



**LIVE WELL, TAKE ACTION:  
AMBASSADOR PROGRAM FOR EAST ASIAN YOUTH  
2017 EVALUATION REPORT**



**ALPHA EDUCATION &  
CHINESE CANADIAN NATIONAL COUNCIL TORONTO CHAPTER  
(CCNCTO)**

Last Updated: 2019

**TITLE:** *Live, Well, Take Action: Ambassador Program for East Asian Youth 2017* Evaluation Report

**WEBSITE:** [www.livewelltakeaction.com](http://www.livewelltakeaction.com)

**PROGRAM MANAGERS:**

Judy Cho

ALPHA Education

[www.alphaeducation.org](http://www.alphaeducation.org)

Jaclyn Wong

Chinese Canadian National Council Toronto Chapter

[www.ccnctoronto.ca](http://www.ccnctoronto.ca)

**ACKNOWLEDGEMENTS:**

Thank you to the collaborator organizations, ALPHA Education and the Chinese Canadian National Council Toronto Chapter (CCNCTO), for their support. The following groups and individuals are also acknowledged:

- Turtle Island, particularly the traditional territory of the Haudenosaunee and the territory of the Mississaugas of the New Credit First Nation
- Youth participants for their incredible enthusiasm and efforts
- Teachers and school administrators for their support and belief in the program
- Advisory committee and other professionals for their feedback
- Melissa Lai for translation
- Chase Lo, Ben Khoo and Helen Kim for their contributions

**GRANT ACKNOWLEDGEMENT:**

This program was supported by a grant from the Ontario Trillium Foundation. This funding support is gratefully acknowledged.



An agency of the Government of Ontario  
Un organisme du gouvernement de l'Ontario

*Cover Page Photo: Program's Final Event - Student Celebration on May 24, 2017*

# TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>3</b>
<b>PURPOSE OF EVALUATION</b>	<b>4</b>
<b>DATA COLLECTION METHODS</b>	<b>5</b>
Outcome Evaluation Measures	5
Method of Analysis	6
<b>BACKGROUND</b>	<b>9</b>
About the Program	9
Objective	9
Model	10
About the Participants	12
Demographics	13
<b>PROGRAM IMPACT</b>	<b>14</b>
Social Competency	15
Emotional Competency	20
Community Engagement	26
<b>CONCLUSION</b>	<b>34</b>
Value of the Program	34
<b>REFERENCES</b>	<b>36</b>
<b>APPENDICES</b>	<b>37</b>
APPENDIX A: ONLINE SURVEY QUESTIONS FOR LIVE WELL, TAKE ACTION PARTICIPANTS	37
APPENDIX B: INTERVIEW QUESTIONS FOR LIVE WELL, TAKE ACTION SCHOOL TEAM LIAISONS	45
APPENDIX C: LIVE WELL, TAKE ACTION STUDENT APPLICATION FORM	46

# INTRODUCTION

This evaluation report outlines the pilot year of the *Live Well, Take Action: Ambassador Program for East Asian Youth* that was implemented during the school year of 2016 - 2017. This was an after-school program that was held at three secondary schools under the York Region District School Board (YRDSB). The pilot year was funded by the Ontario Trillium Foundation as a Seed Grant. East Asian youth participants attended workshops on a weekly basis over a 6-week period and presented community group projects at the program's final event. Participants also attended various events outside of the program where they shared their group projects with peers, teachers, administrators and community members. The program was designed, managed and carried out by two collaborator organizations: ALPHA Education and the Chinese Canadian National Council Toronto Chapter (CCNCTO).



# PURPOSE OF EVALUATION

The purpose of the evaluation is to understand the program's impact in fostering East Asian youths' emotional and social competencies. The evaluation is also intended to demonstrate the effective use of self, culture and mental health as key knowledge areas, which youth participants explore throughout the program to gain self-awareness and develop healthy relationships.

The following areas of questioning are examined throughout the evaluation:

1. The extent of how much the participants' levels of emotional and social skills have been developed or improved
2. The ways in which the program have helped participants cultivate their self-identities and sense of well-being through the exploration of self, culture and mental health.

In essence, this is an outcome evaluation to determine the changes that have occurred in youths as a result of participating in the *Live Well, Take Action* program. The following four outcomes have been selected from Partnership for After School Education (PASE)'s Social and Emotional Youth Outcomes Inventory (2010) as a basis to evaluate program impact:

1. Improved Communication Skills
2. Improved Life Skills
3. Improved Relationships
4. Increased Leadership and Civic Engagement

These four outcomes are used to investigate the two aforementioned areas of questioning in order to determine the program's impact.

# DATA COLLECTION METHODS

This evaluation used multiple data collection methods to gather both qualitative and quantitative information to demonstrate its findings. This was a mixed-methods approach, in which qualitative and quantitative data were collected as a concurrent triangulation strategy - a process where both types of data were gathered simultaneously, analyzed separately and then combined to confirm findings (Creswell, Plano Clark, Gutmann, & Hanson, 2002). Participants’ perceptions of program impact were measured by asking them to reflect on their experiences with the program and the extent to which their experiences had an effect on their emotional and social competencies. School team liaisons were also included in the evaluation process. The school teams consisted of teachers, guidance counsellors, social workers, English Language Learner specialists, and school administrators.

## Outcome Evaluation Measures

The online survey for youth participants collected both qualitative and quantitative data. Survey questions were designed as a team effort between the project managers, the Executive Director of CCNCTO and a psychologist. Based on a diagnostic assessment that was conducted on participants prior to the start of the program, the youths were divided into two groups to complete two different versions of the survey. This approach was to obtain data that was more accurately reflective of program experiences and impact. The diagnostic assessment revealed varying levels of self-confidence, as well as diverse backgrounds and life experiences (ex: duration of time living in Canada, acculturation stage). Those who indicated lower levels of self-confidence and early stages of acculturation were asked to complete a survey version that encompassed more quantitative research questions while the others were asked to provide more qualitative information. The former was called Survey Version 1 while the latter was referred to as Survey Version 2. With the findings from Survey Version 1, the development of skills and the practice of skills were calculated as an average for a more comprehensible interpretation.

A total of 34 participants completed the online survey. One participant did not complete the survey but it was agreed by the project managers that her responses might have been insufficient, as she was unable to take part in the community group project. Two youths were initially participants but for unforeseen circumstances, they withdrew from the program early on. From a total of 35 participants, the response rate for the online survey was 97%. The participant ratio of the two survey versions was as follows:

**Figure 1: Participation Ratio of Online Surveys**

Survey Version	Number of Students	Percentage
1	14	41%
2	20	59%
<b>Total:</b>	<b>34</b>	<b>100%</b>

It was required by youth participants to complete the online surveys within a week of the final event to ensure better retention. The project managers also considered that it was a reasonable amount of time for participants to complete the survey, allowing them to give more thought to their responses. As an inclusive measure, participants were given the option to respond in a language that they were most comfortable with. Non-English responses were subsequently translated by a CCNCTO staff member for data analysis. Most of the youth participants gave consent to sharing their names publicly on reports and other program material. Refer to Appendix A for both versions of the online survey.

The interviews for school team liaisons gathered qualitative information. Interview questions were designed collaboratively with the project managers and the Executive Director of CCNCTO. One interview was conducted for each of the three school team liaisons and were held at their respective secondary schools. Each of the interviews were administered by both project managers and were approximately 30 - 45 minutes long. All of the school team liaisons gave consent to have their interviews audio recorded but asked to keep their identities anonymous. Refer to Appendix B for the interview questions that were asked to school team liaisons.

A collection of observations from project managers was included as another data source. After every program workshop and event, both managers debriefed on the participants' personal growth and experiences. Specific youths were mentioned when a significant or new change in skill development or level of knowledge was observed. Furthermore program attendance records and volunteer hours that participants accumulated at program events were also tracked by project managers.

## Method of Analysis

Content analysis was used to examine the qualitative that further provided quantitative data. The content analysis technique allowed the project managers to systematically evaluate written communication by generating frequencies of certain words and phrases that were analyzed by the selected outcomes to make valid references (Weber, 1990). Descriptive analysis was used to evaluate the quantitative information. Numerical values were highlighted to demonstrate relevant findings.

As mentioned earlier in the evaluation purpose, four outcomes were chosen from PASE's Social and Emotional Youth Outcomes Inventory (2010) to determine program impact.

Each of the outcome were followed by indicators and sub-indicators, which were used to assess the data. Most of the ones selected for the evaluation were provided by PASE but a few of them were created to better accommodate the *Live Well, Take Action* program. Figure 2 lists the indicators and sub-indicators for each outcome.

**Figure 2: Selected Outcomes, Indicators and Sub-Indicators For Program Evaluation**

Outcome	Indicator	Sub-Indicator
Improved Communication Skills	Effective expression of thoughts and feelings	<ul style="list-style-type: none"> <li>● Frequency of feeling understood</li> <li>● Ability to speak in public</li> </ul>
	Increased assertiveness in social context	<ul style="list-style-type: none"> <li>● Rate of participation in group discussions and activities</li> <li>● Ability to listen actively</li> </ul>
Improved Relationships	Increased ability to work with others to accomplish goals	<ul style="list-style-type: none"> <li>● Level of willingness to perform different tasks and roles in groups</li> <li>● Ability to compromise</li> </ul>
	More positive interaction with peers	<ul style="list-style-type: none"> <li>● Level of comfort with peers</li> <li>● Ability to productively work with peers in small and large group settings</li> <li>● Ability to build relationships</li> </ul>
Improved Life Skills	Increased planning skills, time management, resourcefulness and realistic goal setting	<ul style="list-style-type: none"> <li>● Ability to plan and complete a project</li> </ul>
Improved Life Skills (Cont'd)	Increased accountability and/or sense of personal responsibility	<ul style="list-style-type: none"> <li>● Ability to take responsibility for one's own actions</li> </ul>
	Improved resilience	<ul style="list-style-type: none"> <li>● Frequency of demonstration of using multiple strategies to achieve a goal</li> <li>● Interest in seeking help with challenges</li> </ul>
	Increased sense of purpose and self-direction	<ul style="list-style-type: none"> <li>● Ability to understand one's own values</li> <li>● Ability to recognize one's own strengths and weaknesses</li> </ul>
	Regulate and manage emotions (coping with negative feelings)	<ul style="list-style-type: none"> <li>● Ability to manage stress</li> <li>● Ability to maintain school/work-life balance</li> </ul>
	Expanded global and cultural awareness	<ul style="list-style-type: none"> <li>● Level of interest in investigating other countries and cultures</li> <li>● Ability to recognize and respect different perspectives</li> </ul>

		<ul style="list-style-type: none"> <li>● Ability to communicate complex ideas</li> </ul>
Increased Leadership and Civic Engagement	Increased awareness of issues that impact life and community	<ul style="list-style-type: none"> <li>● Ability to recognize issues that impact life and community</li> </ul>
	Increased action and engagement on specific issues affecting life and community	<ul style="list-style-type: none"> <li>● Level of interest in taking action regarding issues affecting life and community</li> <li>● Level of capacity in taking action regarding issues affecting life and community</li> </ul>

# BACKGROUND

## About the Program

### Objective

The *Live Well, Take Action: Ambassador Program for East Asian Youth* acts as a proactive measure to address the mental health issues among East Asian youths in the Greater Toronto Area. The after-school program encourages East Asian youths to cultivate their self-identities and sense of well-being by strengthening their social and emotional competencies. By the end of the program, youth participants become ambassadors to advocate community needs while continuing to personally develop their skills.

Recent findings indicated that there was a need to address mental health issues among East Asian youths. East Asian students made up 15% of the Toronto District School Board's (TDSB) population, which was approximately 39,400 students (2015). In York Region, over 20% of its population was of East Asian descent and it has been expected to grow to one-third by the year of 2031 (2011). According to TDSB's Student Census of Grades 7-12, approximately 1 out of 3 East Asian high school students indicated low levels of emotional well-being. Compared to other ethno-racial groups, East Asian students were least likely to have high/middle levels of emotional well-being (Yau, Rosolen, & Archer, 2013). To further break it down, East Asian students were found to have lower levels in all areas of positive feelings and self-perceived social skills than the overall TDSB student population. Positive feelings included: good about myself, reasonably happy, hopeful about the future, and the way I look. Socially-related skills included: social skills, oral communication, conflict mediation, and leadership. Across all of the areas of emotional challenges - stress, anxiety, lack of confidence, feeling down and loneliness - East Asian students had higher levels than the overall TDSB student population (Yau, Rosolen, & Archer, 2015). Furthermore an Ontario study on mental health among East Asian youths revealed that they were experiencing challenges with self-identity and sense of belonging (Poon, Zhang, & Hung, 2015).

Knowing that those who experience mental issues at younger ages are more likely to have greater health and social problems as adults (Mental Health Commission of Canada [MHCC], 2016), the *Live Well, Take Action* program hopes to alleviate this mental health crisis among East Asian youths by fostering social and emotional skills that can better prepare them for potential issues. In other words, the program is taking initiative on equipping East Asian youths before they reach more severe stages of mental health issues, thus mitigating the circumstances mentioned earlier. The *Live Well, Take Action* program is not for those who have been diagnosed with mental health issues, as it is not group counselling, nor a form of treatment to remedy a condition. It is, however, a safe learning environment for any East Asian youth - diagnosed or not - to explore the ways in which they can develop their social and emotional skills to better themselves and become empowered to act as allies through community engagement.

## Model

The program model is based on transformative learning strategies (action and reflection), and culturally relevant and responsive pedagogy. Through the knowledge areas of self, culture and mental health, East Asian youth participants learn and develop the following four skill sets: interpersonal skills, critical thinking, wellness, and community building. These knowledge areas and skill sets are based on the Ontario Grades 9 to 12 Health and Physical Education (2015) curriculum and the Grades 9 to 12 Social Sciences and Humanities (2013) curriculum. Youth participants attend six workshops that are designed with interactive activities, reflective practices, discussions and guest speakers. They apply their skills and knowledge by creating community group projects to meaningfully engage with people and communities outside of the program. Group projects highlight social issues that youth participants select themselves and develop with the guidance of program staff. Youth participants then continue their application of skills and knowledge at the program's final event and community venues by presenting their group projects. The following four figures outline elements of the program approach and list the workshop titles that had been finalized for the program's pilot year.

**Figure 3: Program Skill Sets**

<b>Interpersonal Skills</b> <ul style="list-style-type: none"><li>● Communication skills</li><li>● Relationship and social skills</li><li>● Public speaking</li></ul>	<b>Critical Thinking Skills</b> <ul style="list-style-type: none"><li>● Reflection/Evaluation</li><li>● Inquiry skills</li></ul>
<b>Community Building Skills</b> <ul style="list-style-type: none"><li>● Organization</li><li>● Conflict resolution</li><li>● Civic engagement</li></ul>	<b>Wellness</b> <ul style="list-style-type: none"><li>● School/work-life balance</li><li>● Self-care/coping skills</li><li>● Mental health awareness</li></ul>

**Caption: These skill sets are based on the Living Skills from the Ontario Grades 9 to 12 Health and Physical Education (2015) curriculum.**

The three knowledge areas include but are not limited to the following topics:

**Figure 4: Program Knowledge Areas**

<b>Self</b>	Self-esteem, self-awareness, identity, intersectionality, civic responsibility as an active citizen (ex: youth rights)
<b>Culture</b>	Ethnic or racial identity, bi- or multi-cultural identities, history, cultural norms and dominant discourses, stereotypes, current issues (ex: immigration, acculturation, generational differences, lack of representation, etc.)
<b>Mental Health</b>	Well-being, healthy relationships/social circles, mental health awareness, stigma, self-care, coping mechanisms

**Caption: These three areas reinforce one another and are based on overall expectations from the Ontario Grades 9 to 12 Health and Physical Education (2015) curriculum, as well as the Ontario Grades 9 to 12 Social Sciences and Humanities (2013) curriculum.**

**Figure 5: Program Approach to Skill Sets and Knowledge Areas**



**Caption: The program approaches the knowledge areas and skill sets in an interconnected manner, as they influence and support one another in youths' learning and development.**

**Figure 6: List of Workshop Titles**

<b>Week</b>	<b>Workshop Title</b>
1	Self & Cultural Identity: The Concept of Intersectionality
2	History: War, Migration, Racial Discrimination, East Asian Contributions
3	Indigenous Relations: Being an Immigrant and Settler on this Land
4	Mental Health: Supporting Ourselves and Each Other
5	Civic Activism: Engagement in the Community and Society
6	Collaboration: Taking Action Together

## About the Participants

Participants were racialized youths who identified as East Asian, which meant that their ethnicities or cultures belonged to East Asian nations, particularly China and South Korea. There were several youths who identified as Chinese but were from nations such as Taiwan and Malaysia. Identifying as East Asian was the only strict criteria in applying for the *Live Well, Take Action* program. As long as the youths were motivated to make an impact in the community, they were not expected to have any kind of experience in skills or knowledge. Youths were recruited by teachers or they nominated themselves by providing a reference or a written testimony explaining why they would be an ideal candidate for the program. This was to ensure an inclusive approach to allow all kinds of youths to participate, as some might find it more difficult than others to be active in the school community. Refer to Appendix C for the *Live Well, Take Action* Student Application Form.

## Demographics

The program was open to youths of all grades as a means to consider the varying ages within one grade, thus avoiding the possibility of singling out an individual.

At the end of the program, a total of 35 youth participants received a certificate of completion. The participants' breakdown of grade, gender and length of residency in Canada are as follows:

**Figure 7: Participant Breakdown by Grade and Gender**

Grade	9	10	11	12	Total
Female	2	4	9	10	25
Male	1	4	3	2	10

Based on their length of residency, youth participants came from a range of generations. Almost two-third of the youths identified as newcomer while a quarter grew up in Canada (see Figure 8). This meant that participants were at varying stages of acculturation, which differentiated their lived experiences and levels of understanding in their self-identities and sense of well-being. For instance, youths who arrived recently to Canada might consider their East Asian culture as a prominent aspect of their identity, as they might have grown up in a homogenous nation while those who have lived in Canada their entire lives might have adapted to a more diverse environment.

**Figure 8: Participant Breakdown by Length of Residency in Canada**

Length of Residency in Canada				
< 2 years	3 - 5 years	6 - 10 years	11+ years	Entire life
22	2	2	1	8
63%	6%	6%	3%	22%

# PROGRAM IMPACT

From February to June 2017, a total of 18 workshops were held across three secondary schools under the York Region District School Board. Among the 35 youth participants and 4 youths who were not participants, the total number of hours that all of the youths contributed was 772.5 hours. Most of these hours were signed off as volunteer hours for the Ontario Secondary School Diploma requirement of a minimum of 40 hours of community involvement. Of the total number of hours, over half of the time was spent on workshops while the rest was for the program event and venues outside of the program. In other words, youths spent almost half of the time engaging meaningfully with people and communities outside of the program (see Figure 9). Youths who were non-participants were included in this tally because they contributed to the program by joining in on the workshop activities and assisting participants with events. Some of the non-participants were not able to continue with the program while others dropped in because they were interested.

**Figure 9: Breakdown of Program Hours**

	Workshops	Events	Total
Youth Participants (35)	392	362.5	754.5
Non-participants (4)	10	8	18
<b>Total:</b>	402	370.5	772.5
<b>Percentage:</b>	52%	48%	100%

Throughout the program, project managers noticed the high levels of enthusiasm, as youth participants were always looking forward to attending workshops or sharing their group projects at events. At the end of each workshop, a number of them would linger in the classroom to chat or ask questions about the program activities. Participants would cancel other extracurricular activities or split their after-school time with another school club to partially attend workshops. If they were unable to make it, they would express guilt or sorrow. Almost two-thirds of the youth participants had a perfect attendance record (see Figure 10).

**Figure 10: Breakdown of Participant Attendance Rates**

Participant Attendance Rate	Number of Participants	Percentage of Participants
100% (6 workshops)	23	65%
83% (5 workshops)	10	29%
67% or below (4 workshops or less)	2	6%
<b>Total:</b>	35	100%

The *Live Well, Take Action* program focused on fostering youth participants’ social and emotional skills, using the knowledge areas as a vehicle for learning and development. Although they are interconnected, the following two sections discuss the participants’ social and emotional competencies separately to better demonstrate program impact.

## Social Competency

Many youth participants expressed how the program helped them become more confident in their interpersonal skills. Some specified how they grew more comfortable speaking up while others were glad that they became more open to sharing their opinions with others. A few even added that they enjoyed listening to the thoughts of other participants, which might have reinforced their confidence to speak out as they hear commonalities or interesting insights from their peers. A couple of youths mentioned about their improvement in public speaking skills. The project managers observed that the participants who were quiet at the beginning of the program spoke up more often as the program progressed.

*“Before I was afraid to approach others and it is always other people approaching me to say their needs. However, after the program, I am able to take the initiative to start a conversation with other people and most importantly, I am doing it naturally and it is not awkward for me.” (Jessica)*

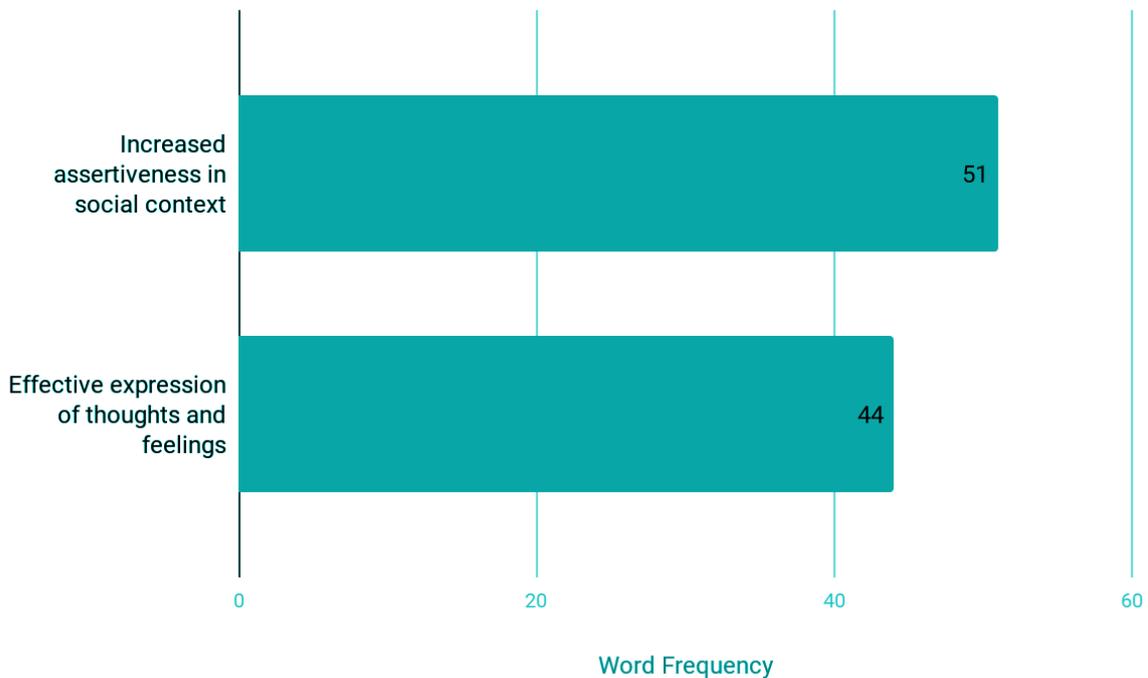
Some youth participants acknowledged the program for providing them with opportunities to develop and practice their interpersonal skills. They referenced specific situations, such as workshop discussions, and community group projects, and one youth seemed proud that they had the chance to speak to a reporter at the Student Celebration. Another youth pointed out how the program had helped them reduce their stage fright. A handful of participants felt that the speaking opportunities at the program allowed them to practice their English.

*“I learned to share with others about who I am, and enjoyed listening to my peers’ experiences and opinions towards certain topics. I made some great friends throughout this program, and I appreciated how the instructors worked so hard in creating a welcoming, warm, and safe environment where we could freely have a conversation and find our sense of belonging in the school environment.” (Clara)*

At a deeper level, several youth participants recognized the value in improving their interpersonal skills and spoke about how it contributed to their confidence as a person, as well as their assertiveness in reaching out to others and taking initiative. Joanna stated, “Through this program... I have learned that no one is born with these skills, and that the skills can be acquired through constant practice.” Youths also realized that interpersonal skills were beneficial in making friends and ended up fostering new relationships throughout the program. Some participants extended their awareness by building empathy towards others. One youth shared, “I better understand the way other people communicate and deal with their problems.”

Of the 34 responses from youth participants, most referred to an increase in assertiveness in social contexts, particularly a higher rate of participation in group discussions and activities. Participants also indicated greater effectiveness of thoughts and feelings, especially their ability to speak in public (see Figure 11).

**Figure 11: Program Impact on Improving Communication Skills**



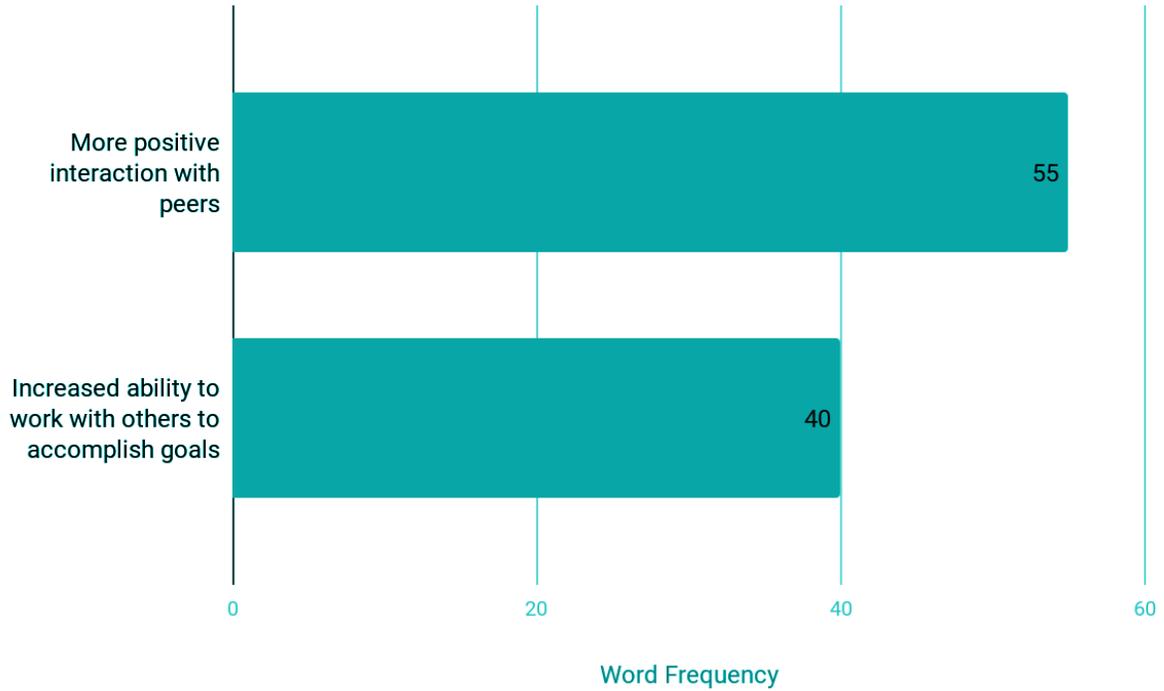
For most participants, building community and connections with others became an important aspect in their lives. A few youths referenced specific workshop activities that helped them learn how to build better relationships and reach out to new people. Amy M. remarked, “My social skills improved a lot throughout the program. I used to stay in my comfort zone with only my friends but now I can connect with others in my school and even outside of the school.” Many participants emphasized their deeper understanding of the value in working together respectfully and being mindful of the strengths and resources that team members were contributing to the group. Some participants recognized that the community group project was a major opportunity for them to hone their organization skills and although a few were honest about facing certain obstacles, they managed to overcome them through conflict resolution. Several youths gained a sense of community as they learned about their peers’ projects throughout the workshops and at events. A number of participants found it helpful to have gathered resources on different organizations and services that were beneficial to them.

*“Through this program, I have learned that nothing can be done alone, or at least it is hard to accomplish so much by yourself. I’ve come to realize that coming together and working side by side will be much better than alone. You have tons of support and everyone’s strengths and weaknesses balance each other’s out.” (Betty)*

*“I developed the skills of making healthy relationships. For example, when we were having conflicts on how to express our ideas in the video, we would really sit down and listen to each other and talk each other’s ideas... [being] open minded. That really makes the teamwork effective.” (Youth Participant)*

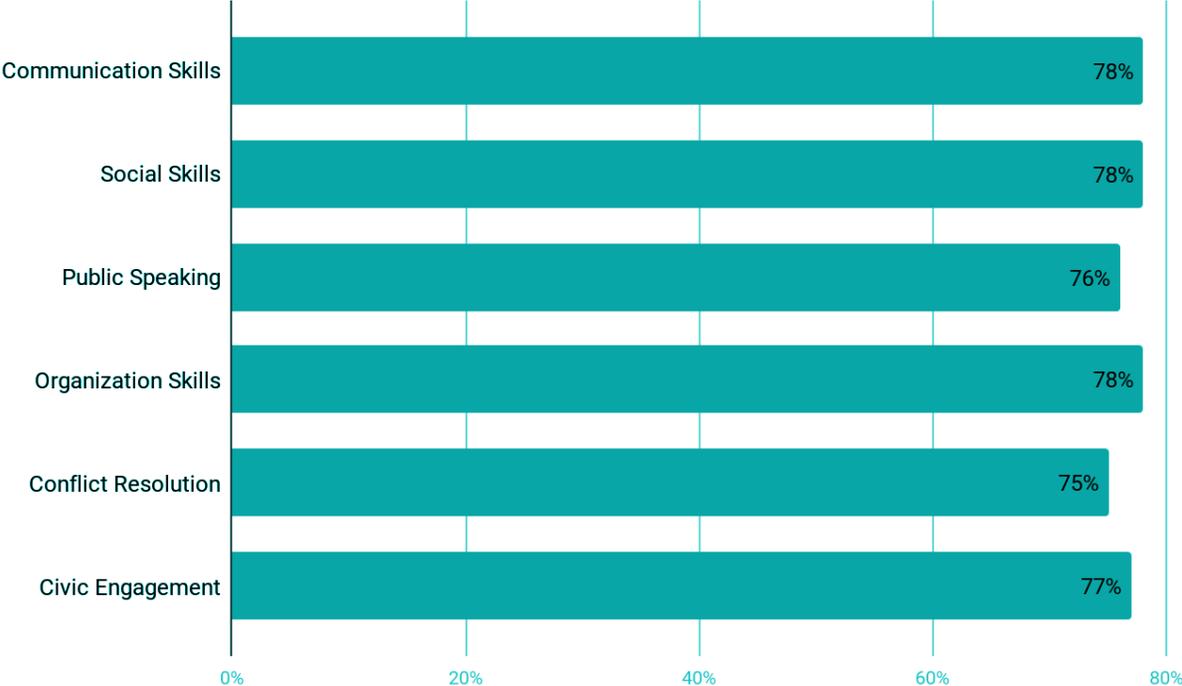
Of the 34 responses from youth participants, many mentioned a more positive interaction with peers, notably an increased level of willingness to perform different tasks and roles in groups. There was also an improvement on youths' ability to work with others to accomplish goals and build healthy and respectful relationships (see Figure 12).

**Figure 12: Program Impact on Improving Relationships**



In Survey Version 1, the instructions indicated that 80 - 100% meant there was a lot of change in confidence level while 0% meant that there was no change. Of the 14 responses from Survey Version 1, youths nearly experienced a high level of change in communication and relationship building after participating in the program, which correspond to the aforementioned findings of social competency. Figure 13 demonstrates the increase of participants' skill development and practice, which was compared from before and after the program.

**Figure 13: Increase of Participants' Interpersonal Skills and Community Building (Before and After Comparison)**



## Emotional Competency

A number of youth participants attributed their increased awareness of mental health to the program. They shared about how they felt more equipped to balance their busy lives and deal with stress. For some participants, it was helpful to learn concrete tools to apply to their daily lives, such as reflective practices and muscle relaxation exercises. Eric found that he developed a more positive mindset after gaining new knowledge about well-being. Several participants became more conscious of their emotions, which encouraged them to be proactive in taking care of themselves. This also meant asking for help and finding support systems. By the end of the program, it was evident that well-being became a priority in the participants' lives, as they came to acknowledge the importance of being healthy and confident.

*“Caring about my own mental health is something that I struggle with, as I consider myself somewhat of a workaholic... Another problem is that I am a perfectionist... I finally realized through this program that I should not only worry about my problems, but learn to take action, because it is worth my mental health.” (Youth Participant)*

*“This program has taught me a lot about balancing personal schedules and how to take care of yourself physically and mentally. I developed skills on how to balance my busy life and how to cope with all my stress when it gets overwhelming. I became even more aware of mental health and how it affects others.” (Betty)*

Not only was it comforting to feel more prepared to deal with personal issues but it was also beneficial to recognize how mental health played a role in others' lives. A number of youths highlighted the need to reach out and be vigilant of others' mental health. The detrimental effects of stigma around mental health became clearer for several participants and many asserted the importance of ensuring mental health support. Youth participants became more mindful of others as they learned about mental health and fostering healthy relationships. Some mentioned about the potential impact of their personal health on others in their social circles and community, and made connections to the quality of their relationships with their well-being. One student appreciated the program for introducing a spiritual perspective to mental health.

*“Mental health issues are not issues that we can ignore. We have to be supportive of those who are suffering from it. If we ever have mental issues, be willing to seek support from your family, friends, teachers, anyone that you can trust, and talk to, [as] it will be the only solution.” (Adrian)*

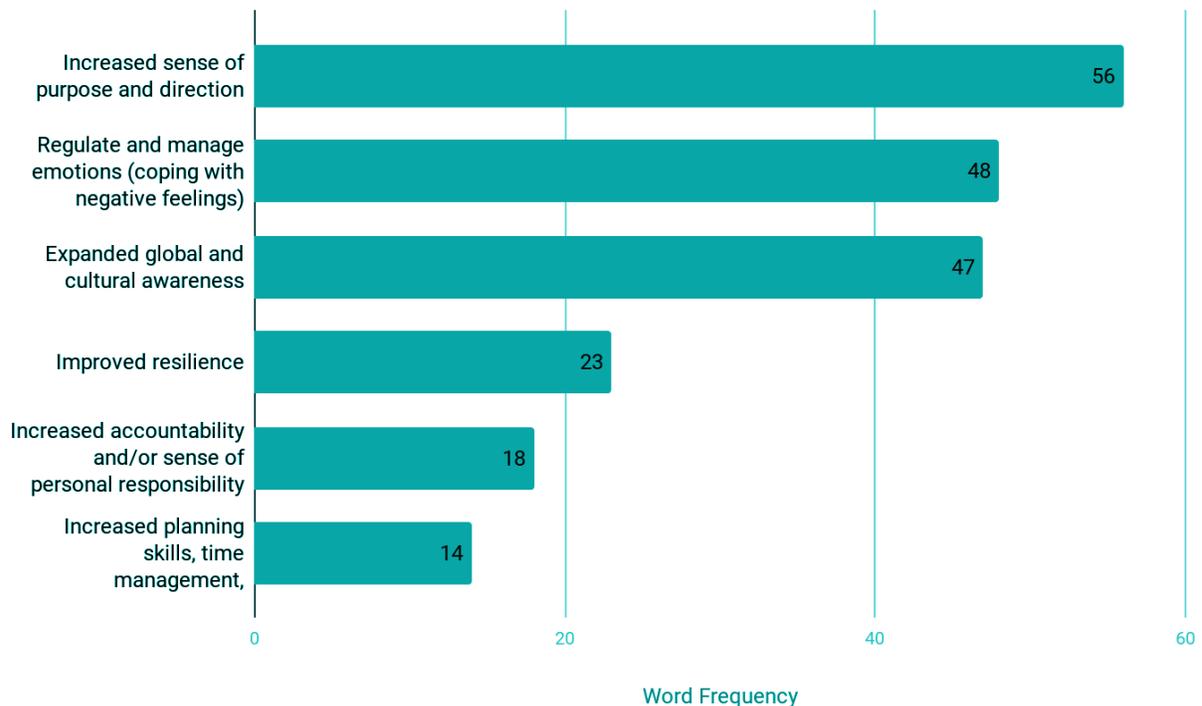
*“Mental health is an important aspect in life and we can find good mental well being in situations where we have good relationships with good people.” (Caitlin)*

A number of youth participants acknowledged the importance of knowing one’s identity and being aware of one’s sense of self. Some participants referenced their increased understanding of social and cultural factors that influenced their identities while others came to recognize the need to prioritize their personal development. Those who were new to their environment specified about adapting to their circumstances, which involved making adjustments to their outlook on life. These reflections helped participants gain a higher level of respect for themselves and others, as they took pride in themselves and become more empathetic towards others. A few youths discovered new aspects of their identities, which deepened their self-awareness. Several participants positioned themselves at a macro-level and discussed their responsibility in society and credited the program to inspire them to use their strengths to help others while working on improving themselves. For a couple of them, it was helpful to unpack different issues and connect with the community to better understand why it was important to support others.

*“The sessions helped me to gain a deep intuitive understanding of myself and who I am as a Canadian-Korean, and taught me how to be proud of my identity.” (Youth Participant)*

Of the 34 responses from youth participants, the majority made reference to an increased sense of purpose and self-direction, which meant being able to better understand one’s own values and recognize one’s strengths and weaknesses. Many also spoke about improving their ability to regulate and manage emotions, such as managing stress and maintaining a school/work-life balance (see Figure 14).

**Figure 14: Program Impact on Improving Life Skills**



Learning more about their cultural identities was a common response among the youth participants. Several of them made connections between culture and history, and how certain narratives had impacted their cultural identities, such as the model minority myth, intergenerational trauma, and relations between Canada and Asia. It was resonating for some youths who came to embrace their Asian identities and attributed the program for this newfound self-assurance. They recognized that the workshop activities encouraged them to reveal more about their cultures, which helped foster a greater sense of pride of their backgrounds. Jennifer pointed out her openness to the fluidity of the concept of culture but was also cognizant of the distinction of particular cultures. Another youth was grateful of the program simply providing them a space to explore their identity, stating “I developed a better understanding of my identity. I never really think about being a Chinese living in Canada.” As shown in Figure 14, a significant number of responses referred to an expansion of global and cultural awareness, which meant becoming more interested in learning about cultures and respecting various perspectives.

***“Wellness was paid much attention to in every session. We not only talked about them but also attached importance to it all the time. We gave respect to others when they were sharing ideas; we also considered a variety of perspectives in discussion, such as Asians, Canadians and Asian Canadians.” (Andrea)***

***“认识了有着不同 / 相似文化背景的朋友，并且与之分享自己的故事。对自己的文化背景更有自信，见解与共鸣。” (Linda) [Translated from Simplified Chinese: I got to know more friends who have different, as well as similar cultural backgrounds. We shared our stories together. I feel more confident of my culture.]***

Some youth participants revealed conflicted thoughts of their identities and spoke about their embarrassment of their East Asian backgrounds. They described it as “shame” or “lack of confidence” in being East Asian and felt that the program had helped them see past this inner turmoil. Their increased understanding of their own cultures fostered a greater respect for themselves, thus becoming more confident of who they were. A few youths referred to their difficult journeys of acculturation in Canada and were thankful for the program in reassuring them of their concerns.

***“I learned that it was possible to have a shared identity, being both Canadian and Taiwanese, and that I should take equal pride in both sides...” (Youth Participant)***

***“I tried to avoid talking about newcomer challenges at school because this forced me not to find excuses for myself when I felt challenged studying in Canada. This program was very important for me, as it taught me that the challenges are common and that I shouldn't think I am bad because it was hard doing something.” (Andrea)***

In addition to self-awareness of one’s own emotions and thoughts, youth participants also became cognizant of those around them and in doing so, grew more empathetic toward others. It began with the program challenging youths’ perspectives and expanding their ways of thinking. Participants shared how they became more careful with approaching issues, as they had come to realize the need to consider the

multiple factors involved. One youth stated, “I learned how to think more “outside the box”, and on techniques on how to reflect on myself more thoughtfully.” For some participants, the program deepened their understanding of the topics discussed, which helped them reach more insightful conclusions. Several participants appreciated the program for encouraging them to develop a greater awareness of others’ opinions, thus responding with a more respectful manner.

***“我通过这次活动了解了我许多不知道的历史和社会现象，这让我能进行思考并对这些现象做出自己所能做的去帮助改变。” (Fira) [Translated from Simplified Chinese: In the program, I learned lots of history and social problems, which I never knew. The experience helped me to think about these issues and do what I can to make changes.]***

***“I became more confident and I believe my confidence will inspire other people to be more confident of themselves too.” (Jessica)***

Furthermore the reflection turned inward, as many youth participants expressed how they became more introspective throughout the program. A few mentioned specific program activities, such as the post-session tasks and self-evaluations. Fira explained how she was able to identify her strengths and weaknesses through the program and made a commitment to becoming a better person. A couple of participants were also inspired by their own reflections and appreciated the program for providing them with concrete tools to help them progress. Some youths highlighted their gratitude for the program in giving them opportunities to practice their critical thinking skills.

***“I used to think in one direction and barely reflect on anything from some issues. Throughout the program, I learned the importance of reflection and evaluation about different issues and start learning to think wider with my thinking skills.” (Amy M.)***

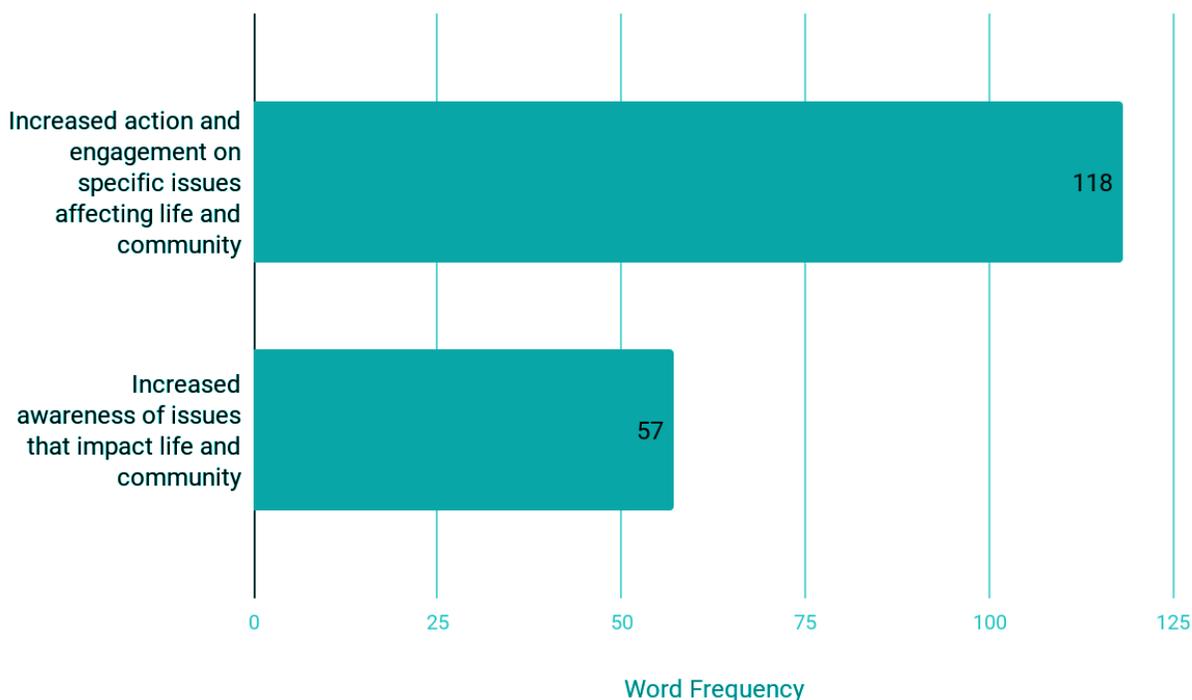
***“There are really thoughtful topics for you to look deeper into after the sessions and can benefit your own critical thinking afterwards.” (Jiale)***

At the same time, many of the youth participants developed greater awareness of the diversity of cultures, as they not only shared about their respect for other cultures but they were also cognizant of the influence of cultures on identity and the varying factors that constitute culture. Participants also became mindful of the issues that affected certain cultural groups and referenced subject matters, such as stereotypes, racism and discrimination. A couple of youths underlined the need to inform others at a larger scale and engage in dialogue in order to work towards addressing equity issues.

***“I learned to reflect on topics through more than just one lens. I would normally be able to think critically through a singular lens, but there are more perspectives that we want to think through in order to treat everyone equitably.” (Caitlin)***

Of the 34 responses from youth participants, a large number of them mentioned about increased action and engagement on specific issues affecting life and community, which meant that there were increased levels of interest in taking action, as well as greater capacity in taking action. In other words, youths became motivated to address social issues and felt that they were better equipped to pursue such a path after participating in the program (see Figure 15).

**Figure 15: Program Impact on Increasing Leadership and Civic Engagement**



Several participants found the historical and societal components of the program to be very impactful on their self-awareness and became more empathetic toward those who were affected by equity issues, such as discrimination and racism. Those who were already critical of such topics felt that the program deepened their knowledge and motivated them to continue their learning, as well as exploring their ability to address such issues. This also included a greater sensitivity towards the Indigenous peoples of Canada and a yearning for more information about them.

*“I learned about the hardships of aboriginal people and the different histories in different cultures.” (Kelly)*

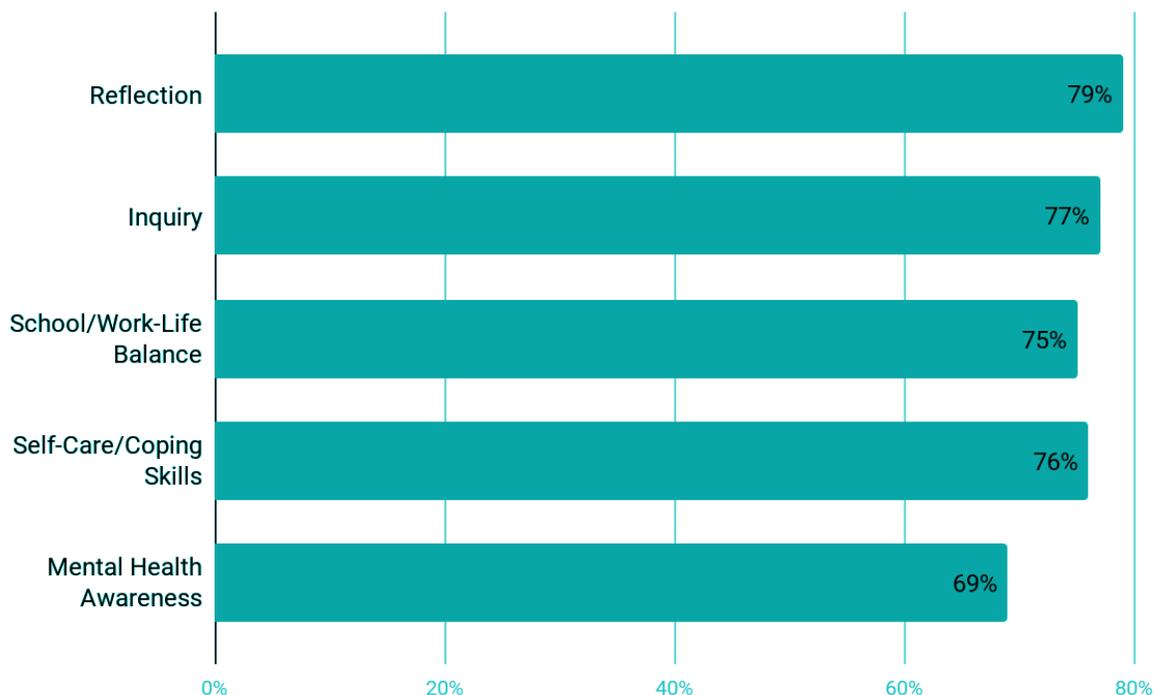
*“Intergenerational trauma影响了一代又一代人, 从而可见racism对人们的影响是巨大的。” (Linda) [Translated from Simplified Chinese: Intergenerational trauma have impacted several generations. Therefore racism affects us tremendously.]*

*“The topics we discussed were very meaningful and closely to current life and society. A lot of them, such as homophobia and newcomer challenges, are issues we recognize but hardly discuss about some of them, like taboos. I am so happy to have the chance to talk openly about them with people who have same interests.” (Andrea)*

*“以后我会更加积极地去参加社会上的活动，付出自己的一份力去帮助他人，帮助消除社会不足的现象。我相信哪怕我做的事情很小很小，它也会对这个社会产生影响。” (Fira) [Translated from Simplified Chinese: In the future, in order to eliminate some social issues, I want to participate in more social activities and make contributions to help others. I believe I can make changes and impact others, no matter what I do, big or small.]*

In Survey Version 1, the instructions indicated that 80 - 100% meant there was a lot of change in confidence level while 0% meant that there was no change. Of the 14 responses from Survey Version 1, youths experienced a medium to high level of change in critical thinking skills and wellness after participating in the program, which correspond to the aforementioned findings of emotional competency. Figure 16 illustrates the increase of participants’ skill development and practice, which was compared from before and after the program.

**Figure 16: Increase of Participants’ Critical Thinking and Wellness (Before and After Comparison)**



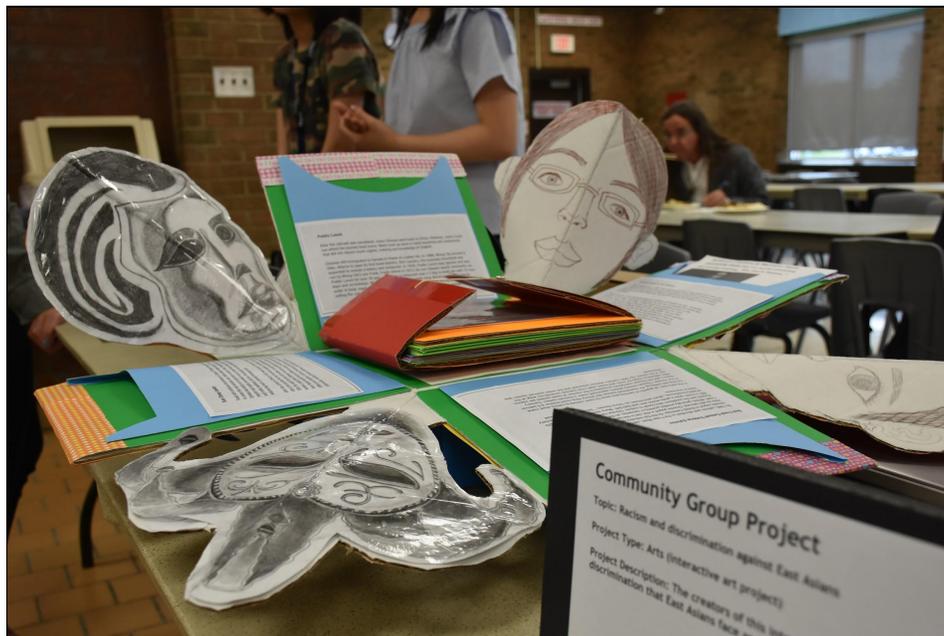
## Community Engagement

Youth participants created a total of 11 community group projects by the end of May 2017. The topics they self-selected and covered in their projects are listed in Figure 17, followed by images of the projects.

**Figure 17: List of Community Group Project Types and Topics**

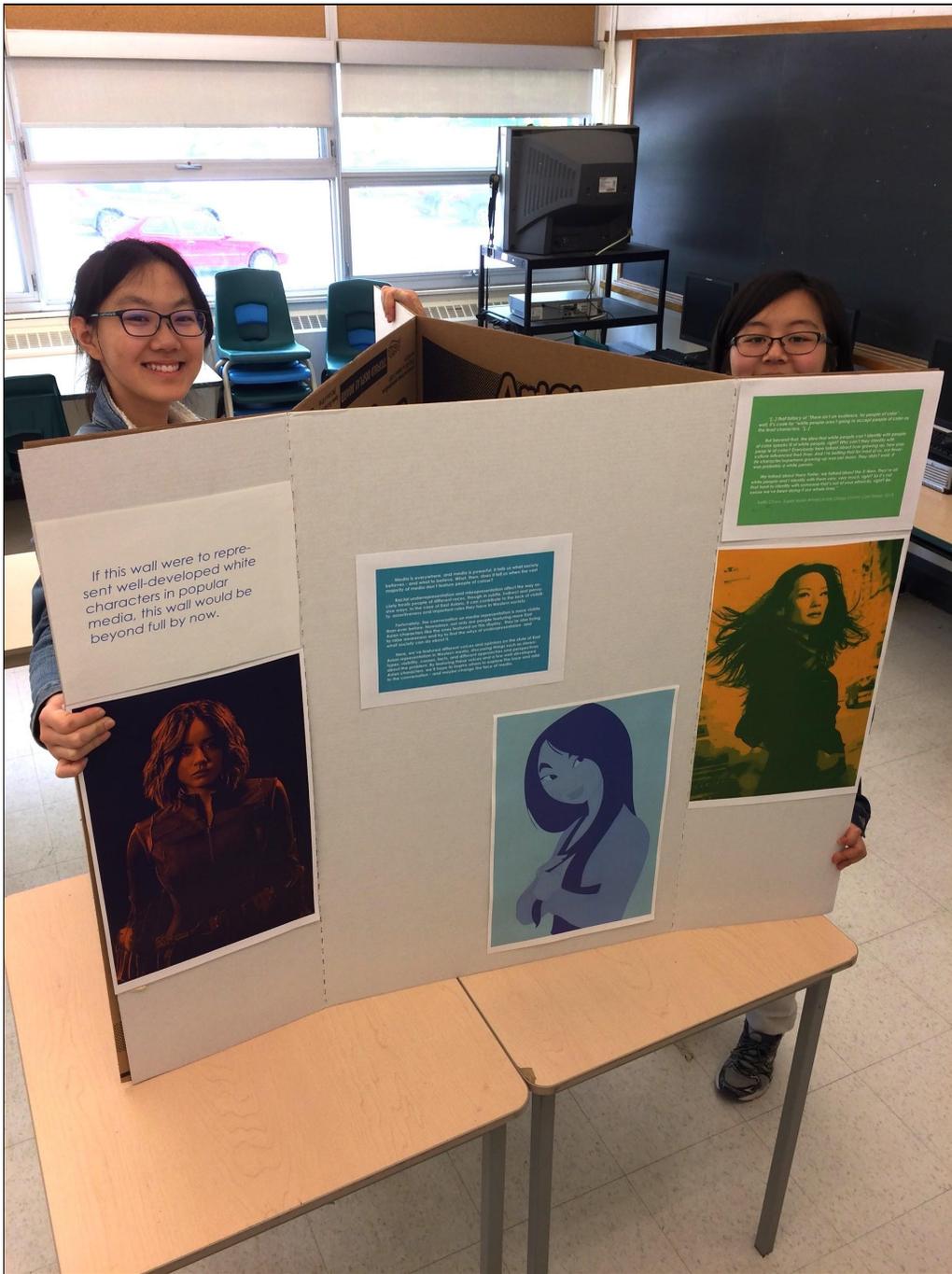
Project Type	Topic
Arts	<ul style="list-style-type: none"> <li>● Racism and discrimination against East Asians (interactive art project)</li> <li>● Lack of proper Asian representation in Western media (arts display)</li> <li>● “Comfort women” of the Asia Pacific war (posters)</li> <li>● Racism and discrimination against East Asian students (posters)</li> </ul>
Social Media	<ul style="list-style-type: none"> <li>● Racial discrimination in the media (website, Facebook)</li> <li>● Bamboo ceiling (website)</li> <li>● Newcomer student challenges (website, Instagram)</li> <li>● “Comfort women” of the Asia Pacific war (website, Twitter, Instagram)</li> </ul>
Video	<ul style="list-style-type: none"> <li>● Mental health issues among East Asian youth</li> <li>● Newcomer and immigrant student experiences</li> <li>● LGBTQ Asians from a newcomer’s perspective</li> </ul>

**Figure 18: Racism and discrimination against East Asians (interactive art project)**



**Caption: The creators of this interactive art project hope to raise awareness of racism and discrimination that East Asians face and encourage people to consider addressing such issues.**

**Figure 19: Lack of proper Asian representation in Western media (arts display)**



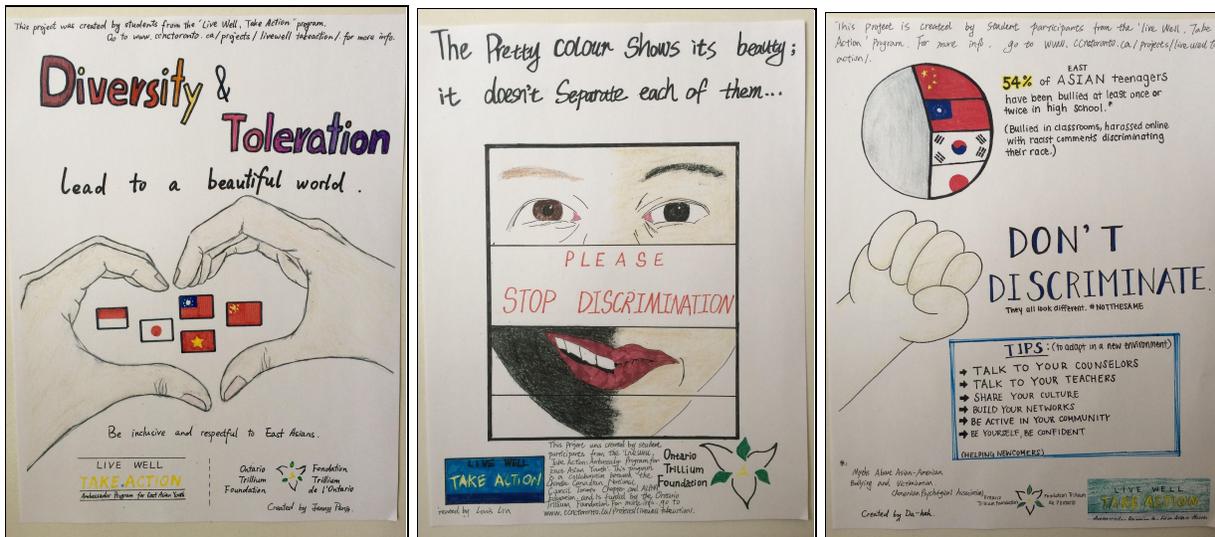
**Caption: The “Where are our Asians” wall is a display that highlights the lack of proper representation of East Asians in Western media, while using the few good representations Asian characters to inspire people to do the same. Among images of Asian characters are statistics, quotes and a description on Asian representation.**

Figure 20: “Comfort women” of the Asia Pacific war (posters)



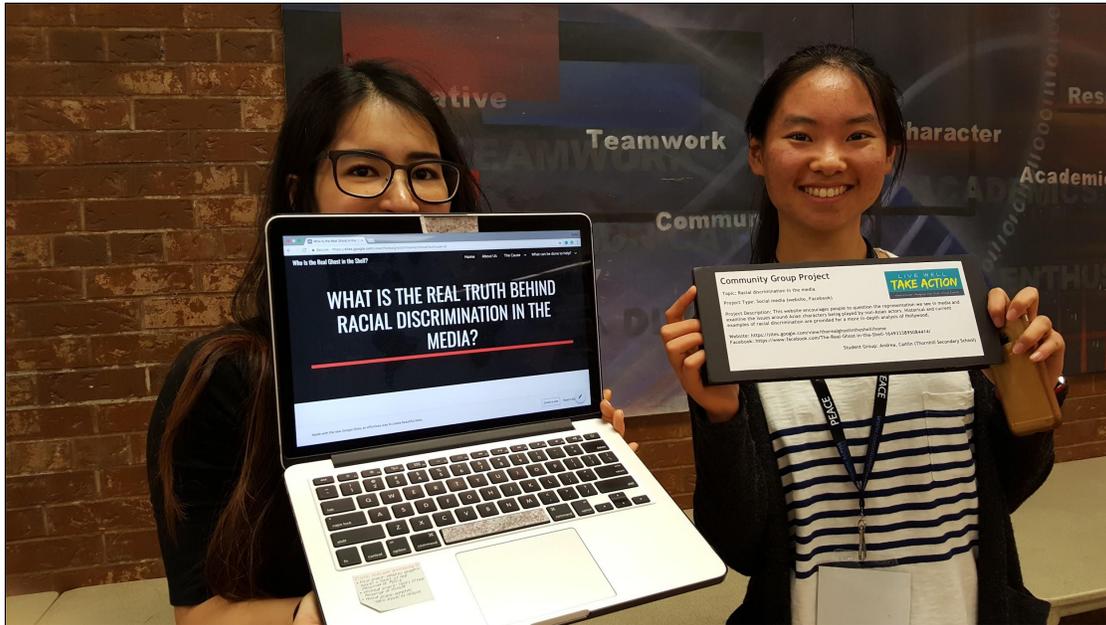
Caption: This poster is to bring awareness to the ongoing issue and situation of “comfort women” of the Asia Pacific war. Historical and current information about “comfort women” are provided to educate others about the atrocities that such women faced.

Figure 21: Racism and discrimination against East Asian students (posters)



Caption: (1) Recognizing diversity is one way to build a more inclusive and respectful community. The hands in a heart shape symbolize this message, as it acknowledges the different East Asian nations; (2) The colours that represent people should be recognized for its beauty, not as a separation between people. Anti-discriminatory practices need to be considered not only for East Asian youth but also for everyone. (3) It is important to recognize that a significant number of East Asian students face racism and discrimination. This poster is intended to raise awareness on this issue, as well as remind East Asian students to reach out for support.

**Figure 22: Racial discrimination in the media (website, Facebook)**



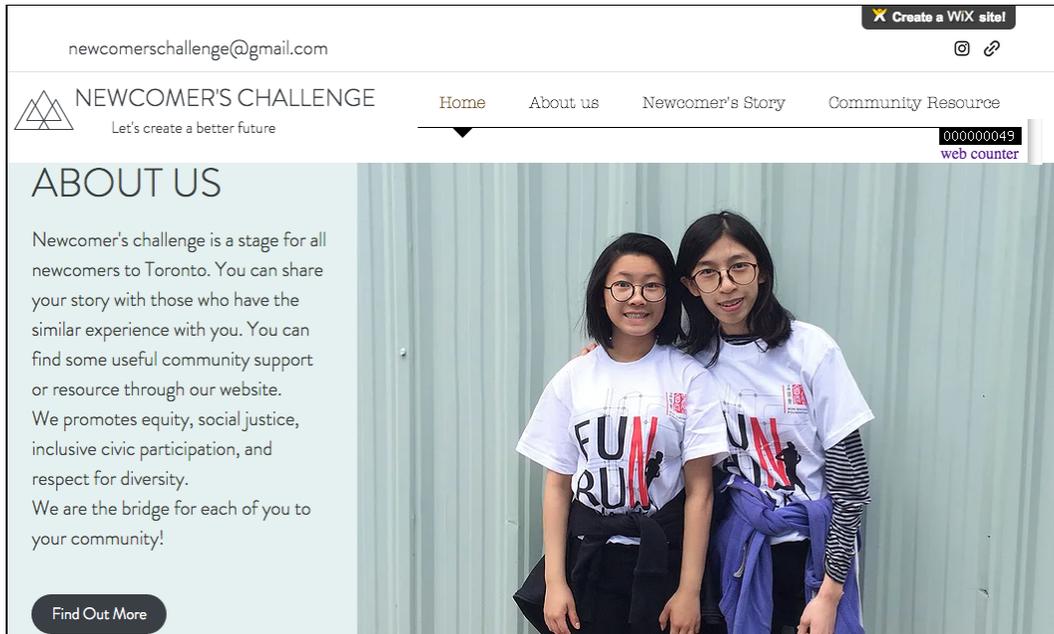
**Caption: This website encourages people to question the representation we see in media and examine the issues around Asian characters being played by non-Asian actors. Historical and current examples of racial discrimination are provided for a more in-depth analysis of Hollywood.**

**Figure 23: Bamboo ceiling (website)**



**Caption: This website explores the concept of the “bamboo ceiling,” which is a series of particular barriers that East Asians face. Possible solutions have been suggested to those experiencing such issues.**

**Figure 24: Newcomer student challenges (website, Instagram)**



**Caption: This website is created with the objective to provide a platform for current and former newcomers to Canada to share their stories, struggles they have faced, and how they have overcome or is in the process of overcoming such challenges. Resources and connections to organizations are provided to help newcomers seek the support they need.**

**Figure 25: "Comfort women" of the Asia Pacific war (website, Twitter, Instagram)**



**Caption: This website is to bring awareness to the ongoing issue and situation of "comfort women". Through "The Lily Project", people will hopefully become more informed of the atrocities that women faced during and after the Asia Pacific war.**

**Figure 26: Mental health issues among East Asian youth (video)**



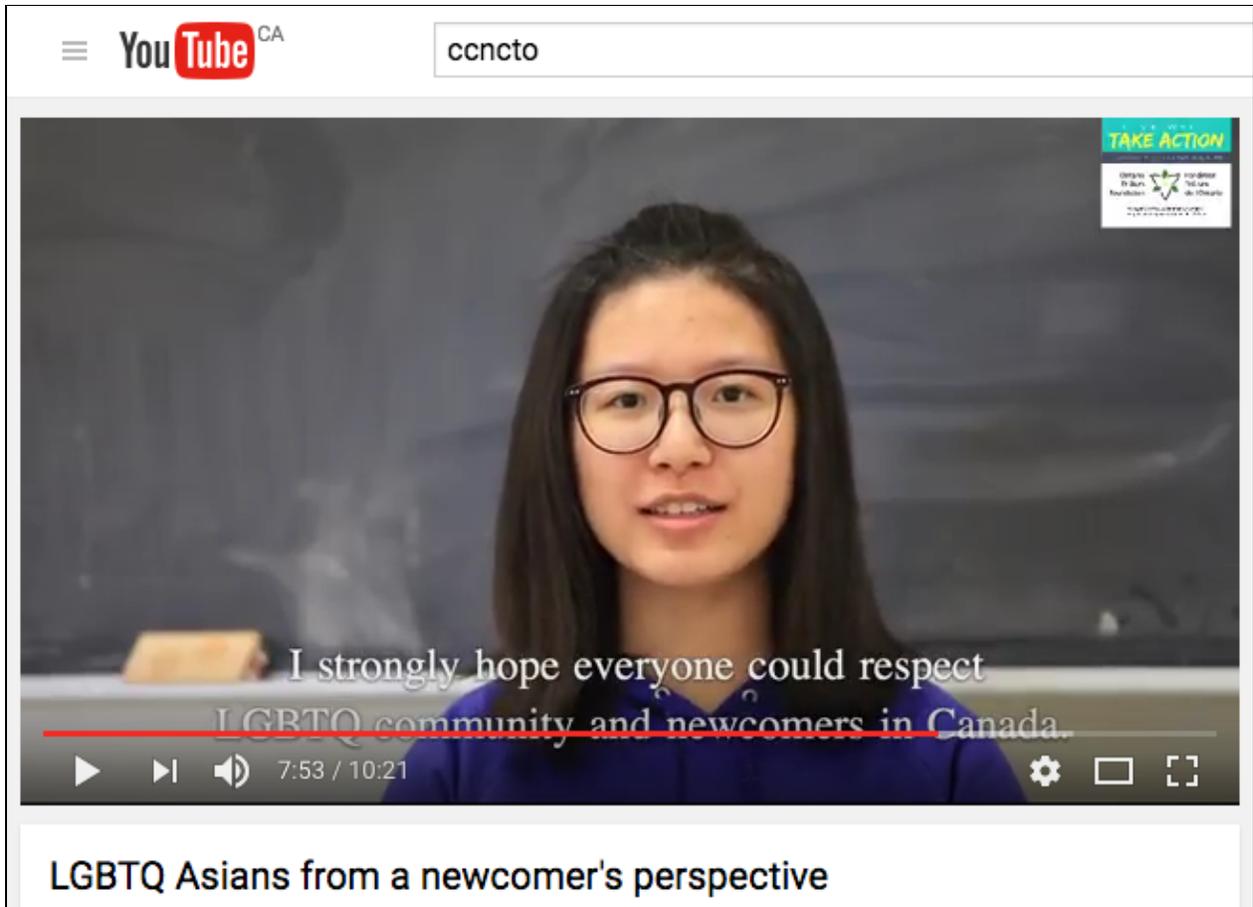
**Caption: This video aims to raise people’s awareness about East Asian kids’ mental health issues, and to offer various strategies in solving the difficulties that teenagers may encounter.**

**Figure 27: Newcomer and immigrant student experiences (video)**



**Caption: This brief and introspective documentary-style video explores the experiences of East Asian youth in Canada. All the interviewees arrived in Canada from East Asia at different times, giving them a unique perspective on the Asian Canadian identity. Their stories serve as reminders to us all about the importance of diversity and the struggle of finding yourself.**

**Figure 28: LGBTQ Asians from a newcomer’s perspective (video)**



**Caption: This video features four newcomer youth who share their personal experiences with LGBTQ communities in both Canada and Asia, and discuss ways to support LGBTQ Asians.**

All of these community group projects were shared with others outside of the program. For many instances, youth participants themselves presented the projects, engaging in more opportunities to develop their social and emotional competencies. The following table is a brief overview of the participants' involvement with various venues across the Greater Toronto Area in 2017.

**Figure 29: List of Program Events Attended by Youth Participants**

Event Name	Organizer	Location	Audience
Asian Heritage Month Secondary Symposium	Toronto District School Board	Central Technical School (725 Bathurst St.)	Up to 200 high school students of Asian backgrounds with teacher supervisors
Beyond Asian/South Asian Heritage Month: Honouring Student Voice and Diverse Social Identities	York Region District School Board	Richmond Green Secondary School (1 William F. Bell Pkwy.)	Approximately 60 educators and school administrators
Asian Heritage Carnival	York Region District School Board	Thornhill Secondary School (167 Dudley Ave.)	Up to 300 high school students with teacher supervisors
Student Celebration	“Live Well, Take Action” program	Thornlea Secondary School (8075 Bayview Ave.)	Approximately 100 attendees (family, friends, teachers, school administrators, community members)
Fairchild Radio interview	Fairchild Radio	Fairchild Radio (151 Esna Park Dr.)	Chinese communities across the GTA and city of Toronto
CCNCTO’s Annual General Meeting	Chinese Canadian National Council Toronto Chapter (CCNCTO)	Dorset Park Hub (1911 Kennedy Rd.)	Approximately 35 attendees (board members and CCNCTO members)
Staff Meeting	Thornhill Secondary School	Thornhill Secondary School (167 Dudley Ave.)	Approximately 80 educators and school administrators
Newcomer Youth Leadership Development program	Toronto Dufferin YMCA	Toronto Dufferin YMCA (4580 Dufferin St.)	Up to 25 youth
History + Art = Peace Art Exhibition	ALPHA Education	Metro Hall (55 John St.)	Communities in GTA and city of Toronto
Peace Fest	ALPHA Education	Mel Lastman Square (5100 Yonge St.)	Up to 500 visitors

# CONCLUSION

## Value of the Program

This evaluation reveals that the majority of youth participants had significantly strengthened their emotional well-being and social functioning, thus feeling more confident of their identities and sense of well-being. Findings have also substantiated the exploration of self, culture and mental health as knowledge areas that helped participants gain self-awareness and build healthy relationships. Creating and presenting community group projects have given youths the opportunities to further develop their social and emotional skills, thus increasing their confidence and feeling more purposeful by advocating issues in the community.

*“This program really raised my awareness of self-identity and let me understand who I am in this country and what can I do to help myself have a better life.” (Carl)*

*“It is a great program that educates and raises awareness on Asian identities, cultures and barriers. You will be able to communicate with your classmates and the friendly instructors, make friends with them as well as learn more about yourself, your identity and the society around you more than ever.” (Adrian)*

*“这个活动给予了你一个了解自己，了解他人，了解历史，了解社会。你会通过这些，发现一个崭新的自己，并且更加热爱生活，爱自己。” (Fira) [Translated from Simplified Chinese: This program gave us an opportunity to know about ourselves, others, history and the society. After this program, you will find you learn a new you and love the life and ourselves better.]*

All of the 34 youth participants would recommend the program to their peers. The three secondary schools that hosted the program had expressed great enthusiasm in continuing the program in future school years. The school team liaisons were grateful that their students had the opportunity to continue their learning after school and focus on strengthening their social and emotional skills, which they were able to give back to the school community by becoming more active and cognizant leaders.

*“The kids benefited a lot from connecting with each other and the diversity of the program gave them an opportunity for them to really connect with each other and learn how to connect with each other in this kind of environment.” (School Teacher Liaison)*

*“I see our group of kids even continuing the friendship and the groups even after the program has ended. I can see them still being in a little tight group, which is nice to see.” (School Teacher Liaison)*

*“I think the confidence level of a lot of the students that were involved skyrocketed. They are real leaders now. I know when we looked at the profiles, some of them we considered leaders within the school and others were kind of under the radar, but I would say they have all now gained this level of confidence to know that they can speak in front of other people, that they can articulate their beliefs and ideas and there is real value of what they have learned from this program.” (School Teacher Liaison)*

As future plans, both collaborator organizations aim to use the results as a reference to successful approaches and lessons learned for future programming. Teachers and school administrators may reflect on the program model and re-evaluate their current teaching practices to better address the needs of East Asian youths. Organizations that serve youths (ex: social work, mental health) may also reconsider their methods working with East Asian youths by learning about the program model and perhaps, follow suit.

**Figure 30: Program’s Final Event - Student Celebration on May 24, 2017**



# REFERENCES

- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2002). Advanced mixed methods research designs. In A. Tashakkori and C. Teddlie (Eds), *Handbook of mixed methods in social and behavioral research* (209-240). Thousand Oaks, CA: Sage Publications
- Mental Health Commission of Canada. (2016). *The mental health strategy for Canada: A youth perspective*. Retrieved from [https://www.mentalhealthcommission.ca/sites/default/files/2016-07/Youth\\_Strategy\\_Eng\\_2016.pdf](https://www.mentalhealthcommission.ca/sites/default/files/2016-07/Youth_Strategy_Eng_2016.pdf)
- Partnership for After School Education. (2010). *Afterschool Youth Outcomes Inventory*. New York, NY.
- Poon, H., Zhang, H., & Hung, S. (2015). *Report on East Asian youth mental health needs assessment* [PDF document]. Retrieved from <http://hongfook.ca/>
- The Regional Municipality of York Community and Health Services Department. (2011). *Just the facts about your community: Projections on the diversity of residents living in York Region from 2006 to 2031*. Retrieved from <http://www.york.ca>
- Weber, R.P. (1990). *Basic Content Analysis*. Newbury Park, CA: Sage Publications.
- Yau, M., Rosolen, L., & Archer, B. (2013). *2011-12 student & parent census: TDSB students (Grades 7-12: Emotional well-being (part 1 of 2))*. Toronto, Ontario, Canada: Toronto District School Board
- Yau, M., Rosolen, L., & Archer, B. (2015). *Census portraits, understanding our students' backgrounds: East Asian students report*. (Report No. 14/15-16). Toronto, Ontario, Canada: Toronto District School Board

# APPENDICES

## APPENDIX A: ONLINE SURVEY QUESTIONS FOR *LIVE WELL, TAKE ACTION* PARTICIPANTS

### *Live Well, Take Action* Program Online Survey

#### **Sessions: Skills (Version 1)**

The sessions focused on the following skills.

To remind you about the sessions, refer to the list of session topics and activities. (PDF file)

For the following skills, how much more confident have you become after attending the sessions?

In terms of:

1) Developed/Development = learned a skill that you were not familiar with before

2) Practiced/Practice = applied or used a skill that you have already learned

Use percentages to COMPARE your confidence level before and after the sessions. For example, 0% means no change in confidence level. In other words, you feel that you did not develop or practice the skill at the sessions. 80-100% means there was a lot of change in confidence level.

DEVELOPED Communication Skills (ex: express my thoughts clearly; pay attention to someone else's body language)



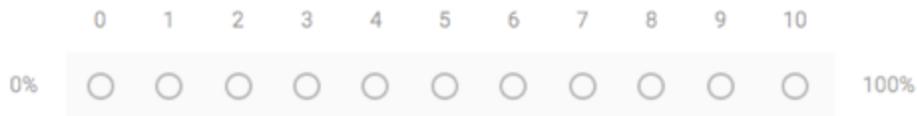
PRACTICED Communication Skills (ex: express my thoughts clearly; pay attention to someone else's body language)



DEVELOPED Social Skills (ex: make friends in a new environment; see things from someone else's point of view)



PRACTICED Social Skills (ex: make friends in a new environment; see things from someone else's point of view)



DEVELOPED Public Speaking Skills (ex: present in front of a class; share my opinions in a large group discussion)



PRACTICED Public Speaking Skills (ex: present in front of a class; share my opinions in a large group discussion)



DEVELOPED Reflection/Evaluation (ex: make good decisions; know my strengths and areas I need to improve on)



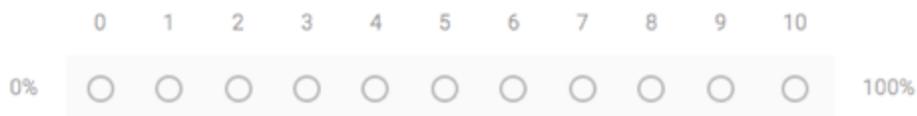
PRACTICED Reflection/Evaluation (ex: make good decisions; know my strengths and areas I need to improve on)



DEVELOPED Inquiry Skills (ex: think carefully through situations; ask questions that lead to deeper thoughts)



PRACTICED Inquiry Skills (ex: think carefully through situations; ask questions that lead to deeper thoughts)



DEVELOPED School/Work-Life Balance (ex: schedule time for work and rest; know when things become stressful)



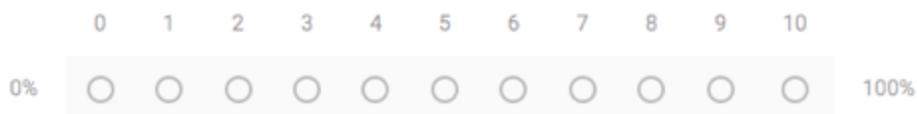
PRACTICED School/Work-Life Balance (ex: schedule time for work and rest; know when things become stressful)



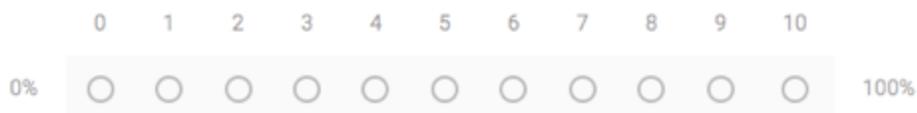
DEVELOPED Self-Care/Coping Skills (ex: take the time for self-care; use different strategies to take care of myself)



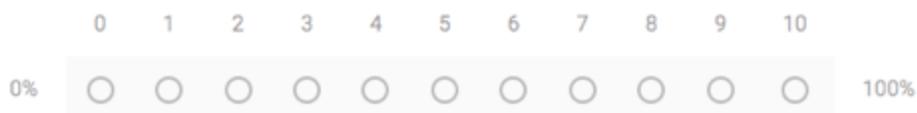
PRACTICED Self-Care/Coping Skills (ex: take the time for self-care; use different strategies to take care of myself)



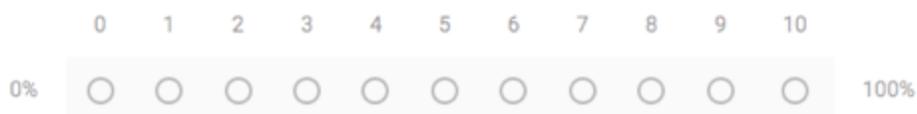
DEVELOPED Mental Health Awareness (ex: know about mental health issues; comfortable talking about mental health)



PRACTICED Mental Health Awareness (ex: know about mental health issues; comfortable talking about mental health)



DEVELOPED Organization Skills (ex: be an effective team player; stay focused on personal and team goals)



PRACTICED Organization Skills (ex: be an effective team player; stay focused on personal and team goals)



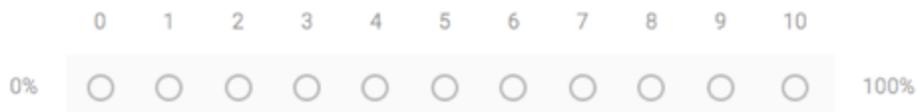
DEVELOPED Conflict Resolution Skills (ex: disagree politely with someone; solve conflicts in a collaborative manner)



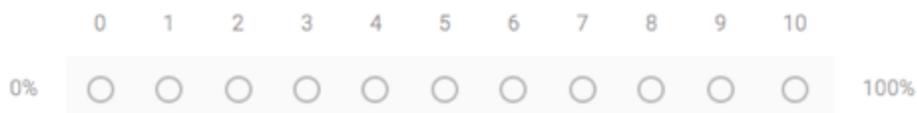
PRACTICED Conflict Resolution Skills (ex: disagree politely with someone; solve conflicts in a collaborative manner)



DEVELOPED Civic Engagement (ex: know my roles and responsibilities; help others and volunteer in the community)



PRACTICED Civic Engagement (ex: know my roles and responsibilities; help others and volunteer in the community)



### Sessions: Skills (Version 2)

The sessions focused on the following skills.

To remind you about the sessions, refer to the list of session topics and activities. (PDF file)

Based on the sessions you attended, what were new/different insights you gained for each of the skills?

1. Interpersonal Skills (communication skills, social skills, public speaking)
2. Critical Thinking Skills (reflection/evaluation, inquiry)
3. Wellness (school/work-life balance, self-care/coping skills, mental health awareness)
4. Community Building (organization, conflict resolution, civic engagement)

In terms of developing/practicing such skills at the program, how was this experience compared to your classes, school clubs or organizations?

1. Interpersonal Skills (communication skills, social skills, public speaking)
2. Critical Thinking Skills (reflection/evaluation, inquiry)
3. Wellness (school/work-life balance, self-care/coping skills, mental health awareness)
4. Community Building (organization, conflict resolution, civic engagement)

### Sessions: Topics

The sessions focused on the following topics.

To remind you about the sessions, refer to the list of session topics and activities. (PDF file)

The sessions offered introductory knowledge on various topics. Based on the sessions you attended, what were new/different insights you gained for each of the 3 topics?

1. Self and Identity (ex: self-esteem, self-awareness, personal development, civic responsibility, intersectionality)
2. Culture (ex: ethnic or racial identities, history, current issues, stereotypes)
3. Mental health (ex: well-being, stigma, healthy relationships)

In terms of learning about such topics in the program, how was this experience compared to your classes, school clubs or organizations?

1. Self and Identity (ex: self-esteem, self-awareness, personal development, civic responsibility, intersectionality)
2. Culture (ex: ethnic or racial identities, history, current issues, stereotypes)
3. Mental health (ex: well-being, stigma, healthy relationships)

### Sessions: Logistics

The program used many strategies throughout the sessions. How do you feel about the following sentences?

#### Session Design: \*

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
The activities were interesting.	<input type="radio"/>				
The activities accommodated to my ways of learning (ex: small group work, writing vs. speaking, reading vs. listening).	<input type="radio"/>				
The activities were presented at my language level.	<input type="radio"/>				
The workload was reasonable (ex: post-session tasks due in 24 hours).	<input type="radio"/>				
Six sessions was enough for the program.	<input type="radio"/>				

### Session Operation: \*

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
The sessions fit with my schedule (ex: time and day of the week).	<input type="radio"/>				
The classroom was a good fit for the sessions (ex: amount of space, chairs, tables).	<input type="radio"/>				
The sessions were at a convenient location, compared to others (ex: public library, community centre).	<input type="radio"/>				
I enjoyed the food.	<input type="radio"/>				

### Google Classroom: \*

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
Communication on Google Classroom was clear.	<input type="radio"/>				
The resources for further learning were helpful (ex: extra website links to articles, blogs and opportunities).	<input type="radio"/>				
It was the best way to contact the program facilitators.	<input type="radio"/>				

### Community Group Projects

You were put in a group to create a community project on a topic that was introduced in the program.

During the time you were working on your group project, how did you apply any skills you developed at the program?

During the time you were working on your group project, how did you feel about the support you received from the program facilitators? (Ex: more/less guidance, more/less resources, etc.)

How did you feel about the project criteria and design? (Ex: more/less criteria, use of logic models and task lists, use of video, arts or social media, etc.)

How do you feel about the overall program structure with attending 6 sessions and then working on community group projects on your own time? If there is a better way to plan it, how can it be done? (Ex: attending sessions and working on projects at the same time, running more sessions, having more/less time for group projects, etc.)

## Events

You attended the Student Celebration on Wed. May 24th. Some of you also attended other events.

During the time you were presenting your project at the Student Celebration, how did you apply any skills you developed at the program?

During the time you were fulfilling your event responsibilities at the Student Celebration, how did you apply any skills you developed at the program?

How was the design and logistics of the Student Celebration? (Ex: event schedule, teams, food, etc.)

If you attended an event other than the Student Celebration, answer the following questions:

The events we arranged so far were:

- Toronto District School Board Asian Heritage Month event (May 1st)
- York Region District School Board Asian Heritage Month event (May 17th)
- Thornhill Secondary School Asian Heritage Carnival (May 19th)

Which other event(s) did you attend?

During the time you were presenting your project at other events, how did you apply any skills you developed at the program?

How was the design and logistics of the other events? (Ex: event schedule, food, etc.)

## Overall: Beyond the Program

The program hopefully helped you think about your school and community.

**School Connections:** Based on what you have experienced at the program, how have you applied any skills or topics at school? With classmates or teachers? With school clubs or teams? For example, you may have mentioned a session topic somewhere or to someone outside of the program. Another example is that you may have used a skill/tool/strategy on yourself or shared it with someone outside of the program.

**Community Connections:** Based on what you have experienced at the program, how have you applied any skills or topics in the neighbourhood or community? With family or friends? With non-school organizations (ex: hobbies, clubs, religious groups)?

How has the program encouraged you to help others at school and/or in the community?

If you were to suggest this program to a friend or classmate, what would you tell them?

### Overall: Program Facilitators

The program was managed by two facilitators (Judy and Jaclyn). How do you feel about the following sentences?

#### Communication: \*

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
They spoke clearly (ex: volume of voice, pronunciation, speaking pace).	<input type="radio"/>				
They explained instructions carefully.	<input type="radio"/>				
The PowerPoint presentations were clear and organized.	<input type="radio"/>				
They were well prepared for the sessions (ex: handouts, materials, props).	<input type="radio"/>				

#### Engaging with Students: \*

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
They were friendly and approachable.	<input type="radio"/>				
They helped build interest in the session topics.	<input type="radio"/>				
They respected the differences among the students.	<input type="radio"/>				
They made sure that everyone was included in the activities and discussions.	<input type="radio"/>				
They were available to help outside of the sessions (ex: Google Classroom, email, phone).	<input type="radio"/>				

What kind of feedback do you have for the program facilitators? (Ex: their skills and approaches)

### Closing & Permission

Is there anything else that can help improve the program for the future? (Ex: more/less skills and topics, better logistics, etc.)

Would you like to give us your name? If yes, please type:

Can we include your name with your comments if we share them publicly (ex: reports, media, online)?

School: \_\_\_\_\_

## APPENDIX B: INTERVIEW QUESTIONS FOR *LIVE WELL, TAKE ACTION* SCHOOL TEAM LIAISONS

- 1) Your role in the program
- 2) At what capacity did you get involved in supporting the program at your school?
  - a) Promotion and recruitment (ex: posting posters, speaking to others about the program)
  - b) Registration (ex: collecting student names, organizing forms)
  - c) Liaising with project managers (ex: communicating via email/phone, attending meetings)
  - d) Supervising program sessions after school
  - e) Attending events where projects were showcased (ex: Student Celebration, YRDSB Asian Heritage Month event)
- 3) What strategies did you use to promote the program?
  - a) Announcements at staff meetings
  - b) Emails to teachers for student recommendations
  - c) Distribution of posters and flyers to teachers and students
  - d) Direct communication with potential student participants
- 4) Which strategies were effective in recruiting student participants?
  - a) Announcements at staff meetings
  - b) Emails to teachers for student recommendations
  - c) Distribution of posters and flyers to teachers and students
  - d) Direct communication with potential student participants
- 5) The program was implemented in 3 stages: promotion (Nov. 2016 ~ Jan. 2017), weekly sessions (Feb.~ Apr. 2017) and community group projects (Apr. ~ May. 2017). How did you find this timeline of the program? (Ex: accommodating to the school schedule, longer/shorter promotional periods, more/less sessions)
- 6) How did you find the overall design and implementation of the program? (Ex: logistics, organization, structure of sessions and student projects)
- 7) For the Student Celebration on Wed. May 24, 2017:
  - a) How did you find the event structure (exhibition and formal presentation with dinner)?
  - b) What kind of feedback do you have for the event? (Ex: structure, logistics, food)
- 8) The program focused on four skill areas: interpersonal skills, critical thinking, wellness, and community building. Which skills do you believe the student participants developed/practiced at the program?
- 9) The program focused on three major topics: self, culture and mental health. Which topics do you believe the student participants learned/explored at the program?
- 10) How did you find the program's impact on your students? (Ex: addressing student needs, building student community, personal development)
- 11) Do you wish this program to be offered again at your school in the future?
- 12) Is there anything else that can help improve the program for the future?

# APPENDIX C: LIVE WELL, TAKE ACTION STUDENT APPLICATION FORM

## STUDENT APPLICATION FORM

Attention Students: Please print your answers as indicated and return the completed application form to the teacher liaison: \_\_\_\_\_ by FRIDAY, JANUARY 13<sup>TH</sup>, 2017.



**Student Commitment Agreement:** Since this is a short-term program, it is a requirement that you attend all 6 sessions and actively participate in the group project. The program starts in mid-February and ends in May. Sessions will take place every \_\_\_\_\_. We will consider special circumstances for absences. To ensure your 100% commitment to this program, please sign the following agreement:

Student Commitment Agreement	
I agree to attend all 6 sessions and actively participate in the group project. If special circumstances arise, I will be responsible for obtaining a letter from an external party to confirm my absence.	Student Signature

Part 1: Student Details			
First Name	Last Name	Preferred Name*	
High School	Current Grade	Student Number	
Phone Number	E-mail Address		

\*A name you commonly use that is different from your first name.

Part 2: Personal Details	
East Asian Background(s)	Birthplace
Languages Spoken	How long have you lived in Canada (months/years/lifetime)?

**Part 3: Short-Answer Questions**  
What are your hobbies or interests?

What is your current/past involvement in extra-curricular activities? (Note: We are not necessarily looking for students who have joined many clubs/teams. Rather, we are looking for people who are willing to commit to giving back to the community.)

This program is designed for participants who'd like to connect with their peers, discuss issues that matter to them or are looking to give back to the community. How would you benefit from this program? (Ex: personal growth, application to other areas in life)

**Part 4: Written Testimony OR Reference**

For this part, you have the option to do one OR the other:

1. Provide a written testimony in response to the question provided in the box.
2. Ask a teacher or adult community leader to act as your reference.

.....

**1. WRITTEN TESTIMONY:**

In one paragraph, discuss why you would be an ideal candidate for this program. (Ex: particular personality traits, experiences or perspectives you have, or anything else that has not been shared in this application form). Please keep your response within this box.

..... **OR** .....

**2. REFERENCE SECTION:**

*Dear Teacher or Adult Community Leader:*

*Thank you for your assistance in supporting the student applicant! We are looking for students who are interested in making an impact in the community and we'd appreciate it if you could provide your opinion on the qualities that the student applicant possesses. Please complete this section and return this application form to the student applicant. You will receive an email from one of our project managers who will provide you with a reference form to fill out.*

*The 'Live Well, Take Action: Ambassador Program for East Asian Youth' is an after-school program that aims to engage East Asian youth in learning about wellness and how it can have significant impacts on self, others and society as a whole. For more information, please refer to the cover letter or our website at <http://www.ccnctoronto.ca/projects/livewelltakeaction/>.*

Reference Information		
First Name	Last Name	Signature of Reference
Phone Number	E-mail Address	
How long have you known the student applicant?	How do you know the student applicant? (Ex: school, particular course or extra-curricular activity, community group, etc.)	

**Attention Students: Please return the completed application form to the teacher liaison by FRIDAY, JANUARY 13<sup>TH</sup>, 2017. You will be notified via e-mail by the end of January or early February 2017.**