensure that students have enough time to respond to every question. Questions are written in a straightforward, direct manner and require only one response.

Edit checks

YRRS data are edited for inconsistent responses.

- More than 100 edit checks are conducted on the YRRS data set to remove inconsistent responses. For example, students who report carrying a weapon on school property also must have reported carrying a weapon anywhere. Otherwise, responses to both questions will be eliminated. Only a very small percentage of responses to each question are identified as inconsistent and removed from the data sets.
- Questionnaires with only a few valid responses are removed entirely from the data set (though this rarely happens).
Logic within groups of questions

Questions on similar topics produce logical responses. For example, more students have thought about attempting suicide than have made a plan to attempt suicide. Fewer still have actually attempted suicide, and very few have made an attempt that resulted in a serious injury.

Comparison of YRRS data with data from other sources

When YRRS results are compared to results from other surveys on the same topics, the results are generally quite similar – particularly when you consider differences in how the survey is administered, how the sample is chosen, and how the questions are worded.

Consistency over time

YRRS results have been fairly consistent since it started. While the prevalence of some behaviors has increased or decreased significantly over time, most changes have been gradual and in one direction, either up or down, and have not bounced around from year to year.

Health outcome data

YRRS results are consistent with health outcome data. For example, YRRS data from the past decade indicate that the prevalence of sexual experience is decreasing, and the prevalence of condom use is increasing. During this same time period, decreases in teen pregnancies, teen births, and sexually transmitted disease rates among adolescents also occurred.

Research

The CDC has conducted a series of tests to understand the quality of the survey and the data it collects. Based on the data available, the YRRS data appear to be both reliable and valid.

- When the YRRS questionnaire was developed, it was tested in a cognitive laboratory setting, in focus groups, and in regular classrooms among diverse groups of students.

- In 1992, 2000, and 2002, the CDC conducted studies to measure the reliability and validity of YRRS data, and the stability of responses.

- Other independent researchers have also conducted their own studies and tests using the YRRS questionnaire and similar questionnaires.
Can students really make a difference in the health of their community?

The short answer is – absolutely! Never underestimate your ability to make a difference in your school, your community, and your world. Even a single person on his or her own can do good and make the world a better place, even if it’s just little things like picking up random bits of trash, being nice to someone who is feeling down, visiting with an elder, or doing volunteer work.

Now imagine lots of people working toward the same goal. In RAPS, you’ll have a chance to work with other students – and adults – who also want to make a difference. When you work together to plan and then act, you can accomplish great things.

At the end of this project, you will have some good ideas about what issue you want to take on, and you’ll find out who else in your school and community – adults and students – are interested in the same issue, and want to do something about it.

A small change can make a big difference. You are the only one who can make our world a better place to inhabit. So, don't be afraid to take a stand.

Ankita Singhal
What is a **DATA ANALYSIS RETREAT**?

The Data Analysis Retreat (DAR) is an opportunity for a diverse group of youth participants from your school or community to dig deeply into the YRRS data and figure out what matters. This process, facilitated by trained RAPS leaders, is an ambitious task for one day. There is a large amount of data and many topics to consider in a short amount of time. Add to that mix the additional challenge that this is a diverse group of students, who often do not know each other, talking about core aspects of their lives.

The **GOALS** of the Data Analysis Retreat are:

- to have youth **analyze** their school’s most recent YRRS data
- to identify what students believe are the top **strengths and concerns** in the data
- to discuss root **causes** of concern in the data, and to determine potential **solutions**
- to have **FUN**!

**OUTCOMES** are changes, benefits, or other effects that happen as a result of your work.

As **OUTCOMES** of the Data Analysis Retreat, participants might:

- gain a better understanding of the **assets and strengths** in their school and community
- develop **skills** in data analysis and interpretation
- challenge their own perceptions about **youth health** in their school and community
- begin to shape ideas about future actions to **positively impact** their community
DATA ANALYSIS RETREAT
PLANNING YOUR RETREAT

So, you’re going to plan an event. There are a lot of things to think about and prepare ahead of time. You’ll need to work together to decide on the details of your event. You’ll need to think about...

LOCATION! LOCATION! LOCATION! Think about where you want to hold your event. You’ll need a space large enough for 25–30 people, with room for everyone to get up and do group activities. The space must be available for the whole day ... so the school gym won’t work if the volleyball team needs to practice there from 11:00 until noon. Some suggestions:

- a large conference room at a local nonprofit organization or your school district office
- a big classroom at a local college or university
- a community center
- a conference center or hotel meeting space (expensive, but great if they’re available)

FOOD: Brain work can make you very hungry. It’s a good idea to have snacks available throughout the day, and it’s a wonderful idea to provide lunch for the retreat. Keep in mind that some people don’t eat meat, and others may have food allergies.

PERMISSION: If you hold your retreat on a school day, you’ll need to check with your local school officials (most likely the principal) to make sure students are allowed to attend. If students under age 18 will come to the event, they’ll need parent permission as well. Check with a trusted adult at your school to find out what permissions you’ll need.

TRANSPORTATION: if you’re holding your event off school campus, you’ll need to decide how everyone will get there and back home again. Will you bus everyone from the school to the event, then back? Will people need to get a ride or carpool? If you’ll need school bus service, plan to arrange for this well in advance of your event.

FIDGETS: Your group will be doing a lot of hard mental work in one day. It’s nice to provide fidgets – small objects people can manipulate with their hands – because some people pay attention better when they’re moving. Pipe cleaners are a great choice.

Seem like a lot to remember? Don’t worry, there’s a planning checklist in Appendix 1.
RAPS depends on the input from a diverse group of students, but recruiting them can be challenging. While seeking out students to take part in the data analysis, try to keep in mind what diversity looks like at your school. How many grade levels are represented? How many different social groups? Are there both males and females included? What about students with disabilities?

Try to recruit students from a variety of social groups, but don’t make your recruits feel as though they are just filling a quota. Make your invitation to join the analysis event personal. If you are nervous, practice it first. It is also a good idea to have the information about RAPS written down to hand to your potential recruits. This can inform them about the basics of the project, and can remind them about it if they forget.

**Good example of recruitment**

Hi, Sophia. I know we are not really friends, but I had a good time with you in English last year and I was thinking you might be interested in the RAPS project. We could use someone with your sense of humor at our data analysis retreat, plus we’ll have good food there. Think about it!

**Bad example of recruitment**

Hey, David, you’re a total jock. You should come to this RAPS event because I’m supposed to bring a whole bunch of people, even jocks like you.

**Other Ideas & Considerations:**

- Ask teachers which students they think would make good recruits.
- Make sure you offer good food and a comfortable setting, preferably off school grounds.
- Check with the principal to make sure he/she will advocate with the teachers for a “release day” for the students – even if they are struggling in class.
- See if your school can offer community service credit for involvement in the day.
- Send out personal invitations, followed up by a letter which 1) describes the importance of their involvement, and 2) is signed by someone you think the students will respect.
- Ask the principal to reinforce the invitation with a short, personal invite in the hallway.
What will we be doing?

A Data Analysis Retreat consists of seven steps. Here they are:

1. **Get Things Started.** You start the day by telling everyone why they’re here, what you hope to accomplish during the retreat, and why it’s important. You’ll also set out ground rules for the day, and get everyone to agree to be respectful and honest.

2. **Find Your Strength.** Too often, people focus on what’s wrong with their community or themselves. This retreat starts from strength.

3. **Check Out the Data.** You’ll help the retreat participants examine the YRRS data. In this activity, groups will look for things to be proud of and things to be worried about.

4. **Root Out the Causes.** Here, you’ll help participants identify the root causes behind the areas of concern they’ve found in the data.

5. **Suggest Solutions.** Here, you’ll help participants brainstorm possible solutions based on their discussions of root causes.

6. **Plan for Action.** After identifying root causes, the group will draw on individual and community strengths that they’ve already identified to figure out ways to address those root causes and potentially solve the problems they see in the data.

7. **Wrap it All Up.** It’s been a long day. To wrap up, the group will take another look at everything they’ve accomplished. Discuss what you’ve learned, share what you think about it, and celebrate!

There are also things to do before the retreat and things to do afterward. We’ll be looking at all of these in the next pages.
Make sure that there is a place for everyone to sit. It’s a good idea to set up the tables in a large circle or in a U shape, so everyone can see each other. Make sure there is enough room for people to stand up and move around, too. Set out any snacks and drinks in an obvious location so that people will have access to them throughout the day.

**Lay out all the materials people will need before they arrive:**

- Name tags
- Markers and pens
- Pipe cleaners or other “fidget” items
- Handouts for the day

**Set up for your presentations:**

- Flipcharts
- Newsprint pads
- Projector equipment for a PowerPoint presentation

Put handouts together into a folder for each participant a few days before your retreat. It will help keep everything organized for them—and for you!
GREET EVERYONE

When students arrive, they will need your guidance to know what to do and where to go. Welcome everyone when they come in, show them where the snacks are, and let them know where to sit.

WELCOME & INTRODUCTION

Once everyone has arrived, you (the student leaders) should welcome them all to the event and introduce yourselves. Let everyone have an opportunity to introduce themselves. Ask people to say their name, what grade they are in, and something else – like what their favorite food is, or what their name means. Adding something like this to the introductions will help people begin to feel comfortable in the group, and will also let them express something unique about themselves.

SOME IDEAS FOR INTRODUCTION ADDONS

Say your name, what grade you’re in, and: ■ one place you’ve always wanted to visit; ■ your favorite subject in school; ■ one ridiculous skill you have; ■ your goal for the day; ■ one thing that makes you feel happy.

ICE-BREAKER

Once everyone is introduced, play a quick ice-breaker game.

You can find some great ice-breaker suggestions in Appendix 2.

AGENDA & GROUND RULES

After your ice breaker activity, it’s time to get to work! Go over the day’s agenda with the participants and let them know why they are there, and what they will accomplish during the retreat.

There’s a sample agenda in Appendix 1.

Then, share ground rules with the group. Go through the rules one by one, and allow the group to vote on them. You can use a “thumbs-up, thumbs-down” approach, where everyone gives a thumbs-up if they agree that the rule is something they will do for the day, and a thumbs-down if it’s not. If anyone disagrees with a rule, the group should discuss why, and make any changes that are necessary. You may also want to give the option of a “thumbs-sideways” for people who think that a rule is something they can do, but they might need a little help or a minor change to how the rule is worded. Keep the final version of the rules up on a piece of flipchart paper throughout the day.

There are some sample ground rules in Appendix 1.
2 FIND YOUR STRENGTH

WHAT IT’S ALL ABOUT...

One thing that sets the YRRS apart from other similar surveys is that it measures not only the risk-taking behaviors of New Mexican youth, but also their resiliency factors. Resiliency factors are positive attributes that may reduce risk-taking behaviors. These can be external factors like having a supporting family, or internal factors like having a good sense of humor.

For example: In 2011, 22.4% of New Mexican high school students binge drank. However, of those students who answered “very much true” to the statement, “My family has clear rules and standards for my behavior,” only 15.7% reported binge drinking. These data show us that having a family with clear rules can be a resiliency factor making students less likely to binge drink. Including resiliency factors in the YRRS demonstrates the survey’s commitment to a strengths-based approach.

The media tend to focus on only those instances where young people have not made the best choices. They paint a false picture of youth, most of whom make great choices every day. The RAPS project provides an opportunity to identify and highlight this fact. We also know that change based on identifying and building on strengths (not just focusing on what is wrong) is far more likely to be successful. A strengths-based approach instills hope and energizes a community to rally for change.

ACTIVITY: Strengths Inventory

There are many ways for a group of people to identify the strengths in their school and community. In the appendix, you will find specific instructions for some of these. You can also come up with your own activity.

Some ideas:

CIRCLE: Using the Circle of Courage activity, students write down the strengths in their school and community that relate to four key areas that all people need for healthy development.

You’ll find instructions for the Circle of Courage in Appendix 2.

WEB: Using the Assets Web activity, students create a mind map showing the strengths in a school and community and how they are all connected.

Instructions for the Assets Web are also in Appendix 2.

MAP: You might decide to put a large map of your community on the wall, then let everyone write the names of resources that are available in your community. Grower’s market at Zia Park every Saturday – fresh veggies, Teen Center for afterschool activities – basketball, soccer, and yoga, food bank – volunteer opportunities.
The YRRS report for your school will show your data in various ways. It’s important for you and your retreat participants to know how to interpret what you see in the report. These next few pages will give you an idea what you’ll find in the report.

The title tells you what topic you’re looking at.

This chart compares Sample High’s data with the rest of New Mexico. Blue bars show NM’s rates; green bars show SHS’s rates.

You can see that there are differences between the percentage of students at SHS (9.6%) and the percentage of all New Mexico high school students (26.3%) who exercise at least one hour each day.

This indicator is marked with an asterisk (*), which means this is a significant difference — it’s probably a real difference, not just by chance.

* Statistically significant difference
3 Check out the data cont.

Drug Use: Access to Drugs
New Mexico and Sample District Public Schools
Grades 9-12, 2011

By Grade, Sample Public Schools

This chart compares the students’ answers by grade level within all Sample District schools.

These bars tell us that significantly more seniors than freshmen in Sample District think it would be easy to get marijuana or hard drugs.

The “I” bars here are tall and overlap each other, which means the difference in these two indicators might not be significant.

Sexual Behaviors of Sexually Active Students
New Mexico and Sample Public Schools
Grades 9-12, 2011

By Gender, Sample Public Schools

These “I” bars show the margin of error for each indicator. The shorter they are, the more precise the estimate is.

The “I” bars in this first indicator are tall but don’t overlap each other, which means the difference in these two bars is significant.
Check out the data cont.

Look at this indicator for being in a physical fight. Notice that the over-all direction of that line is down (even though it went up a little between 2005 and 2007).

When there’s a very clear direction, you can call it a trend.

Here, there is a clear downward trend for this indicator, but no trend for any of the other indicators.

This chart shows trend data—it compares results from one year to the next.
DATA ANALYSIS ACTIVITY: Strengths & Concerns

The data analysis activity is really several activities in one. The data analysis portion of the retreat gives participants an opportunity to examine portions of the YRRS report and determine the strengths and concerns in your school.

Setting up:

The YRRS reports separate the data into topic areas – tobacco use, sexual activity, mental health, and so on. To set up for this activity, post the name of each YRRS topic area at different stations around the room. At each station, set up a YRRS report for that topic area along with a Question Rating Form and a pen or pencil to fill out the form.

You can find YRRS reports in Appendix 4 and a blank Question Rating Form in Appendix 3.

How it goes:

Have each participant choose the topic he or she is most interested in, and go stand at that station. (You’ll need at least two people per station – if you can’t get two or more for a station, don’t use that station.)

Once everyone is in place, have the groups at each station examine the YRRS data posted there. Each group should go over each question in their report. As a group, they should decide whether this question is a strength, a concern, or a neutral. Tell them to fill out the Question Rating Form to record their decisions and the thoughts behind their decisions.

- **It’s a strength if...** the group believes this is a really good thing about your school. It reflects how young people at your school are making good decisions about their health and well-being. This is a statistic you are proud of. Also, it is a strength that may help you ultimately address areas of concern.

- **It’s a concern if...** the group believes this is something that really needs to change to improve the health and well-being of young people at your school. It is something that either the students or someone else could influence within the limited time and resources available.

- **It’s a neutral if...** the group believes this is not a notable strength, nor is it an area of concern right now. Given limited time and resources, this issue is not a priority for making your school a better place for all young people.
Using the **Question Rating Form**

The Question Rating Form lists all of the questions from the YRRS divided into topic areas that should match the stations you are setting up for your Data Analysis Activity. Each question is listed with a column for rating it (strength, neutral, concern) and a column for comments. Like this:

<table>
<thead>
<tr>
<th>RESILIENCY FACTORS</th>
<th></th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td></td>
<td>At Our High School (OHS), almost all (92%) of students said this was &quot;pretty much&quot; or &quot;very much&quot; true.</td>
</tr>
<tr>
<td>In my home, there is a parent or some other adult who is interested in my school work.</td>
<td></td>
<td>At OHS, only 12% of students said this was &quot;very much&quot; true.</td>
</tr>
<tr>
<td>At my school, there is a teacher or some other adult who really cares about me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside of my home and school, there is an adult whom I trust.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments are important**

As participants look at the data and decide that a question is either a strength or a concern, it’s important that they write down their reasoning in the comment column, so that when other groups consider this rating, they understand why.

**Include exact percentages**

Make sure that participants record the exact percentage of either a strength or a concern in the comment section. This will be really important for the next activity.

This form is in Appendix 3.
DATA ANALYSIS ACTIVITY: Top 2s

This activity builds on the previous one. All groups should still be at their topic stations, having spent the allotted time filling out their section of the Question Rating Form. Each group will now report back to the rest of the participants what they’ve found in their analysis.

Setting up:

Set up for the reporting by putting two big sticky pads or two big sheets of newsprint on the wall. Write titles on them: STRENGTHS on one and CONCERNS on the other. Draw a T down the middle of each paper, to divide it into two columns. Have yourself or a student leader ready at each paper to write things down as they’re reported.

How it goes:

1. Once each small group has completed the Question Rating Form for their topic area, tell them to select their top 2 strengths and top 2 concerns. Give them a few minutes to do this.
   
   Remind everyone that they’re looking for the strengths and concerns that are the most surprising, that makes them feel the most proud, or that they find the most troubling.

2. Next, go through the groups one at a time, having each group report its Top 2s. As they’re reporting, whoever you have stationed at the two big papers on the wall should write down what’s being reported:

   in the LEFT column:
   
   …write down the statistic (including the percent!)

   in the RIGHT column:
   
   …write down why the students chose this strength or concern

3. Finally, number each item on the two papers. This will be important for what comes next!
STRENGTHS

1. 80% of students in our district did NOT seriously consider suicide in the past 12 months.

2. Most students (69%) who are sexually active used a condom at last intercourse.

3. Only 16% of students in our district were overweight or obese.

4. 10% of students in our district were involved in a fight on campus.

Even though 20% of students said they seriously considered suicide, a large majority DIDN’T. We want to know WHY they didn’t.

We were surprised because we thought that number would be lower. Most students DO use protection.

Since the state’s rate for overweight and obesity is 30%, our district is doing really well.

That number is WAY down. The same stat was 30% in 2005, and 25% in 2009.
DATA ANALYSIS ACTIVITY: Top 3s

This next activity is all about prioritizing. From the strengths and concerns identified so far, the participants will be voting on their top 3 strengths and top 3 concerns. These will be the focus of the rest of the retreat.

Setting up:

This activity continues from the previous one, so the STRENGTHS and CONCERNS posters from the previous activity should still be on display. Make sure each item on each sheet has been numbered (as described in the previous activity). The numbers will be used in the voting.

Also, make sure you have a blank Voting Sheet for every participant.

There’s a Voting Sheet for copying in Appendix 1.

How it goes:

1. Hand out a Voting Sheet to each participant. Tell participants to vote for what they think are the top 3 strengths and top 3 concerns from the posters. They vote by writing down the number of the item they’re voting for (based on the numbers you wrote on the posters).

   **Voting for STRENGTHS:** Encourage participants to vote for strengths that are most likely to have a significant impact on the concerns already identified.

   **Voting for CONCERNS:** Encourage participants to vote for concerns they think they can address, given the strengths already identified.

   Given **LIMITED TIME and RESOURCES**, what **STRENGTHS & ASSETS** can you draw on to help **MAKE A DIFFERENCE**?

2. After everyone has voted, collect the Voting Sheets (or have participants bring their Voting Sheets to you) and tally the votes. On the STRENGTHS and CONCERNS posters, circle the top 3 strengths and top 3 concerns.

   **Tip:** If you schedule the vote right before lunch, your leader team can tally up the results while everyone else is eating. That way, everyone will be ready to get right back to work after lunch.
Sample Top 3s Voting

VOTING SHEET
Please write the number of the strength and the number of the concern (don’t write out the entire description). Thanks!

TOP 3 STRENGTHS:  
1 | 5  
2 | 2  
3 | 3

TOP 3 CONCERNS:  
1 | 4  
2 | 6  
3 | 2

The top 3:

1 | 5
2 | 2
3 | 3

Numbers from poster counting the votes total votes

#1 | ||| 3
#2 | ||| 6
#3 | ||| 5
#4 | || 2
#5 | ||| 8
#6 | ||| 3
4 Root Out Causes

What It’s All About...

Once you have identified a concern, the next step in your analysis is to consider what the causes may be – the reasons why. Because we all have limited time and resources, we want to reach down to the root cause of each issue of concern and address that directly when we think about solutions and action plans.

A root cause analysis starts with putting your concern at the center (literally) and then brainstorming a range of possible causes for this concern. Check out the example shown here, analyzing a concern about prescription drug use.

Activity: Create a root causes diagram

Setting up:

Take the top three concerns identified by the participants and write each one down at the center of a large piece of newsprint or giant sticky pad paper.

Place the papers at stations around the room. You can put them on the wall or set them on top of tables.

You’ll also want each station to have colored markers, pens, or some other way for the participants to write on the papers. Brainstorming is about acting fast, so make sure it’s easy to write down ideas.

How it goes:

Have participants walk around the room and write their ideas for root causes on the papers at the different stations. To keep things moving, set a time limit at each station, and let people know if they can talk or if you want them to do the activity in silence.
A root cause analysis might look like this:

- Drug dealers make access to prescription drugs very easy.
- Parents are unaware that easy access to prescription drugs can promote use.
- Kids think that if a doctor prescribed it, then it must be safe.
- Students do not understand the many health dangers of prescription drug abuse.
- Younger students believe that prescription drug use is much more common than it is and choose to try it out because of this belief.

18% of students used prescription drugs to get high.
Once you have an idea why the issues of concern are happening, you can start thinking about possible solutions – actions you can take or recommendations you can make to change the statistics you’re concerned with. Remember, you have limited resources of time, people, and funds. It is important to think strategically about where and how you can have the biggest impact.

**ACTIVITY: Add solutions to the root causes diagram**

**Setting up:**

This activity builds on the previous one. Leave the root causes diagrams in place. Depending on how you want participants to identify their solutions, you may want to place sticky-notes or a different set of colored markers at the stations.

**How it goes:**

Have your participants go around the room again, stopping at each station and writing down ideas for solutions to the root causes that have been identified.

You can give participants sticky-notes or paper and tape to add their ideas to the diagrams, or you can just tell them to use colored markers to write on the diagrams.

**REMEMBER:**

Solutions might include things students can do themselves and also things they can recommend. They all count as solutions.

We cannot solve our problems with the same level of thinking that created them.

— ALBERT EINSTEIN —
A solutions diagram builds on the root cause analysis. Like this:

- **Drug dealers make access to prescription drugs very easy.**
- **Parents are unaware that easy access to prescription drugs can promote use.**
- **Kids think that if a doctor prescribed it, it must be safe.**
- **send home information about how to dispose of old prescriptions.**
- **put better warning labels on prescription medicines.**
- **18% of students used prescription drugs to get high.**
- **Of students used prescription drugs to get high.**
- **youngere students believe that prescription drug use is much more common than it is and choose to try it out because of this belief.**
- **High school students talk to middle school students about this.**
- **Students do not understand the many health dangers of prescription drug abuse.**
- **Include a unit in health classes about prescription drugs.**
- **Educate parents and students about the dangers of Rx use.**
- **Stiffer penalties for people who deal prescription drugs.**
- **Share statistics about how many students are actually using, and how many die.**
- **Increase police presence at places where dealers work.**

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**WHY IT’S ALL ABOUT…**

- **Actually, you’ve been taking action ever since you started RAPS, reshaping how people think about the wisdom and capacity of young people as you roll out this initiative.**

**Types of action**

**Setting SMART goals:**

- **For example:** talk to peers about an issue of concern.
- **For example:** work with the health teacher to strengthen the part of his/her curriculum that covers this issue (maybe even share in teaching it); or host a parent dialog night about the issue.
- **For example:** work with the police department or another community organization that is already working on the issue.

**Direct Work**

- **Educate Others**
- **Influence decision makers**

- **Making the goal specific also helps make it measurable.** Is there a way to find out if your action got 95% of students to wear seatbelts?
- **Be realistic about what you can accomplish.** Going from 85% to 95% is definitely attainable. Going all the way to 100% is less likely.
- **The goal must be timed so that it can be achieved by the group.** How long will it take to work on this goal? Two months? A year? Ten years? Knowing your time frame will help you set goals that you will actually be able to accomplish.
6 Plan for Action

WHAT IT’S ALL ABOUT...

Once groups have analyzed the data and identified root causes and potential solutions, the next step is moving to action to address the identified concern!

Types of action:

- **Direct Work**
  For example: talk to peers about an issue of concern.

- **Educate Others**
  For example: work with the health teacher to strengthen the part of his/her curriculum that covers this issue (maybe even share in teaching it); or host a parent dialog night about the issue.

- **Influence Decision Makers**
  For example: work with the police department or another community organization that is already working on the issue.

Setting SMART goals:

When you take action, you need to set out with a clear goal in mind. What do you want to accomplish? Setting a clear goal provides a clear marker by which you (and others) can measure your success. This also helps motivate people. Be S-M-A-R-T!

- **Specific**
  Not “more students will wear seatbelts,” but “the percent of students who report wearing seatbelts will increase from 85% to 95.”

- **Measurable**
  Making the goal specific also helps make it measurable. Is there a way to find out if your action got 95% of students to wear seatbelts?

- **Attainable**
  Be realistic about what you can accomplish. Going from 85% to 95% is definitely attainable. Going all the way to 100% is less likely.

- **Relevant**
  Chances are, if the group identified an issue during the Data Analysis Retreat, it is relevant.

- **Timed**
  The goal must be timed so that it can be achieved by the group. How long will it take to work on this goal? Two months? A year? Ten years? Knowing your time frame will help you set goals that you will actually be able to accomplish.
**ACTIVITY: Create a plan of action**

**Setting up:**

This activity will use the same topic stations you created for the Analyze Data activity, so make sure your stations are still in place.

You’ll need a blank Plan of Action form for each station. Place them at the stations before the activity begins.

You’ll find a Plan of Action form for copying in Appendix 1.

**How it goes:**

Point out to the participants which of the topic stations contain the top 3 concerns, and have them form groups according to which of the concerns they would like to address.

Go over the Plan of Action form with the groups, showing them the five steps to filling out this form. You’ll be leading them through the steps one at a time.
1 Name the issue
Give groups 2–3 minutes to write down the specific challenge they want to address. Encourage them to be specific! This will help make the action plan stronger.

**Example:**
- too vague: Kids don’t eat enough vegetables.
- much better: Only 16% of students ate 3 or more servings of vegetables every day.

2 Set a SMART goal
Next, give groups 1–2 minutes to set a SMART goal and write it in their Plan of Action.

**Example:**
Be SPECIFIC – Just wanting more students to eat more veggies is too vague. A better goal would be to increase the percentage of students eating veggies every day from 16% to a specific higher number. Picking a percentage also makes the goal MEASURABLE.

The goal should be ATTAINABLE – improving from 16% to 100% would be great, and it would certainly be RELEVANT, but it’s not likely to happen in a reasonable amount of TIME. So how about 33% as a goal, and 1 year as a time frame? That’s double the current percent, and a third of your school’s students.

SMART goal: Increase the percent of students who eat 3 or more servings of vegetables every day to 33% before this date next year.

3 Rally your strengths and choose courses of action
Next, give groups 1–2 minutes to brainstorm possible courses of action to address their concern and which of their strengths can be used to make a course of action happen. This fills in two fields on the Plan of Action at once, because the students’ strengths will help them determine which are the best courses of action.

**Root Causes & Solutions Diagram** + **Strengths Inventory** = **Best courses of action**
Assign activities & set deadlines

Now have the groups fill in the detail portion of the Plan of Action. Encourage them to be as specific as they possibly can be, and give them sufficient time to do this – 15 minutes or more would be good.

**What** specific steps do we need to take? Get permission, contact someone, create posters, make an appointment, buy supplies...

**Who** will be responsible for this step? Specify people by name, one person or several.

**When** should this be done? Tomorrow? Next week? May 1st? It’s important to keep on track.

**What resources** will you need? This can be information, supplies, money...

**How will you measure success of this step?** This is a very important but often overlooked part of the planning process.
## Sample PLAN OF ACTION Form

**Issue to be addressed:**
Unacceptable rate of prescription drug use (to get high) — 18%

**Goal:**
Decrease reported prescription drug use from 18% to 10% over the next 2 years.

**Strengths:**
Very active parent group at school; a school safety officer who is invested in this issue; a strong health education teacher

**Course of action:**
Reduce access to prescription drugs; educate students about the dangers.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Who?</th>
<th>When?</th>
<th>Resources?</th>
<th>Successful if...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reduce Access:</strong></td>
<td>Kim &amp; Sam</td>
<td>Week of March 5-10</td>
<td>Data from survey</td>
<td>Meeting occurs. Plan is created.</td>
</tr>
<tr>
<td><strong>Educate Students:</strong></td>
<td>Fred &amp; Rachel</td>
<td>Week of March 13-18</td>
<td>Survey data; health teacher's time and commitment to partner with the team</td>
<td>New curriculum is developed and delivered, with student involvement during both phases.</td>
</tr>
<tr>
<td>A. Meet with school health teacher to share data and create a plan to increase education about prescription drug use.</td>
<td>Sonja &amp; Ed</td>
<td>Week of March 5-10</td>
<td>School calendar</td>
<td>Date is set for meeting. Detailed agenda is developed with clear goals and methods.</td>
</tr>
<tr>
<td>B. Plan a school-wide assembly: Meet with principal to set a date</td>
<td>entire team</td>
<td>3-hour evening meeting March 7</td>
<td>Location, food, flipchart, markers</td>
<td>Assembly is held; exit cards confirm that students are better educated about this issue.</td>
</tr>
<tr>
<td>C. Plan the program</td>
<td>entire team</td>
<td>date to be set</td>
<td>Defined in our planning session</td>
<td></td>
</tr>
<tr>
<td>D. Facilitate the assembly</td>
<td>entire team</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
By the end of your Data Analysis Retreat, you will have accomplished a lot! Your group will have:

- Identified strengths in the school and community
- Analyzed data from the YRRS
- Discussed and voted on the top strengths and top concerns in the data
- Determined root causes of the concerns you found
- Identified solutions to the concerns, and made some preliminary plans to ACT

After students finish work on their action plans, you will want to do two things:

1. Invite everyone to participate in a closing activity. This is an opportunity for everyone to say how they felt about the day, what they learned, and what they want to remember.

   Some ideas:
   
   **Paper Airplane:** Give everyone a piece of paper. (Using lots of different colors for this activity is always fun.) Ask participants to write the thing they liked best about the event, or one thing that they want to remember, on the paper. Then, have them fold their papers into airplanes. When everyone is ready, stand in a circle. Count to three and then gently toss the airplanes into the middle of the circle. Everyone picks up one airplane (that someone else made). Then go around the circle and let each person read the one he or she picked up.

   **Head, Heart, Feet:** This activity is about sharing what you learned (Head), how you feel (Heart), and what your next steps will be when you walk out of the meeting (Feet). Everyone stands in a circle. Each person says:

   "With my head, I learned ____________________________
   
   With my heart, I feel ____________________________
   
   With my feet, I will ____________________________"

2. Ask everyone to complete a quick evaluation form before they leave. The evaluation form will let you and your team know what worked well, and what things you can improve. Someone will need to collect these as people leave.

   There's a sample evaluation form in Appendix 1.

When everyone has gone, don’t forget to clean up the space and arrange the furniture so that the room looks as good as it did when you first arrived.
After the Data Analysis Retreat is over, you, the student leaders, will create an executive summary of what everyone discussed and decided. You will share this with other groups, particularly in the Community Dialog Event.

**WHAT IS AN EXECUTIVE SUMMARY?**

It’s just a brief bit of writing that gives an overview of what happened – no more than a page or two. Your executive summary should include:

1. A one-paragraph description of what you did – the **date**, the **location**, and **how many people** were there.

2. A list of the top **strengths** and top **concerns** your participants identified.

3. A brief description of some of the **root causes** the participants discussed, and the **actions** you plan to take to address your **main concerns**.

An executive summary is a great way to share a lot of information in a concise, easy-to-understand document. It is a very effective way to share your work with policy makers, like legislators and other elected officials, and with adults who have an interest in youth but who may not have time to read a longer report, like parents, teachers, and counselors.
Have the analysis retreat and dialog event soon after the trainings, to keep the momentum going. Long delays make it harder to keep everyone interested. Set your date soon and make it happen.

Make a regular meeting time for your student leaders group to meet and plan the events. Many schools have found this challenging. It’s good to have a clear meeting time set as follow-up after each training session, and make sure everyone on the team commits to being present. Good meeting management will make it easier to successfully plan events.

Make time to act on your findings. This is such an important piece of this project – making something happen because of what you have discovered from the data. You have a powerful voice because you are speaking from data that come from your whole student body. People will listen to you and want to help. Find like-minded groups or clubs to join your efforts.

Plan how you will track your impact – write your success story. When you make your action plan, figure out how you can measure your success. For example, how many health classes did you visit and how many students were in each one? How many people attended the new girl-power group you started? How many legislators came to your presentations? Setting specific, measurable goals in your action plan is a great idea so you can feel a clear sense of accomplishment at the end of the year.

Share your work with as many people and groups as possible. Follow-up school assemblies, newsletter articles, health class presentations, school board presentations, local newspaper articles, etc. Others will be inspired by your efforts and your insights, and often find ways to support your work.

Remember what worked and what didn’t, so you can share your tips and your “words of wisdom” next year with the next group of student leaders who will do RAPS at their school.
PhotoVoice Toolkit
### What is PhotoVoice?

PhotoVoice involves people taking pictures and using them to tell a story and show how things really are in their community. PhotoVoice is a method developed by Caroline Wang and Mary Ann Burris. According to its creators, PhotoVoice has three main aims:

- To enable people to **record and reflect** their communities’ strengths and concerns.
- To promote critical dialog and knowledge about important issues by **discussing photographs** in large and small groups.
- To influence **policy makers**.

PhotoVoice gives participants the opportunity to share unique insights about their community with outsiders and policy makers. Pictures are often more effective than words for affecting change. Also, because the project is visual, it has the potential to **overcome language barriers**.

### How will we use PhotoVoice in RAPS?

The pictures you take will be used to illustrate your findings from the data analysis in a visual way. The images will be a great way to start conversations within your group. They’ll also help you present the results of your data analysis to people in your school and community. And they’ll be printed out and hung in a photo exhibit at the end of the year, as part of the RAPS wrap-up!

**...but won’t we need cameras?**

There are several digital cameras available for your use. You may also choose to use your phone or another camera – but keep in mind for the photo exhibit your pictures will need to be taken with a high resolution camera.
You’ve probably heard the phrase **A picture is worth a thousand words**.

It’s true! Photographs can get a strong emotional or “gut” reaction from an audience, and even prompt powerful people to take action. Just hearing numbers or facts doesn’t get much of a reaction from many people. But if you show them a picture and talk to them about what the picture means to you, those same people are more likely to listen and do something about it. In fact, a major purpose of PhotoVoice is to influence policy makers.

PhotoVoice is a way to combine photography with participatory action. It’s a tool you can use to go deeper into the issues that your group identified in your data analysis retreat. An important part of PhotoVoice is that you and your group take time to discuss the real meaning of the photographs you take. Good discussion will help your group accomplish two goals of PhotoVoice:

- It will help you critically analyze a problem or strength in your community.
- It will make it easy for you to share your findings with people who have decision-making power at your school and in your community.
Here are the things you’ll do as part of the PhotoVoice project:

1. **Student Leaders** will need to set up a system for students to check out and return cameras. Your school/program will have a certain number of digital cameras to use for the project.

2. **Students** can check out a camera and use it to take pictures.

3. **Students** can share their pictures on the PhotoVoice website.

4. **Students** will select pictures for discussion and reflection.

5. **The Group** will pick pictures that strongly illustrate the strengths and concerns they identified in their data analysis.

6. **Student Leaders** will display the pictures as part of the Community Dialog Event.

7. Finally, **The Group** selects pictures (and your statements about them) to be part of the RAPS photography exhibit.

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RAPS
Risk & Resiliency Assessment Project for students

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Whenever you take a picture that you decide to share with the group, you’ll want to write up a very short description of what the picture means to you. When you write a description of your photographs, try to keep in mind the SHOWeD acronym. You don’t need to answer all five questions directly, but think about them before captioning the picture.

SHOWeD is also a good starting point when you discuss the pictures as a group. A really great thing about photography, like other kinds of art, is that different people can see different things in the same image. When people share their pictures and discuss them in a group, it can start some very interesting conversations.
WHAT SHOULD I TAKE PHOTOS OF?

WHATEVER YOU WANT!

Need ideas? Use the topics discussed at the Data Analysis Retreat to guide your pictures. What strengths and concerns did you find in your data analysis? Illustrate them! A photo of the school’s nutritious meal options shows why your school has a low rate of obesity. A photo of a metal detector at the door shows the dangers of violence.

Or you can come up with your own inspiration. Sometimes just taking a walk with camera in hand will remind you of issues that interest you and how you might capture them on film.

Remember to **think outside the box** and feel free with the camera. You might see a relationship between your subject (a can of soda, for instance) that someone else doesn’t see. You might not even see the relationship at first, but your intuition will tell you to take the shot. Do it!
GET CLOSER

Each time you spot a subject, snap a shot and then move in closer for a better shot. Having your subject almost fill the frame helps your viewer understand and appreciate your photo. Also, details are often more interesting than an overall view. Keep moving in closer until you are sure the photo will successfully represent your subject.

BE QUICK

If it is at all possible that your subject may move, bolt, fly away, stop smiling, or just get tired of waiting for you to take the picture, shoot once right away. Practice getting quicker and quicker to the draw. Do not worry about taking too many pictures and do no wait until you’re absolutely certain all the knobs and buttons are in their correct position.
COMPOSE WITH CARE

Try to keep your photo balanced and beautiful. People respond better to a picture that has all elements in balance. Strive to lead the eye along an interesting path through the photo, with the use of strong lines or patterns.

Some things to think about:

- Keep the horizon level.
- Crop out extra elements that you are not interested in – and be selective about what you photograph.
- Consciously place your subject where you think it most belongs rather than just accepting it wherever it happens to land in the photo.
- Play with perspective (where you stand and how you angle the camera) so that all lines show a pattern or lead the eye to your main subject.
Look at the Light

This doesn’t mean look into the sun! It means, it’s a good idea to see what kind of light you’re working with. How bright is the light? How many light sources are present? And most important, which way are the shadows falling? If you shoot with the sun behind your subject, you’ll get a dark shape against a light background. If you shoot with the sun behind you, you’ll have a nice bright subject, but it may look flat.

Some things to think about:

- How is the light affecting your subject… is he or she squinting?
- Is the light blazing directly and brightly on your whole subject? This works well if you want to emphasize the bold colors of your subject.
- Is the light coming from the side? This can add drama to the shot, but can also create extreme, hard-to-print contrasts.
- Experiment with indirect light if you want to make your subject glow, soft and pretty.
In between your Data Analysis Retreat and your Community Dialog Event, your group should schedule regular meetings to plan the dialog event.

Use your planning meetings to discuss some of the pictures that students are taking. Taking time to do this helps keep everyone engaged in the PhotoVoice project. It will also help you build confidence in how you will talk to other people (especially adults) about RAPS and the results of your Data Analysis Retreat.

What is critical reflection?

You have probably heard the word “critical” before. Sometimes the word is used in a way that means nit-picky, naggy, or disapproving.

“*She's always so critical of everyone's clothes.*”

Sometimes, the word critical also means very important, or essential.

“*It's critical that you don't look Medusa in the eye.*”

Critical reflection and critical dialog are ways to look at something and talk about it at a very deep, meaningful level. Critical reflection involves being aware of your own beliefs and assumptions, and questioning your own ideas. Critical dialog means being willing and open to listen to other people’s perspectives even if they are different from your own, and respectfully questioning other people’s ideas.

When you talk about your own photographs, you can use the SHOWeD questions to help you reflect critically on your own work. When you talk about each other’s photographs, listen carefully to how the person who took the photo describes what he sees in the photo and why he thinks it’s important. Be ready to talk about what you see in that picture, and how it might be different or similar to the photographer’s perspective.

In the end, the group will choose some images that can be used in presentations or even a photography exhibit. Having good discussions about the pictures will help the group make decisions about which photos to use. Remember, photographs can be a powerful way to influence people. When you are sharing the results of your group’s data analysis, having some good images to illustrate your findings can improve your impact.
When you take pictures that are going to be on display for the public, it is very important that you consider the privacy and safety of your subjects.

Don’t ever put yourself or your subject at risk. For example, it might not be a good idea to photograph people engaged in illegal activities, like selling or using drugs.

Don’t take pictures where photography is prohibited. For example, some Native American tribal communities don’t allow photography in parts of the community without permission.

**Taking pictures of people**

**Release forms:** If your group decides to use a photo for RAPS (in a PowerPoint presentation, photography exhibit, flyer, etc.) and that photo features a person – even a close friend or family member – you will need that person to sign a photo release form. If the person you’re taking a picture of is under age 18, you’ll also need her parent or guardian to sign a release form.

If the person you’re taking a picture of wants to know what you’re going to do with his photo, tell him about the project and invite him to the end-of-year photo exhibit!

If someone who signed a release changes her mind later, you’ll have to take down any pictures of that person you’ve already shared. Anyone can take back permission to use her image.

**Question**

What if I take a picture of someone but you can’t see his face? Do I still need to get his permission (or his parent’s permission)?

**Answer**

If that person’s mom could look at the picture and say *Hey! That’s my son!* then you should get a signed release form. If there’s no way to identify a person by looking at the picture, you don’t need to get a release form.
When you take pictures that are going to be on display for the public, it is very important that you consider the privacy and safety of your subjects. Don’t ever put yourself or your subject at risk. For example, it might not be a good idea to photograph people engaged in illegal activities, like selling or using drugs. Don’t take pictures where photography is prohibited. For example, some Native American tribal communities don’t allow photography in parts of the community without permission.

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Sharing on the PhotoVoice website
The PhotoVoice website is part of the RAPS website... which in turn is part of the YRRS website. It’s a great central place to upload, view, and comment on the pictures taken in your school. And because it’s not public, you can post here before getting signed release forms of people.

RAPS.youthrisk.org/PhotoVoice
The PhotoVoice website is part of the RAPS website. You can find it at http://raps.youthrisk.org/photovoice

You will be given a username and password, so you can log in as a RAPS participant for your school.

What you’ll see

Here’s what you’ll see when you’re logged in:

1. Your personal information shows at the top of the screen.
2. All of the photos that you and your fellow students have submitted to the website appear in this central display area. You can use the back and forward arrows to cycle through them.
3. The left column shows photos that have recently been submitted; there’s also a little magnifying glass icon you can click on to search through the photos.
4. The right column shows photos you’ve submitted. You can edit the information for any of these photos by clicking its edit button. You can see its status (pending, approved, disapproved) as well. Only approved photos will be visible to your fellow students.
5. Click the submit photo button in the upper right corner to start the process of uploading your photo.
Submitting a photo

Once you’ve taken a photograph and put it on your computer, you submit it by clicking the submit photo button that appears in the upper right corner of the screen.

Uploading

After you click the submit photo button, the submission dialog box opens. Click the Choose File button.

Browse for your photo

Next, you’ll need to find the photo on your computer and select it.
Enter information about your photo

Photos can take a while to upload. While you’re waiting for that to happen, take some time to enter information about the photo. This is an important part of the PhotoVoice project – sharing your reasons for taking the photo and helping your fellow students find the photo on the site.

1. Give your photo a descriptive title.
2. Describe your photo. This description can be as long and detailed as you like. Clicking the little question mark icon here will give you some hints about things you might include in your description.
3. Tag your photo with keywords. All keywords that are currently in use in the site show up here as buttons; click on any button to tag your photo with that keyword. You can also type in your own keywords, if the keyword you want doesn’t appear in the list yet. Separate your keywords with commas.
4. When you’re done, click the save photo information button.
Wait for the upload to finish

Once you’ve submitted your title and description and keywords, your photo still may not be finished uploading. Follow the instructions in the dialog box and don’t close it until the upload is complete.

A finished upload

When the upload is finished, the photo you’ve uploaded will appear in the window. Now you can close the dialog box.
Refreshing your photo list

Once you’ve submitted a photo, it should appear in the photos by me list (right-hand column). If it doesn’t show up, place the cursor over the photos by me titlebar; you’ll see a little refresh icon (an arrow going in a circle). Click this titlebar, and your new photo should appear at the top of the list.

Photo information, likes, comments

Below the central photo display, you’ll find information about the photo, including who submitted it, its title and description, keywords, and how many of your fellow participants have officially liked it.

If you are the person who submitted this photo, you’ll also see an edit button at the bottom of the photo.
Who’s talking

You or any of your fellow participants can comment on a photo, and your comments will appear in the who’s talking section at the bottom of the screen.

Your photos (photos by me)

Photos you’ve submitted will appear in the right-hand column of the screen (photos by me).

1. Click the edit button to edit the title, description or keywords for the photo.

2. If the photo hasn’t yet been approved by a monitor, you’re the only who will be allowed to see it. The word pending appears in the corner for all photos that haven’t been approved yet.

3. Click on any of your photos that has been approved and it will show up in the central display.
Liking photos

You can choose to like any photo that shows up in the central display. Likes are indicated by the gold stars below the photo. The number of stars indicates how many people have liked the photo. The first star in the list is yours – if you haven’t liked the photo, it will appear as an empty star-shaped space; if you have liked the photo, it will appear as a gold star.

Found photos

The left-hand column on the screen shows an overview of photos taken by students in your school. By default, this list shows the most recently submitted photos.

Click the little magnifying glass icon to search through your school’s photos.
Finding photos

When you click the magnifying glass icon, you’ll see a FIND PHOTOS dialog box. You can search for photos in a variety of ways.

1. Search by all or part of a photo’s title. Type the words you want to search by into the text field and press ENTER or TAB.

2. Search by keyword. This part of the window shows a list of all keywords that have been applied to photos for your school; each keyword shows the number of photos that have been tagged with this keyword. Just click on one of the keyword buttons.

3. Search by photographer. Each student who has submitted photos will appear in the photographers list here, along with an indicator of how many photos that student has submitted. Click the photographer’s name.

4. Once you’ve searched for photos, the list of found photos (the left-hand column) will only show photos that meet your search criteria. To return to viewing all photos for your school, click the show all photos button.
Editing your photo’s information

Once you’ve clicked the edit button for any of your photos, the photo information dialog box opens. This is the same sheet that appeared when you first submitted the photo. You can always come back here to update your photo’s title, description or keywords.

Giving your photo a title

Your photo’s title can be long or short, saying whatever you think is most important about the photo. Remember, other students will be able to search for your photo based on its title, so include information you think is most important.
Describing your photo

The description is an important part of your photo submission. You want to tell your fellow participants why you chose this photo and what aspects of your community you think it shows. When you click inside the description text field, or when you click the little question mark icon, a popup appears, giving you some hints about what to put in your description. See if you can answer the questions shown here when describing your photo.
Using keywords to tag your photo

You can assign as many or as few keywords as you like to your photo. Just enter them in the keywords text field, separated by commas.

Rotating your photo

Sometimes, photos come out of your digital camera rotated sideways or even upside-down, depending on how you were holding the camera when you took the photo. Use the rotate left and rotate right buttons in the edit window to rotate your photo until it’s right-side-up.

How your photo’s information appears

The information you enter for your photo will appear beneath it in the central display, along with your name and the date you submitted it.
Commenting on a photo (who’s talking)

You can comment on any photo, whether you submitted it or someone else did. Just click the **add a comment** button beneath the central display.

Here’s what it looks like when you’re adding a comment

You will be able to edit or delete any comment you’ve added, using the **edit** and **delete** buttons.

Liking a photo

The row of gold starts that appears beneath a photo tells you how many of your fellow students have liked this photo.

The leftmost star in the row is for you – do you like this photo? If you like it, click the little star-shaped hole in the page and it will turn gold. If you change your mind later and decide to un-like it, click that leftmost star again and it will turn back into a hole.

You and your fellow students can see how many people have liked each photo, but nobody can tell who the people are who have liked the photo. Liking is anonymous!
Your personal information

Your personal information includes your name as it appears in the PhotoVoice pages and your username and password. When you first join the PhotoVoice website, this information will have been filled in for you, probably by your teacher. But you can change the information by clicking the edit personal info button at the top of the page.
RAPS is part of the Toolkit

Community Dialog Event

RAPS is part of the NM YRSS Youth Risk & Resiliency Survey
What is a Community dialog event?

Your Community Dialog Event is an opportunity to share what you learned at your Data Analysis Retreat, and to give community members your take on the information. It is also an excellent place to gather input from adult community members. They can offer their opinions about the data and the strengths of your community and give you a fresh, multigenerational perspective.

Of equal importance is the impact of adults witnessing youth facilitators doing important work with competence and confidence. The process of hosting this event is a powerful demonstration of the desire and capacity of all young people to take more meaningful roles in their schools and in the greater community.

This is an excellent time to discover adult assumptions and stereotypes about young people and put them to rest. Community members will be encouraged by the strengths you have identified and may be pleasantly surprised by much of the positive data.

Your Community Dialog Event is also an opportunity to find resources for your Action Plan. Participants are likely to be inspired by your insights and commitment. Some of them will have access to resources that can help you make changes in your community.

The goals of the Community Dialog Event are:
- to share the YRRS data analysis results and seek community perspectives
- to expand the root cause analysis by including community member input
- to include community member ideas in crafting solutions and action plans
- to have

As Outcomes of the Community Dialog Event, participants might:
- gain a better understanding of the assets and strengths in their school and community
- gain a deeper appreciation for issues confronting youth and the desire and ability of young people to address them
- challenge their own perceptions about youth health in their school and community
- contribute to shaping ideas about future actions to positively impact their community
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- gain a **deeper appreciation** for issues confronting youth and the desire and ability of young people to address them
- challenge their own perceptions about **youth health** in their school and community
- contribute to shaping ideas about future actions to **positively impact** their community
The Community Dialog Event is an opportunity to share all the work you’ve done with the people in your school and community – especially people who are decision makers. It’s also a time to get input from community members and to engage adults as allies to help make your action plans a reality. You need to plan for success here.

WHO WILL YOU INVITE? Spend some time thinking about who you should invite to your Community Dialog Event. Who needs to know about what you found in your Data Analysis Retreat? Who has the power to make decisions that affect young people in your community? Who else would want a voice in identifying community/school strengths and concerns? Here are some ideas:

- school board members
- principals
- teachers
- parents
- other students
- chief of police
- tribal council members
- health dept representatives
- mayors
- governors
- city councilors
- dept of education reps
- county commissioners
- PTA members
- nonprofit organizations
- doctors & nurses
- reporters & anchors
- state representatives
- student government leaders

LOCATION! LOCATION! LOCATION! Think about where you want to hold your event. You’ll want a place that’s large enough for all the people you want to invite, with enough seating and enough room for people to move around and do activities. Community centers are often a good choice. Public buildings like libraries sometimes have meeting rooms, or you can ask your principal if there’s space at your school.

FOOD: Don’t forget, food can be a very important part of community meetings. Be sure to budget for enough food and drinks for everyone who might attend. Decide whether you want to provide a meal or a lot of snacks.

Seem like a lot to remember? Don’t worry, there’s a planning sheet in Appendix 1.
Your Community Dialog Event won’t be a success if no one attends. Starting at least two weeks prior to the event, you should start promoting it. Get the word out! Be creative in how you encourage people to come and participate. Here are some ideas for advertising your event; you may think of other ideas as well. Be creative.

**Use social media**
Tweet about it, blog about it, send out emails. Put it up on your Facebook page; create a Facebook event or group page. What other social media outlets are popular at your school? Use them.

**Use traditional media**
Contact your local radio and TV stations and newspapers about promoting your event. Local media outlets often have community calendars or other free opportunities for promoting community events like this. Send out a press release. Write a letter to the editor. Contact your favorite reporter. Your local PBS affiliate and community access channels are also good promotion outlets.

**Engage with your community**
Put flyers or posters up around your school and community. Have students hand out flyers at community meeting spots (post office, recycling center, etc.). Ask local churches to put a notice in their weekly flyers.

**Engage with your school**
Ask your school to put a notice in the school newspaper or weekly notices to parents. Talk to teachers at your school about giving extra credit to students who participate in the Community Dialog Event.

**Issue personal invitations**
Never underestimate the power of a personal invitation for getting people to come to an event. Paper invitations are great, and an in-person request can work even better.
What will we be doing?

A Community Dialog Event is built around the **same seven steps** you used in your Data Analysis Retreat. For planning purposes, think of it as an **abbreviated version** of the data retreat, with a focus on sharing the results of your data retreat and getting community participants invested in your plan of action.

1. **Get Things Started.** Start by welcoming everyone, telling them why they’re here, what you hope to accomplish during this event, and why it’s important. Read the pages on *Greeting & Mingling* and *Ice-Breakers* for details here.

2. **Explore Community Strengths.** This means engaging everyone in activities to explore the strengths in your community. Read the pages on *Exploring Community Strengths* for more on this.

3. **Challenge Assumptions.** This is where you share the Executive Summary you created from your Data Analysis Retreat. Tell community participants what you learned from the YRRS data and what three main concerns you want to focus on.

4 & 5. **Root Out Causes & Identify Solutions.** Here’s where you give participants the opportunity to discuss the main concerns and their potential root causes.

6. **Plan for Action.** This is the featured act for your dialog event – getting people together to talk about solutions and plans.

7. **Wrap it All Up.** See the following page on *Closing Activities* for how best to celebrate the end of your Community Dialog Event.

**How does it all fit together?**

Check out the Community Dialog Event Sample Agenda in **Appendix 1**.

There are also things to do before the Community Dialog Event and things to do afterward. We’ll be looking at all of these in the next pages.
The focus for the evening is mixing in small groups and coming together for everyone to share. You want the room to help you do that.

**Tables and chairs:** Put groups of chairs around small tables, or if all you have is big tables than clump the chairs so multiple small groups can share the table without getting in each other’s way.

**Cards:** To help people split into small groups, you can identify each table group with a numbered or colored card. Put a card on the table where the group should meet, and have a stack of matching cards ready to hand out when people arrive, so you can quickly assign them to groups.

**AV equipment:** If you’ll be using a media presentation, you’ll need a computer and projection equipment. Make sure everything is plugged in and working, and that the tables and chairs are set so that everyone can see and hear your presentation. Know where the light switches are, so you can dim the lights as needed.

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**HELPFUL TIPS & TRICKS**

- Review “Facilitator Job Description” from the RAPS Manual.
- Do some role-playing to practice managing difficult group members.
Greeting & mingling

**Greeters:** Greeting is a very important role. People attending the Community Dialog Event for the first time may be a bit apprehensive; they are entering the unknown. Your friendliness will put them at ease and help them to relax, setting an open and comfortable tone for the entire evening.

Three or four of you should be designated greeters. As people come through the door, welcome them, ask them to fill out a nametag, and hand them a card that assigns them to a table (splitting up groups who come together).

**SAMPLE GREETING SCRIPT**

Hello, my name is ___. Welcome to our RAPS Dialog Event. We're giving you these cards to help us organize small groups when you're ready to find a seat. Please sit at the table marked with a matching card. But first, please fill out a nametag and help yourself to something to eat and drink. The moderator will be calling us together in a few minutes.

**Everyone:** Mix and mingle. Introduce yourself and strike up a conversation with people. Ask them how they heard about the dialog event. Ideally everyone who comes will be welcomed by at least one teen and one adult, in addition to the greeters. Avoid clustering up in a group with people you know.

**Ice-Breakers**

Which ice-breakers were successful at your Data Analysis Retreat? Human Bingo? the Great Finger Grab? Use your experience to guide you in selecting a fun activity to get things going.

You can find details Human Bingo and other ice-breakers in **Appendix 2**.
At your Data Analysis Retreat, participants identified the many strengths in your community and/or at your school. At your Community Dialog Event, you have an opportunity to add some adult perspective to the strengths that students have already identified.

Whether you used a Circle of Courage® activity, completed a Community Asset Map, created an Assets Web, or did a Straight Brainstorm at your Data Analysis Retreat, you can bring that work forward to the Community Dialog Event.

**Setting up:**

Bring the Circle of Courage, Assets Map, or Brainstorm paper from the Data Analysis Retreat, or a copy of it if the original is damaged or missing.

Bring several markers for people to write down new strengths, adding to what was written down at the Data Analysis Retreat.

Set up the strengths activity just as you did during your Data Analysis Retreat:

- If your original activity was a Circle of Courage, set up the four quadrants of the circle in the four corners of the room.
- If your original activity was an Assets Map, post the assets map on the wall.
- If your original activity was a Post-It Brainstorm, put up the strengths that students identified in categories on the wall. Make sure you bring enough new post-it pads or paper and tape for people to use at the Community Dialog Event.

**How it goes:**

Adapting the activity instructions you used during your Data Analysis Retreat, ask participants to add their ideas to the existing lists of strengths.

Make sure you structure this activity with a strict time limit. Five minutes should be enough time for people to add their perspective to the existing list of strengths.

When time is up, ask participants to talk about the activity. You might ask:

- What themes do you see in the strengths that are listed?
- Is there anything that surprised you when you saw what students identified as strengths before?
- What does it feel like when you just step back and look at this activity? (Ideally, the word proud comes up!)

**Tip:**

You may want to have participants do this activity as a Chalk Talk. See the description in Appendix 2.
There are two components of this section of your Community Dialog Event. First, you will lead participants in a data matching game. Then, share what you learned in your Data Analysis Retreat.

### Data Matching Game

It’s important at your Community Dialog Event to challenge your participants’ expectations and perceptions of the YRRS data before they have a chance to see the data. Many adults will attend the Community Dialog Event with very specific ideas about what is important, and with ideas about what the data will look like. A fun game that gently challenges their ideas can help make adults more open to hearing information that may not match their preconceptions.

Before you let participants look at the YRRS data or share the strengths and concerns you identified at your Data Analysis Retreat, we recommend a Data Matching Game. Here’s how to do this activity:

#### Setting up:

- **Identify 6** of the most surprising or controversial or worrisome YRRS statistics for your school or community. Balance strengths and concerns and make sure the actual percentage choices vary (basically, don’t have all your statistics between 40–50%).

  ![Example Statistics](image)

- **Print out** the indicator and the percentage for all six statistics. Make 10 copies of these. Cut them so the indicators are separate from the percentages. Like this:

  ![Cut-Out Example](image)

- **Put one copy** of each indicator and one copy of each percentage into an envelope. You should end up with 10 envelopes, each containing 12 pieces of paper.

- **Place one envelope** on each table.
How it goes:

- Have participants work in groups of 5 or 6 … one group to each table.
- Tell them to open their envelopes and explain what they’ll find inside. Tell them that their job is to match the number (percentage) to the correct sentence (indicator).
- Give participants 5 minutes for this task. Time them!
- When time is up, display the correct matches one at a time. You can do this with a PowerPoint presentation, or you can write the results on a piece of newsprint or a large sticky pad at the front of the room. Show the indicators first, one by one, and ask participants what they think the correct percentage is before you reveal the answer.
- Lead a discussion, soliciting what each table thought about the activity. Ask them what their expectations were, and if there were any surprises.

Share the Executive Summary

After you challenge assumptions, it’s time to share the Executive Summary from your Data Analysis Retreat. Make sure you bring plenty of copies so everyone has one. You may want to use a brief PowerPoint presentation to complement the Executive Summary. This is where you describe what you did at your Data Analysis Retreat.

- **Tell Participants:**
  - ✔️ when you had your retreat, and **how many** students came
  - ✔️ what **data** you looked at (school-level data? data for all Native American youth in the state? district-level data?)
  - ✔️ the **top three strengths** students identified in the data, and why
  - ✔️ the **top three concerns** students identified in the data, and why
During your Data Analysis Retreat, you discussed potential root causes for the top three concerns you identified in your YRRS data and worked together to identify potential solutions.

One way to have community members further your thinking about your chosen concerns is to share your Root Cause Analysis and ask participants if they have additional thoughts about causal factors. This can be done effectively in a marketplace method, where the full group splits into small groups based on the number of concerns you have identified. The small groups then spend some time (about 3 minutes) with each concern, reviewing your analysis and adding to it if they wish to offer another perspective.
Setting up:
- Make a copy of the root cause webs you made during the Data Analysis Retreat with the potential solutions that students identified. You may need to recreate this if the originals got wrinkled or torn after the retreat.
- Set up three stations in the room, one for each web. You may choose to post these on the wall or place them on tables.
- Have several colored markers and at least one large, blank sticky pad or newsprint page at each station.

How it goes:
- Introduce the activity. Tell participants they will have an opportunity to see the root causes and potential solutions that youth identified during their Data Analysis Retreat, and they will have the opportunity to add to this work if they want to.
- Ask participants to count off by threes. \(1\ldots2\ldots3\ldots1\ldots2\ldots3\) and so on. Have all the 1s move to the first station, the 2s to the second, and the 3s to the third.
- Tell participants that they will have 3 minutes at each station to look at the root causes and solutions that students identified at the Data Analysis Retreat, and to add more if they want to.
- After 3 minutes, have participants rotate clockwise to the next station. Repeat until all three stations have been visited by all your participants.
- When time is up, facilitate a short discussion so participants can share their thoughts with the group. You might ask:
  - Were you surprised at any of the root causes or solutions the youths had identified?  
  - What root causes or potential solutions did you add to their work?

Alternate method:
Rather than participants rotating through all the concern stations, you might choose to have everyone select one concern that they are most interested in. Allow them about 5 minutes total to review the root causes and potential solutions, and add to them if they wish.
Share your thinking-to-date by having participants review the Preliminary Action Plans that were developed during your Data Analysis Retreat (or maybe just offer a broader overview of your plans). You might do this using a PowerPoint presentation or handouts. You might choose to have participants split into groups, with one youth leader facilitating action plans for each of the concern areas.

**First:**

Open up the discussion to let participants fine-tune your plan. It can be helpful to structure the feedback into **Wows & Wonders**.

This means:

- Invite people to offer **wows**, or things they find strong about your chosen actions.
- Then give them the opportunity to **wonder** about any aspect of the plan. This might include wondering about resources you might not yet have considered or other actions that might also be effective.

The wows and wonders structure makes it clear that the participants’ job is not to redesign your action plan, but rather to strengthen it, in the spirit of a caring partner. As the facilitators, you don’t need to respond to the wonders or defend your choices. You are simply soliciting input and will wrap it into subsequent planning. Depending on the size of your group, you could conduct this part of the agenda in small groups based on a single concern and action plans related to that one issue.

After the community dialog event, you will integrate feedback about your action plans into the preliminary plans you developed at your Data Analysis Retreat. The result will be your **final action plan**. You may find that you have many new and exciting ideas and resources (including **people power**) to help you implement your action plan.
Wrap It All Up

It’s important to wrap things up for your Community Dialog Event with some quick, fun activities that will remind participants why they came and what they’ve accomplished.

One-Word Whip

Have everybody stand or sit in a circle (this is really important!) and explain that you are closing with a one-word reflection (or very short comment) about the event. Once someone starts, move around the circle.

Paper Airplane

Give everyone a piece of paper with the following written at the top:

Please write a brief thought or comment about one positive thing you learned tonight that you do not want to forget. (Be positive!)

You can make this a pseudo-evaluation by asking people to indicate whether they are student, parent, teacher, or other community member; but ask them NOT to sign the paper. Remind everyone to write clearly, though, because someone else will be reading each person’s paper out loud.

Once everyone seems to have finished writing, create a large circle in an open space. Ask everyone to create the most awesome paper airplane they have ever made … in the next three minutes. Go through a “NASA countdown” from 10 (10–9–8 etc.); when you get to “blast-off,” instruct the group to launch their airplanes. When the planes have landed, ask everyone to go pick up another person’s airplane. Go around the circle, asking each person to read the paper he or she picked up.

[ OR: If you don’t want to bother with paper airplanes, you can just have people crumple up their pieces of paper into balls and throw them. ]

Ask everyone to complete a quick Friendly Feedback Form before they leave. This is an opportunity to learn what people liked about your event, what surprised them, and what you could do to make it even better. It’s also a good opportunity to collect some contact information from people who may want to work with you on implementing your action plans as you move forward.

There’s a sample feedback form in Appendix 1.

When everyone has gone, don’t forget to clean up the space and arrange the furniture so that the room looks as good as it did when you first arrived.
You’ll want to meet with your fellow youth leaders soon after the Community Dialog Event to finalize your action plans and to go over the friendly feedback forms.

Once you’ve completed all this work – analyzed your YRRS data, shared your interpretation with your community, and received their input – it’s time to

**DO SOMETHING ABOUT IT!**

Recruit other students, teachers, and community members to help make your action plans happen. Assign tasks and deadlines for your plan, and work together to make them happen.

- **Track your progress** by conducting your own research (for example, you could survey students at your school during lunch) and monitoring future YRRS survey data.

- **Mentor younger students** about the ideas you have developed, so they can keep addressing the concerns even after you have graduated.

- **Get the word out!** Sign up to present your work at conferences, ask to present your findings to the students, faculty and staff at your school. Request an opportunity to speak before your school board or city council.
9:00 Activity: Identifying School & Community Strengths

9:40 Energizer: Great Finger Grab (getting ready to focus!)

9:30 Break

9:50 Data Analysis Task
YRRS project overview and rationale
A. Review Data Analysis group choices and topics.
B. 10:05 Data Analysis in small groups
10:35 Stretch/Break
10:45 Continue Data Analysis
11:15 Report out: Strengths and Concerns
11:30 Voting: Top 3 Strengths and Top 3 Concerns
11:45 Lunch
12:15 Energizer
12:30 Identify the 2–4 themes which emerged to focus action planning
12:40 Map Root Causes of identified concerns
12:55 Resiliency review
2:00 Share action plans and review next steps
2:10 Closing activity
2:15 Feedback forms
2:20 Clean up and head home

2:30 Split into Preliminary Action Plan groups around identified priority areas
8:30  Ice-Breaker: Human Bingo
8:45  Overview of Day’s Objectives
8:55  Overview of Strengths Activity
9:00  Activity: Identifying School & Community Strengths
9:30  Break
9:40  Energizer: Great Finger Grab (getting ready to focus!)
9:50  Data Analysis Task
   A. YRRS project overview and rationale
   B. Review Data Analysis group choices and topics.
10:05 Data Analysis in small groups
10:35 Stretch/Break
10:45 Continue Data Analysis
11:15 Report out: Strengths and Concerns
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12:40 Map Root Causes of identified concerns
12:55 Resiliency review
1:10  Split into Preliminary Action Plan groups around identified priority areas
2:00  Share action plans and review next steps
2:10  Closing activity
2:15  Feedback forms
2:20  Clean up and head home
4:00  **Greetings and Welcome**  
See the Greeting & Mingling page in this guide for ideas and suggestions.

4:10  **Ice Breaker**  
See the Ice Breakers page in this guide for some suggested activities; the RAPS project manual has more ideas.

4:20  **Identify Strengths in our Community**  
See the Community Strengths pages in this guide for ideas and suggestions, potentially sharing your Circle of Courage, adding strengths that the community identifies.

4:45  **Discuss Root Causes and Concerns**  
Share your RAPS Executive Summary and discuss root causes of the concerns you’ve identified. Some discussion options:

*Small group discussions:* Allow attendees to split into groups based on which concern they find the most interesting and discuss its root causes.

*Rotating stations:* All attendees give input on all three concerns, switching from station to station every few minutes. (This will take more time.)

5:00  **Report Back**  
People form small groups to summarize root causes.

5:10  **Food and Stretch Break**

5:20  **Action Plan**  
Now that you have identified the root causes of each concern, you can start action planning about ways to improve the situation. You might want to break into groups and fine-tune the action plans for each concern; or maybe you will want to stay together and just focus on the biggest concern. It’s up to you. Consider using the Wows & Wonders format described...

5:45  **Report Back and Closing**  
See the Closing Activities page in this guide for some suggested activities, or come up with your own.
Secure a **location** that is big enough for the number of people coming, and one that is comfortable. Remember, you will have several small groups working simultaneously on different activities, so having enough space and flexibility so groups aren’t competing with one another is important. Make sure there is enough wall space, and that you may tape the big newsprint paper on the walls; or have a backup plan, like a whiteboard.

**WHERE**
1st choice: __________________________ 2nd choice: __________________________

**WHO**
will be responsible for securing the location?

**WHEN** __________________________
do we need to have the location reserved?

Choose the **date** that you will hold the event. Make sure this is far enough in the future so you have enough time to recruit participants and get all the necessary permissions, but not so far in the future that you lose steam.

**WHERE**
1st choice: __________________________ 2nd choice: __________________________

Find out what **transportation** will be required if you have the event off-campus. For your Data Analysis Retreat, you may need to arrange for bus transportation to get people from the school to the event location.

**HOW** __________________________
will we get there?

**WHO** __________________________
will be responsible for arranging the transportation?

**WHEN** __________________________
do we need to have the transport arranged?

Set aside enough **time** for the event. Include time required for transporting everyone to and from the location. Be sure to include enough breaks and time for lunch, if it’s an all-day event.

**START:** __________________________  **END:** __________________________
  time time

**SETUP:** __________________________  **CLEANUP:** __________________________
  time time
Find out about any **permissions** that will be required to have your event. Will you need the principal’s approval for people to miss class that day? Will you need parents’ permission for students to attend? Work with the adult at your school who is helping with this project to make sure all required permissions are in place before the event!

**DO WE NEED PRINCIPAL PERMISSION?**
- If YES, who will arrange this?

**DO WE NEED PARENT PERMISSION?**
- If YES, who will make the forms?
- If YES, how will you hand them out and make sure you get them back?

---

**FOOD & BEVERAGES**

- Make sure you have enough food – including lunch at your Data Analysis Retreat – available for everyone throughout the day. Drinks, too!
- If you can, find out if anyone attending has any food allergies or sensitivities so you can plan the menu accordingly.

**LUNCH** (for Data Analysis Retreat)
- 1st choice: ____________________________ 2nd choice: ____________________________
- **WHO** will order this? ____________________________
- **HOW MUCH** will it cost? ____________________________

**SNACKS:** ____________________________
- **WHO** will get these? ____________________________
- **HOW MUCH** will it cost? ____________________________

**DRINKS:** ____________________________
- **WHO** will get these? ____________________________
- **HOW MUCH** will they cost? ____________________________
SUPPLIES & MATERIALS FOR THE DAY

☐ Nametags

☐ Markers

☐ Pens/pencils for people to write with

☐ Tape

☐ “Fidgets” like pipe cleaners, clay, or Legos

☐ Newsprint or big post-it/sticky pads

☐ The goals for the day listed on newsprint or sticky pad

☐ Projector and laptop or smartboard/Promethean board

☐ Copies of any handouts or activities (like Human Bingo and voting sheets)

☐ YRRS data for analysis at each station

☐ Strengths & Concerns summary sheets for each station

☐ Action planning sheets (2–4)
When working with a group of people to accomplish a task, it is important to make sure that everyone feels comfortable and safe in the environment and with the process. Having the group decide on some “ground rules” is a good way to help create a safe space.

We recommend starting with a few ground rules and giving participants to agree or disagree with them. Student leaders can go through the rules one at a time, and let everyone vote – thumbs up means they agree, thumbs down means that they do not agree, and thumbs to the side means they agree, but they think that the rule should be clarified or changed. Then give participants a chance to make changes or add new rules that everyone can agree on.

**Some sample ground rules to get you started:**

- One person speaks at a time.
- Everyone listens while that person is talking with an open mind, mutual respect, and acceptance of differing opinions.
- Everyone who wants to talk will get a chance to speak.
- You may pass at any time if you don’t want to talk.
- Supportive comments and respectful disagreements gladly accepted, no put-downs of yourself or others.
- Focus on issues, not people.
- Respect confidentiality – what is said in this room, stays in this room.
- Try to stay on the subject.
- Be honest with yourself and others.
Here is a list of key characteristics of successful facilitators and leaders. No one person is strong in all areas. Each person builds on strengths while addressing areas requiring growth. Review the list and reflect on those characteristics that are your strengths. Then think about those which will be a challenge for you.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>this is hard for me</th>
<th>I’m OK at this</th>
<th>this is one of my strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good listening skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-judgmental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused, good eye contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized and on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genuinely enthusiastic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well prepared, competent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willing to learn and grow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good sense of humor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulate and professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open and friendly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to paraphrase others’ words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfortable with conflict</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfortable with silences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue to be addressed:</td>
<td>Goal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course of action:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps to be taken</th>
<th>Who will be responsible?</th>
<th>When should this be done?</th>
<th>What resources are needed?</th>
<th>Measure success by:</th>
</tr>
</thead>
</table>
### Voting Sheet

Please write the number of the **strength** and the number of the **concern**.

**TOP 3 STRENGTHS:**

- 1 ________
- 2 ________
- 3 ________

**TOP 3 CONCERNS:**

- 1 ________
- 2 ________
- 3 ________

---

**VOTE**

---

**THANKS!**

---

Please write the number of the **strength** and the number of the **concern**.

**TOP 3 STRENGTHS:**

- 1 ________
- 2 ________
- 3 ________

**TOP 3 CONCERNS:**

- 1 ________
- 2 ________
- 3 ________

---

**VOTE**

---

**THANKS!**
**Data Analysis Retreat**

**How Did We Do?**

How well did you enjoy the following activities?  
1 (not at all)  
(it was great!) 5

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice-Breaker Activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Find Your Strengths Activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Team Data Analysis Activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Energizer Activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lunch and Snacks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Root Causes Activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Action Planning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Closing Activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The one thing I liked **most** about today (besides the food and the facility) is:

[Blank space for input]

One suggested **change** for the next time you do this would be:

[Blank space for input]

Do you understand what **resiliency factors** are and how they can help you with your action planning?  

- [ ] not really  
- [ ] I sort of get it  
- [ ] crystal clear

What one thing did you find **most interesting or surprising** about the YRRS data you analyzed?

[Blank space for input]

One word that best describes today:

[Blank space for input]
How did you hear about the Community Dialog Event?

How has this event been helpful?

What do you suggest could happen differently?

Are you interested in being involved with any of the Action Steps? If YES: which one(s)?

please provide your name and email address or other contact information:

I am a: ☐ student ☐ parent ☐ teacher/staff member ☐ other (please describe):

One word you would use to best describe this event:

THANK YOU FOR PARTICIPATING!

RAPS
Risk & Resiliency Assessment Project for students
Appendix 2: How-To Activities
**Ice Breakers & Energizers**

**Name Game**  
15 minutes, depending on group size

**It goes like this:** Arrange the group in a circle. The first person will say his or her name aloud. The second person will repeat the first person’s name, and say his or her name. The third person will repeat the first two names, etc. This activity obviously becomes more difficult as it goes on.

**Things to think about:** There are a variety of possible variations of the game. Some facilitators ask that a person say his/her name and an animal or fruit that begins with the same letter (such as “Aly Anaconda” or “Kelly Kiwi”). Some group members may find it harder to remember this extra word; for others, it helps them remember by building associations.

**Best time to play:** This game makes for a great ice-breaker/introduction activity and could be done at the start of an event.

---

**Human Bingo**  
10 minutes

**You’ll need this:** A copy of the Human Bingo Sheet for every participant (you’ll find it on the next page).

**It goes like this:** Hand out the Human Bingo Sheets, one to each participant. All participants (leaders included!) walk around and have other participants initial relevant boxes on their sheets. (“Do you like chocolate? Initialize here, please.”) Continue for several minutes, then see who has the most complete rows/columns.

**Best time to play:** Great game for any group! Can be used as an ice-breaker.

---

**People in My Life**  
1–2 minutes per person

**It goes like this:** Ask each person in the group take a minute to tell about the person in his or her life who has had the most positive influence. Tell participants that it’s not necessary to name this influential person, but please to share briefly how and why the person influenced their lives.

**Best time to play:** This activity works best once the group has had a chance to get to know each other. It is a good choice because it allows participants to decide how much they want to share with the group.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>has the same color eyes</td>
<td>can speak a language other</td>
<td>was not born in New Mexico</td>
<td>plays a musical instrument</td>
<td>has the same number of</td>
<td></td>
</tr>
<tr>
<td>as you have</td>
<td>than English</td>
<td></td>
<td></td>
<td>siblings as you</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>can roll his/her tongue</td>
<td>is physically active</td>
<td>cares about his/her</td>
<td>has traveled outside the US</td>
<td>plays soccer</td>
<td></td>
</tr>
<tr>
<td>(demo required)</td>
<td>(doing what?)</td>
<td>community</td>
<td>(where?)</td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>uses the same foot you</td>
<td>does not like chocolate</td>
<td>can name all four ninja</td>
<td>reads for three or more</td>
<td>has been on TV, radio or</td>
<td></td>
</tr>
<tr>
<td>do when you tap your</td>
<td></td>
<td>turtles</td>
<td>hours a week</td>
<td>the news (why?)</td>
<td></td>
</tr>
<tr>
<td>foot to music</td>
<td></td>
<td></td>
<td>(fiction? nonfiction?)</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has peacefully resolved</td>
<td>has stood up for a belief</td>
<td>is allergic to animals</td>
<td>has been a positive role</td>
<td>loves peanut butter</td>
<td></td>
</tr>
<tr>
<td>a conflict in the past</td>
<td>even though it was hard</td>
<td>or food (what?)</td>
<td>model for peers (how?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>month (with whom?)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is wearing something blue</td>
<td>can ride a skateboard</td>
<td>knows someone famous</td>
<td>was born in the same month</td>
<td>has a five-letter first</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(who?)</td>
<td>you were</td>
<td>name</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Two Truths and a Lie

It goes like this: Start with yourself. Tell the group three facts about yourself, two of which are true and one which is a lie. Ask the group as a whole to guess which fact is the lie. Then go around the room and have each participant do this, telling two truths and one lie about him or herself. The group tries to guess which is the lie.

Things to think about: It’s up to you to set the tone for this game, making sure the group speaks respectfully about each person as they’re deciding which fact is the lie.

Best time to play: This activity can be done as an ice-breaker (early in the day) or as an energizer once the group has bonded.

Have you ever...?

You’ll need: A circle of chairs, with one less chair than you have participants.

It goes like this: Have everyone sit down in the chairs, with the one person left over standing in the middle of the circle. Then you start asking a series of questions starting with “Have you ever...?” “Have you ever had a cavity?” “Have you ever been to Europe?” “Cheated on a test?” etc. When you ask a question, everyone who could say yes to this question has to stand up and move to a different chair (at least one chair away from where he started). The person in the middle tries to get a seat so someone else will be left in the middle.

Things to think about: When asking questions, it works best if you’re not only specific but general as well: “Have you ever worn a dress?” Don’t get too personal; get silly instead.

Caution: Sometimes it gets rough. Make sure there’s no shoving over the chairs.

Best time to play: This game makes for a great ice-breaker early in the meeting.
The Great Finger Grab

It goes like this: Have the participants stand in a circle. Instruct them to put their left hands out flat at waist level. Next, ask them to position their right hands with the index finger about half an inch above the palms of whoever is immediately to their right.

On the count of 3, each participant should try to grab the index finger that’s poised above his left hand, while avoiding having his own right hand index finger grabbed.

When everyone is getting the hang of this, switch hands, so everyone is grabbing with the right hand instead of the left.

Best time to play: This game can be used at any point in a group meeting. It also works as an energizer if your group is starting to zone out.

Who Am I?

You'll need: Small pieces of paper, one for each participant. Before the game, write the name of a famous person on each piece of paper. Each person can be contemporary or historical, real or fictional, but they should all be names your participants will know. You'll also need some tape.

It goes like this: Tape one piece of paper onto the back of each participant. Let the group mingle. Participants are allowed to ask each other yes/no questions about the names on their backs, with the goal of figuring out “Who am I?” They ask each other questions like “Am I on television?” “Am I American?” “Am I fictional?” and so on. Keep the game going until everyone has identified him or herself.

Best time to play: This game gets group members up, moving and talking to one another, without demanding any sharing of personal information. It can be done any time after the initial introductions.
Zapper Look

It goes like this: Have the participants form a circle. Tell them that their first task is to secretly look around the circle and each pick out a person to stare at when the time comes. Next, have them all look at their feet. Explain that you are going to count to three and say “Look!” and they should all bring their heads up and stare at the person they picked. Any two people who end up staring directly at each other are considered zapped. They should both shout something to indicate zappage and step out of the circle. The circle should then close in and play again. Continue playing until only one or two people remain.

Best time to play: This game is ideal for almost any size group. It’s a great energizer if your group members are starting to look a little sleepy/bored. It can be played any time after initial introductions.

Back to Back

It goes like this: Have the group form pairs – it’s best if you assign them into pairs or ask group members not to pair up with people they already know well. Give the pairs 30 seconds to look each other over and then tell them to turn back to back. While they’re back to back, each person in the pair changes five things about him or herself – take off glasses, let hair down, etc. Then the pairs turn to face each other and each has to guess what has changed in the other.

Best time to play: This game is a great energizer. Use it when your group’s eyes start to glaze over.

My Autobiography

It goes like this: Ask each person in the group to share what title she would give to her autobiography, and why she would choose this title. Give the group a few minutes to think before sharing.

Some examples, to get people thinking: Born Standing Up (Steve Martin), The Audacity of Hope (Barak Obama), Surprised by Joy (C.S. Lewis), Going Rogue (Sarah Palin), Bossypants (Tina Fey).

Best time to play: This activity works best after the group has had the chance to get to know each other a little. Some group members may be more willing to share than others; try to make the space as safe as possible so everyone can share as much as desired.
Quick Line-Ups 10 minutes

It goes like this: Have participants stand in a line. Designate one end of the line as the “smallest” end and the other as the “largest” end and have them arrange themselves in line by birthday (smallest number to largest number). Have them do this without talking.

Next, have them re-arrange the line by the last two digits of their phone number (if everyone has a phone) or shoe size, this time without talking or using their hands to indicate numbers. (You can ask them to put their hands behind their backs or in their pockets.)

If your group is particularly trusting and caring with one another, give each person the name of an animal/critter (e.g., cat, horse, monkey, owl, snake, etc.) and have them keep these names secret. Next, tell them to re-arrange the line from the smallest animal to the largest with their eyes closed and only making the sound of the animal.

Things to think about: For the eyes closed version of the game, make sure you emphasize safety issues: take small steps, arms folded at chest height as bumpers, peeking is okay if needed. (You want everyone to be comfortable doing this!) Also, you as the facilitator should watch and make sure there are no accidents or collisions.

When the activity is completed, ask participants how they felt as they solved problems. What did they do well as a group? How can they bring these same skills into their work?

Best time to play: This is a fun game for a group that has made initial introductions and spent some time together, but would benefit from some team building.

Blindfold Tour 15 minutes

You'll need:

Enough blindfolds for at least half of the group.

It goes like this: Divide the group into pairs, each pair with one blindfold. One member of each pair dons the blindfold. The sighted partner then leads the blindfolded partner on a brief “tour” around the room, giving verbal instructions about how to get around obstacles and what part of the room they’re in. The pair then switches roles and repeats the activity.

After the activity is over, talk about differences in perspective and trust. How did the two partners’ descriptions of the room differ? Did the blindfolded person learn anything new about the room from the tour? How easy was it to trust the sighted partner to get past obstacles?

Best time to play: Because this game relies on trust within the group, it’s best played only after a group has bonded.
The Circle of Courage® is a model of youth empowerment supported by contemporary research, the practical wisdom of early youth work pioneers and Native philosophies of child care. The model contains four core values that all people need for healthy development: independence, generosity, mastery, and belonging. The central theme is that a set of shared values must exist in any community to create environments that ultimately benefit everyone.

In order to have a healthy life, all four parts of the circle must be in balance. If one piece of the circle is missing, healthy development is not possible.
INDEPENDENCE
This piece of the circle is about making choices, solving problems, and showing personal responsibility. It means that people trust you because they can rely on you. Native American and First Nations cultures value inner-discipline and trustworthiness. In these traditions, adults are responsible for mentoring, teaching values, providing feedback, and giving youth opportunities to make choices without forcing them. Independence balances belonging.

Independence is NOT the same as individualism.

GENEROSITY
This part of the circle is about helping others and making positive contributions to others. A central goal of Native American child-rearing is to teach the importance of being unselfish and generous. By helping other people, youth can show proof of their worthiness. Generosity balances mastery.

Generosity is NOT the same as selflessness.

MASTERY
This part of the circle is about having the opportunity to learn new information and skills and gain competence. In Native American cultures, children are taught to carefully observe and listen to those with more experience, and people with greater abilities are seen as models, not competition. The goal of mastery is not to be “better than” others, but to lead by example and be responsible. Mastery balances generosity.

Mastery is NOT the same as competition.

BELONGING
This part of the circle is about having healthy connections to other people, and having a sense of emotional connection to groups (clubs, teams, interest groups, family, your school, your tribe, etc). In Native American and First Nations cultures, the community (rather than the family) ensures the survival of the culture. Even if parents die or are not responsible, the tribe is there to support the next generation. Belonging balances independence.

Belonging is NOT the same as conforming.
Setting up:

Cut four pieces of poster board into quarter-circles. Label each piece with one of the four values: Independence, Generosity, Mastery, and Belonging. Set each piece on a table (one in each corner of the room). Set out two or three markers next to each piece of the circle.

How it goes:

Explain the Circle of Courage and what each quadrant of the circle means (use the description on the preceding page). Ask participants to give you examples as you describe each quadrant. Ask participants to think about things in their school and community that promote healthy youth development through each of these values.

Have participants count off 1, 2, 3, 4 around the room. Instruct all the 1s to go to the Independence station, the 2s to the Generosity Station, 3s to the Mastery station, and 4s to the Belonging station.

Tell participants what’s going to happen: They will have five minutes at their stations to write about the ways their school and community support the value at that station. Then one of your student leaders will call TIME, and everyone should all move clockwise to the next station. Tell them you’ll do this four times, until everyone has visited every station.

When everyone’s ready, begin! One student leader should be the timekeeper. Let people know when they have one minute, then call TIME to let them know when to switch.

When all participants have visited all four quadrants, have them return to their seats. Student leaders assemble the quadrants on the wall into a full circle. Ask participants to share their opinions about this activity – which quadrants were challenging and which were easier for them. Allow five or ten minutes for discussion.
Setting up:

Start with 8 pieces of posterboard (or 4 pieces cut in half). Lay them out, 4 over 4, on the floor. In pencil, draw one connected web over the entire 8 pieces (as shown in the picture below). Then use a magic marker or glitter glue stick to go over these lines. Title each of the 8 panels with 1 asset type (e.g. Support, Empowerment etc.).

When spider webs unite, they can tie up a lion.
– Ethiopian proverb

NOTE
At one retreat the facilitator was puzzled when a student went up to the web and wrote something in the very middle of the web during the break immediately following the activity. What this boy had written was “awesome”! Hopefully this activity will surprise people with how many assets already exist in their school and community, providing a solid foundation for future work.
How it goes:

The web exercise makes the developmental asset theory come to life and reinforces that we must always start with naming and honoring strengths (rather than starting with what is wrong or missing) in our communities. The whole group is broken down into either 4 or 8 small groups (adults included). The number of groups depends on the number of participants and the facilitator’s preference for size of small groups. There should be at least 3 people per group. Each group is assigned one or two internal or external asset types. If one group is responsible for two asset types, give them one External and one Internal type.

The groups’ task is to write down on their piece(s) of web poster-board paper all those activities or attributes of their school and community which already exemplify this asset type. Good questions to continually ask while doing this are, “How do you know that this asset is present in your school or community? What do you see available or happening in your school or community which tells you it is present? What evidence is there that this asset exists here?” For example, one school might identify the following examples of “community values youth”: active recreation program, good attendance at sporting events and plays, youth community service award at town meeting, stores welcome young people, consistent support of town budget. Allow approximately 15 minutes for this task.

Make sure each group identifies a facilitator, a recorder, a time keeper and a reporter. Next, each group reports back. Ask the reporter to start with an overview of the asset type they focused on and each of the individual assets within that type. All evidence of that asset which has been captured on the web is then shared. The facilitator should reconstruct the web on a wall as each group reports out. Once the report out has happened and the web is now complete, prompt a dialogue with the following questions:

- What do you notice about your web?
- What is it like to look at the web you have created?
- What thoughts or feelings does it provoke?
- If we are going to make recommendations for change in our community after we look at the asset data, why is it important we start with our web? How can it help us do our work?
What it is…

Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. It can be used productively with any group of young people or adults. Because it’s done in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience, especially for those who don’t know the power of silence.

How does it work? No one may talk at all; instead, anyone can add to the Chalk Talk by drawing pictures or writing words on the Chalk Talk Board, which is a chalkboard, whiteboard, or big piece of paper pinned to the wall. People can comment on each other’s postings by writing or drawing near other postings, or drawing lines to them. The important thing is, it’s all done in silence.

How long does it take? As long as you need it to! From 5 minutes to an hour, your choice.

Setting it up: You’ll need a Chalk Talk Board – something big to write on so everyone can share. It can be chalkboard and chalk, whiteboard and dry-erase markers, or a large roll of paper pinned to the wall with colored markers or pens. You can hand the markers out to participants or just have them ready by the board.

Getting started…

To start out, get your participants in a group in front of the Chalk Talk Board. One of your student leaders will need to explain or silently demonstrate what the activity is and how it works.

How it goes…

1. Start by writing a relevant question on the Chalk Talk Board, and drawing a circle around it.
2. Then tell people, or demonstrate to them, that they can write or draw on the Chalk Talk Board in response to the question.
3. Now you wait! Participants are free to write on the board or not, whatever they like. There will probably be long silences, where nobody’s doing anything. That’s how this activity is supposed to go. Give it plenty of time.

When it’s done…

The activity is done when the time you’ve allotted has passed and participants have had a good chance to engage with each other through the Chalk Talk Board.

At this point, you can just wrap things up or you can engage the group in a discussion about what just happened. You can ask things like:

- What do you notice about what we wrote?
- What do you wonder about now?
- What was the Chalk Talk like for you?

The Chalk Talk activity was developed by Hilton Smith, Foxfire Fund, and adapted by Marylyn Wentworth.
How your Chalk Talk goes will depend on how you lead it. You can:

**Stand back** and let the activity unfold without trying to guide it.

**OR:**

**Participate** in the activity by adding to the board yourself.

- write down your own comments and ideas
- add question marks
- circle ideas, to encourage other people to expand on them
- draw lines connecting related (or unrelated?) ideas

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*Actively interacting invites participants to do the same kinds of expansions. A Chalk Talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a group everything it needs to know without any verbal sparring.*

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*From the original Chalk Talk Documentation*
**SITUATION:** Participant keeps monopolizing the conversation and cutting people off.

**Do:**
- Handle the situation.
- Break eye contact. Do not focus on this individual when you sense he or she is monopolizing.
- Thank the individual for his or her thoughts and state that it is important that the ideas of others now be heard.
- When the individual interrupts, tell him or her that the speaker was not yet finished and he or she will need to wait until that individual is finished.
- Establish a go-around where each person who wants to talk is heard.
- Refer to the Full Value Commitment regarding listening and communication. Be clear that your job is to give air time to all participants.

**Don’t:**
- Ignore the situation.
- Be sarcastic, or embarrass the individual.

**SITUATION:** Participant is very shy, withdrawn, or fearful.

**Do:**
- Use the individual’s name when talking to him or her.
- Use go-around strategies inviting participation.
- Have the group talk in pairs then report back to the full group.
- Do icebreakers that help create safety and comfort.
- Establish a go-around where each person who wants to talk is heard.
- Talk to the participant outside meeting time to see if there is anything that you can do to make him or her more comfortable.
- Accept his or her quietness.

**Don’t:**
- Embarrass the individual.
- Allow increasing withdrawal.
- Put individual on the spot.
SITUATION: The group is breaking down into cliques or subgroups and participants are feeling judged and excluded.

**DO:**
- Review the Full Value Commitment. Ask participants to name what they are doing well relative to the qualities they identified and what is challenging for them. Ideally participants will talk about this issue in the group; the group can brainstorm what to break this pattern and set a clear group goal regarding change.
- Choose activities that develop trust and mutual dependency.
- Purposely choose a mix from cliques or subgroups when creating smaller groups for activities or other small group work.

**DON’T:**
- Ignore the situation.
- Support one clique or subgroup over another.
- Model judgmental or excluding behavior.

SITUATION: A participant jokes around so much that the group continually loses its focus.

**DO:**
- Honor that the individual’s sense of humor is a strength, but also not how his or her behavior can have a negative effect on the group. Encourage alternative times for the joking.
- Do trust-building activities so that the person feels accepted without being a jokester.
- Give this individual the job of monitoring on-task time of the group.
- Pick an activity in which some participants are mute and choose this individual to be a mute participant. Process what this was like for the individual and the group at the end of the activity.

**DON’T:**
- Discourage having fun.
- Try to get even or compete.
- Try to embarrass the individual.
SITUATION: A know-it-all participant keeps putting down or dismissing the ideas of others.

**DO:**
- Acknowledge that person’s opinion and reinforce that there is no right answer. State it is important to now hear what others think and to listen without judging.
- State clearly something like this: “I heard you judged (or dismissed) Joe’s ideas when you said ________. I am uncomfortable with this because it is not consistent with the FVC or ground rules we all agreed to. I need everyone to please keep an open mind and consider sometimes very different perspectives or opinions.”
- Create opportunities for others to speak without this individual dominating through small group dialog or go-arounds.

**DON’T:**
- Ignore the put-down.
- Get into a disagreement with the individual, defending the other person’s stance.

SITUATION: Two participants get into a heated debate while other participants become disengaged.

**DO:**
- Summarize what you hear as the two different points of view in a neutral way. Tell them it’s time to hear from other people who may help them find a compromise or see things from different perspectives.
- Invite other people to state their perspective on the original topic. Clarify that individuals don’t need to be siding with either one of the two who were debating – it’s a time to explore new perspectives.

**DON’T:**
- Let the debate go on.
- Let the remaining discussion focus only on the issues the two individuals were debating – allow the conversation to shift if needed or desired.
- Side with either individual debating the point.

Source: Our voices: Our Community Youth Leadership Curriculum, Vermont Children’s Forum and Vermont Rural Partnership; 2005
### PERSONAL SAFETY

<table>
<thead>
<tr>
<th>Question</th>
<th>Strength</th>
<th>Neutral</th>
<th>Concern</th>
<th>Comments</th>
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<tbody>
<tr>
<td>When you rode a bicycle during the past 12 months, how often did you wear a helmet?</td>
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<td>How often do you wear a seat belt when riding in a car driven by someone else?</td>
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<tr>
<td>During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?</td>
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<td>During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?</td>
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<td>Is there a gun in your home?</td>
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<td>During the past 30 days, on how many days did you text or e-mail while driving a car or other vehicle?</td>
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<td>During the past 30 days, on how many days did you carry a <strong>weapon</strong> such as a gun, knife, or club?</td>
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<tr>
<td>During the past 30 days, on how many days did you carry a <strong>gun</strong>?</td>
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<tr>
<td>During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club <strong>on school property</strong>?</td>
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<td>During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?</td>
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<td>During the past 12 months, how many times were you in a physical fight?</td>
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<tr>
<td>During the past 12 months, how many times were you in a physical fight <strong>on school property</strong>?</td>
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<td>During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)</td>
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<tr>
<td>Have you ever been physically forced to have sexual intercourse when you did not want to?</td>
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# VIOLENCE (cont.)

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<th>Question</th>
<th>Strength</th>
<th>Neutral</th>
<th>Concern</th>
<th>Comments</th>
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<tbody>
<tr>
<td>During the past 12 months, have you ever been bullied <strong>on school property</strong>?</td>
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<td>During the past 12 months, have you ever been <strong>electronically</strong> bullied?</td>
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<td>Question</td>
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<tr>
<td>During the past 12 months, did you ever feel so sad or hopeless almost every day for <strong>two weeks or more in a row</strong> that you stopped doing some usual activities?</td>
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<td>During the past 12 months, did you ever <strong>seriously</strong> consider attempting suicide?</td>
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<td>During the past 12 months, did you make a plan about how you would attempt suicide?</td>
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<tr>
<td>During the past 12 months, how many times did you actually attempt suicide?</td>
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<td><strong>If you attempted suicide</strong> during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?</td>
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<td>During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?</td>
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<td>Have you ever tried cigarette smoking, even one or two puffs?</td>
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<td>How old were you when you smoked a whole cigarette for the first time?</td>
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<td>During the past 30 days, on how many days did you smoke cigarettes?</td>
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<td>During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?</td>
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<td>During the past 30 days, how did you usually get your own cigarettes?</td>
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<td>During the past 30 days, on how many days did you smoke cigarettes on school property?</td>
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<td>During the past 12 months, did you ever try to quit smoking cigarettes?</td>
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<td>During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?</td>
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<td>During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?</td>
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<td>During the past 30 days, on how many days did you smoke tobacco or flavored tobacco in a hookah, even just a puff?</td>
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<td>During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?</td>
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<tr>
<td>How old were you when you had your first drink of alcohol other than a few sips?</td>
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<tr>
<td>During the past 30 days, on how many days did you have at least one drink of alcohol?</td>
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<td>During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?</td>
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<td>During the past 30 days, how did you usually get the alcohol you drank?</td>
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<tr>
<td>During the past 30 days, where did you usually drink alcohol?</td>
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<tr>
<td>During the past 30 days, what type of alcohol did you usually drink?</td>
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<tr>
<td>During the past 30 days, on how many days did you have at least one drink of alcohol on school property?</td>
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<td>How wrong would most adults in your community think it was for kids your age to drink alcohol regularly?</td>
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<tr>
<td>How wrong do you think it is for someone your age to drink alcohol regularly?</td>
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<tr>
<td>During the past 30 days, what is the largest number of alcoholic drinks you had in a row, that is, within a couple of hours?</td>
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## DRUGS

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<th>Neutral</th>
<th>Concern</th>
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<tbody>
<tr>
<td>How old were you when you tried marijuana for the first time?</td>
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<tr>
<td>During the past 30 days, how many times did you use marijuana?</td>
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<tr>
<td>During the past 30 days, how many times did you use synthetic marijuana (also called K2 or Spice)?</td>
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<td>During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?</td>
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<tr>
<td>During the past 30 days, how many times did you use any form of cocaine, including powder, crack, or freebase?</td>
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<td>During the past 30 days, how many times did you sniff glue, breathe the contents of aerosol spray cans, or inhale any paints or sprays to get high?</td>
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<td>During your life, how many times have you used heroin?</td>
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<tr>
<td>During the past 30 days, how many times did you use heroin?</td>
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<tr>
<td>During your life, how many times have you used methamphetamines?</td>
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<tr>
<td>During the past 30 days, how many times did you use methamphetamines?</td>
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<tr>
<td>During your life, how many times have you used ecstasy?</td>
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<tr>
<td>During the past 30 days, how many times did you use ecstasy?</td>
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</tbody>
</table>
### DRUGS (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Strength</th>
<th>Neutral</th>
<th>Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>During your life, how many times have you taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor’s prescription?</td>
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<tr>
<td>During the past 30 days, how many times did you use a <strong>pain killer</strong> to get high, like Vicodin, Oxycontin?</td>
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<tr>
<td>During your life, how many times have you used a <strong>needle</strong> to inject any <strong>illegal</strong> drug into your body?</td>
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<tr>
<td>During the past 12 months, has anyone offered, sold, or given you an illegal drug <strong>on school property</strong>?</td>
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<tr>
<td>If you wanted to, how hard or easy would it be for you to get cocaine, LSD, methamphetamines, or other illegal drug?</td>
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<tr>
<td>How many adults have you known personally who, in the past year, have used marijuana, cocaine, or other drugs?</td>
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</tbody>
</table>
# SEXUAL BEHAVIOR

<table>
<thead>
<tr>
<th>Question</th>
<th>Strength</th>
<th>Neutral</th>
<th>Concern</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old were you when you had sexual intercourse for the first time?</td>
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<tr>
<td>During your life, with how many people have you had sexual intercourse?</td>
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<tr>
<td>During the past 3 months, with how many people did you have sexual intercourse?</td>
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<tr>
<td>Did you drink alcohol or use drugs before you had sexual intercourse the last time?</td>
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<tr>
<td>The last time you had sexual intercourse, did you or your partner use a condom?</td>
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<tr>
<td>The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy?</td>
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</tbody>
</table>

# HEALTH-RELATED TOPICS

<table>
<thead>
<tr>
<th>Question</th>
<th>Strength</th>
<th>Neutral</th>
<th>Concern</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been taught about AIDS or HIV infection in school?</td>
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<tr>
<td>Has a doctor or nurse ever told you that you have asthma?</td>
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</tbody>
</table>
## BODY WEIGHT / NUTRITION / ACTIVITY

<table>
<thead>
<tr>
<th>Question</th>
<th>Strength</th>
<th>Neutral</th>
<th>Concern</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the past 30 days, did you vomit or take laxatives to lose weight or to keep from gaining weight?</td>
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<tr>
<td>During the past 7 days, how many times did you drink 100% fruit juices?</td>
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<tr>
<td>During the past 7 days, how many times did you eat fruit?</td>
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<tr>
<td>During the past 7 days, how many times did you eat green salad?</td>
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<tr>
<td>During the past 7 days, how many times did you eat potatoes? (Do not count french fries, fried potatoes, or potato chips.)</td>
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<tr>
<td>During the past 7 days, how many times did you eat carrots?</td>
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<tr>
<td>During the past 7 days, how many times did you eat other vegetables?</td>
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<tr>
<td>During the past 7 days, how many times did you drink a can, bottle, or glass of soda or pop, such as Coke, Pepsi, or Sprite? (Do not count diet soda or diet pop.)</td>
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<tr>
<td>During the past 7 days, on how many days did you eat breakfast?</td>
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<tr>
<td>During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?</td>
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<tr>
<td>On an average school day, how many hours do you watch TV?</td>
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<tr>
<td>Question</td>
<td>Strength</td>
<td>Neutral</td>
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<td>Comments</td>
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<tr>
<td>On an average school day, how many hours do you play video or computer</td>
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<tr>
<td>games or use a computer for something that is not school work?</td>
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<tr>
<td>In an average week when you are in school, on how many days do you go</td>
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<td>to physical education (PE) classes?</td>
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</tr>
<tr>
<td>Question</td>
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<td>Neutral</td>
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<td>Comments</td>
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</tr>
<tr>
<td>In my home, there is a parent or some other adult who is interested in my school work.</td>
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<tr>
<td>In my home, there is a parent or some other adult who listens to me when I have something to say.</td>
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<tr>
<td>In my home, there is a parent or some other adult who believes that I will be a success.</td>
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<tr>
<td>At my school, there is a teacher or some other adult who believes that I will be a success.</td>
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<tr>
<td>Outside of my home and school, there is an adult who really cares about me.</td>
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<tr>
<td>Outside of my home and school, there is an adult who tells me when I do a good job.</td>
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<tr>
<td>I have a friend about my own age who really cares about me.</td>
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<tr>
<td>When I am not at home, one of my parents or guardians knows where I am and who I am with.</td>
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<tr>
<td>In my school, there are clear rules about what students can and cannot do.</td>
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<tr>
<td>I plan to go to college or some other school after high school.</td>
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<tr>
<td>At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council).</td>
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</tbody>
</table>
### RESILIENCY FACTORS (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Strength</th>
<th>Neutral</th>
<th>Concern</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside of my home and school, I am a part of clubs, sports teams, church, temple, or other group activities.</td>
<td></td>
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<tr>
<td>Outside of my home and school, I am involved in music, art, literature, sports, or a hobby.</td>
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<tr>
<td>During the past 30 days, how many days of school did you miss classes or school without permission?</td>
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</tbody>
</table>
Appendix 4: YRRS Data