

Live Well, Take Action:

Ambassador Program for East Asian Youth

2020 Evaluation Report

October 2020

Collaborator Organizations:

ALPHA Education

Chinese Canadian National Council Toronto Chapter (CCNCTO)

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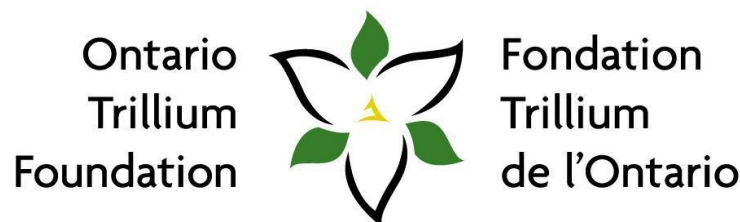
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Cover Page Photo: Program's Final Event - Online Celebration on May 28, 2020

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Executive Summary

Program Description

The *Live Well, Take Action: Ambassador Program for East Asian Youth* is an after-school initiative that aims to empower East Asian youth by exploring their identities and providing them with the concepts and tools to become active agents of social change. Through culturally relevant approaches and hands-on activities, the program centers East Asian experiences to build confidence and promote well-being. Students also focus on developing their skills in communication, critical thinking, wellness and community building.

Highlights of the Year

By the end of the 2019-2020 school year, a total of 66 high school students successfully became program ambassadors across the York Region District School Board (YRDSB) in Ontario, Canada, despite the challenges they faced during the COVID-19 pandemic. Along with 40 other youth volunteers, they accumulated over 1,700 volunteer hours altogether at workshops and events across the Greater Toronto Area. The participants created 31 community projects that raised awareness of issues affecting Asian communities, such as racism, mental health and homophobia. Over 140 people attended the Student Celebration, the program's final event where students, school staff and community members came together to celebrate the participants' efforts. The YRDSB Director of Education commended the youth, stating, "Thank you, students, for sharing your projects and engaging so deeply in important conversations and advocacy. Really well done" (2020). The youth participants felt proud that their work was acknowledged by others, further uplifting their self-esteem and strengthening their sense of self.

Next Steps

There was strong enthusiasm for the program to continue in the next high school year and to introduce it at the elementary school level. School staff and administrators recommended that the program should be shared at professional learning and training sessions for educators. It was also suggested that the program be incorporated into the schools' approaches to working with parents, families and communities. There was general consensus to expand the program beyond its current time frame, as school staff and administrators emphasized that it was critical for the student participants to keep up this momentum in building their capacity.

Introduction

This evaluation report details Year 2 of the *Live Well, Take Action: Ambassador Program for East Asian Youth*. Year 2 was implemented during the school year of 2019 – 2020 at four secondary schools under the York Region District School Board (YRDSB). The four schools were: Markville Secondary School, Milliken Mills High School, Pierre Elliott Trudeau High School and Unionville High School. *Live Well, Take Action* is an after-school program that has been funded for four years by the Ontario Trillium Foundation. The first year was funded by a one-year grant while the following years were supported by a three-year grant. Year 2 was funded by the latter grant; hence the program was technically in its third year.

At the *Live Well, Take Action* program, East Asian youth participants attend workshops on a weekly basis over an 8-week period and present community group projects at the program's final event, which is known as the Student Celebration. The youth also participate in various events outside of the program where they share their group projects with peers, teachers, administrators and community members. The program is designed and managed by representatives from two collaborator organizations: ALPHA Education and the Chinese Canadian National Council Toronto Chapter (CCNCTO).

This year, the program was partially disrupted due to the COVID-19 pandemic. To adapt to the school changes, the second half of the workshops and Student Celebration were held online.



Background

About the Program

Program Objectives

The *Live Well, Take Action: Ambassador Program for East Asian Youth* acts as a proactive measure to support well-being and civic participation among East Asian youth in the Greater Toronto Area. This after-school program encourages East Asian youth to cultivate their identities and sense of self 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 youth. East Asian students made up 15% of the Toronto District School Board's



(TDSB) population, which was equivalent to 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 one out of three East Asian high school students confirmed 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). Furthermore, 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 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). An Ontario study on mental health among East Asian youth revealed that they were facing challenges with self-identity and sense of belonging (Poon, Zhang, & Hung, 2015).

Considering that those who experience mental health 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 these circumstances by fostering social and emotional skills that can help prepare East Asian youth for potential issues. In other words, the program is taking initiative on equipping East Asian youth before they reach more severe stages of mental health issues. To be clear, *Live Well, Take Action* is not a mental health support group, nor a form of treatment to remedy a condition. It is, however, a safe learning environment for East Asian youth - diagnosed or not - to develop social and emotional skills to build their self-awareness and become empowered to act as allies through community engagement.

Program Model

The program model is based on transformative learning strategies (action and reflection), culturally relevant and responsive pedagogy, and anti-oppressive education. Through the knowledge areas of self, culture and mental health, participants work towards developing four skill sets: interpersonal skills, critical thinking, wellness, and community building. These knowledge areas and skill sets



are derived from the Ontario Grades 9 to 12 Health and Physical Education (2015) curriculum and Grades 9 to 12 Social Sciences and Humanities (2013) curriculum. Youth participants attend eight workshops that incorporate interactive activities, reflective practices, discussions and engagement with guest speakers. They are then expected to apply their skills and knowledge by creating community group projects in order to meaningfully engage with people

and communities outside of the program. For the projects, youth participants are asked to focus on a social issue that affects East Asian communities. Program staff provide tools and guidance to support the youth in developing these projects. Participants then continue their application of skills and knowledge by presenting their group projects at the program's final event, as well as community venues. The following tables and figures outline the program model.

Table 1: Program Skill Sets

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

The four skill sets are based on the Living Skills from the Ontario Grades 9 to 12 Health and Physical Education (2015) curriculum.

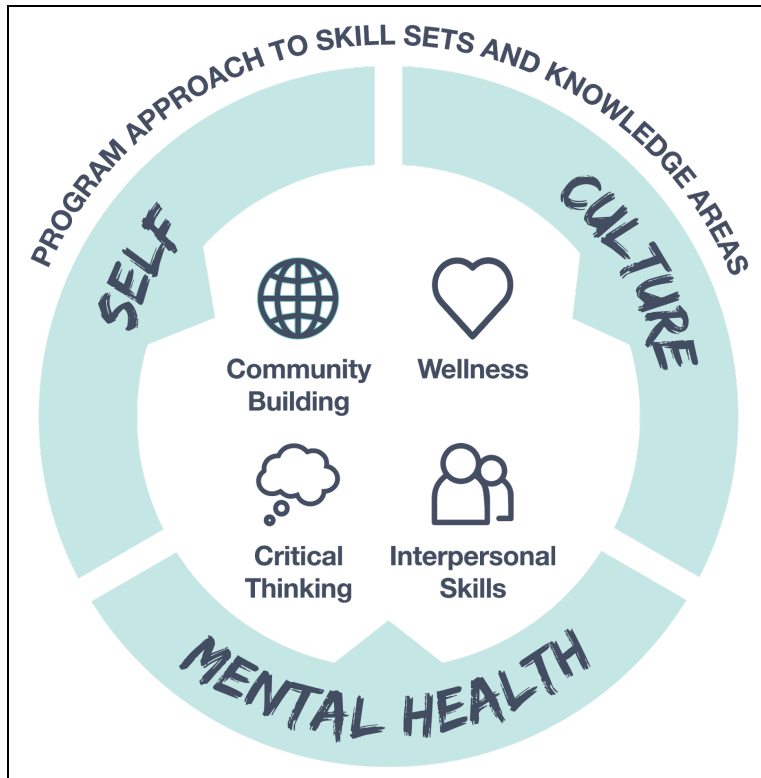
The three knowledge areas include but are not limited to the following topics:

Table 2: Program Knowledge Areas

Self	Self-esteem, self-awareness, identity, intersectionality, civic responsibility as an active citizen
Culture	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.)
Mental Health	Well-being, healthy relationships/social circles, mental health awareness, stigma, self-care, coping mechanisms

The three knowledge areas reinforce one another and are derived from the 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 1: Program Approach to Skill Sets and Knowledge Areas



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.

Table 3: Titles of the Eight Workshops

Week	Workshop Title
1	Identity and Culture
2	Asians: Past and Present
3	Being an Immigrant and Settler on this Land
4	Supporting Ourselves and Each Other
5	Social Activism I: Building a Healthy Community
6	Social Activism II: Engaging with the Community
7	Community Care
8	Empowerment

About the Participants

Two main methods were used to promote the program and encourage East Asian youth to apply for it:

1. School staff were asked to nominate students at their respective schools;
2. Posters and flyers were distributed across the school. Students could nominate themselves by providing a written testimony to explain why they would be an ideal candidate for the program.

Refer to [Appendix A](#) for the *Live Well, Take Action* Student Application Form. Refer to [Appendix B](#) for the Nomination Info Sheet that was distributed among school staff for student nominations.

General Criteria

Students of all levels of experience were welcome. As long as they were motivated to make an impact on the community, they were not expected to have any kind of experience in skills or knowledge. This was to ensure an inclusive approach to allow all kinds of youth to participate, as some might find it more difficult to gain such experiences at school or in the community.

Race

Participants were racialized youth who identified as East Asian, which meant that their ethnicities or cultures were of East Asian nations, such as China. Many identified as having Chinese backgrounds, particularly from Hong Kong, Taiwan and Vietnam.

Several students were of other Asian backgrounds and shared that their families came from Korea, Pakistan and India. A few students had bi- or multi-racial identities. While the criteria of East Asian identification was emphasized during program promotion and recruitment, students of any background were welcome to join, as long as they were committed to attending all workshops and events, and understood that the program focused primarily on East Asian perspectives.



Grade Level & Gender

The program was open to youths of all grades to include the varying ages within one grade. This approach was used to avoid singling out individuals, particularly students who were older than the average age of their grade.

In Year 2, a total of 66 youth participants completed the program - 64 received a certificate of completion and 2 were acknowledged for their commitment. The breakdown of participants based on grade and gender are as follows:

Table 4: Participant Breakdown by Grade and Gender

Grade	9	10	11	12	Total	%
Female	10	13	9	8	40	60%
Male	5	10	5	6	26	40%

Generation & Length of Residency

It was revealed among the 66 youths that there was a wide range of immigrant backgrounds, based on the length of residency. Almost half of the participants identified as newcomers while the other half grew up in Canada (see Table 5). This meant that participants were at varying stages of acculturation, implying that there were differences in their lived experiences and levels of understanding in their self-identities and sense of well-being. For instance, youth who recently arrived in Canada might consider their East Asian culture as a prominent aspect of their identities, as they had been raised in a homogeneous country while those who have lived in Canada their entire lives might feel more Canadianized.

Table 5: Participant Breakdown by Length of Residency in Canada

Length of Residency in Canada	Less than 3 years	3 to 6 years	6+ years	Lifetime
Number of Participants	18	9	5	34
Percentage of Participants	27%	14%	8%	51%

Purpose of Evaluation

The purpose of evaluation was to examine the impact that the program had on its youth participants. Specifically, the aim was to identify whether the participants experienced a change in their social and emotional competencies during the program, as well as their understandings in self, culture and mental health. The following areas were analyzed:

1. The extent to which participants reported a change in their social and emotional competencies;
2. The extent to which participants felt they had gained knowledge about themselves, their cultures and mental health;
3. The extent to which a positive gain in the knowledge areas was related to the development of their social and emotional competencies.

Evaluation Process

The program managers collaborated with external evaluators to develop and implement the evaluation process. The following section outlines four aspects of the process: data collection, data analysis, confidentiality and informed consent.

Data Collection

A mixed-methods approach was used to collect both quantitative and qualitative data. This was a concurrent triangulation strategy, in which both types of data were gathered at the same time, analyzed separately and combined to confirm findings (Creswell, Plano Clark, Gutmann, & Hanson, 2002).



Program Surveys

Scale items to measure changes in the social and emotional competencies among youth participants:

Scale items were selected to measure the youth participants' social and emotional competencies, focusing particularly on four skill sets: interpersonal, community building, critical

thinking and wellness. Indicators were used to describe the nature of the skill sets. These indicators were determined by the Partnership for After School Education (PASE) Youth Outcomes Inventory Committee (Partnership for After School Education [PASE], 2010). The corresponding indicators for each skill set are listed in Table 6.

Table 6: PASE Indicators for Each Skill Set

Competencies	Skill Set	Indicators (PASE, 2010)
Social	Interpersonal	<ul style="list-style-type: none"> • Effective expression of thoughts and feelings • Increased assertiveness in social context • More positive interaction with peers • Increased ability to work with others to accomplish goals
	Community Building	<ul style="list-style-type: none"> • Increased accountability and/or sense of personal responsibility • Expanded global and cultural awareness • Increased action and engagement on specific issues affecting life and community • Increased awareness of issues that impact life and community
Emotional	Critical Thinking	<ul style="list-style-type: none"> • Improved problem solving/critical thinking skills • Increased planning skills, time management, resourcefulness and realistic goal setting
	Wellness	<ul style="list-style-type: none"> • Regulate and manage emotions (coping with negative feelings) • Increased sense of purpose and self-direction • Improved resilience

The scale items were incorporated in two program surveys: the pre-survey, which was conducted prior to the start of the program, and the post-survey, which was administered following program completion. Both surveys were implemented using the online platform, Survey Monkey. Refer to [Appendix C and D](#) for the respective pre- and post-surveys. Program survey questions originated from pre-existing surveys that were authenticated by YouthREX: Research & Evaluation eXchange, which was funded by the Government of Ontario's Ministry of Children, Community & Social Services. The following surveys were obtained from the YouthREX Youth Measures Inventory (YouthREX, n.d.) and used to design the *Live Well, Take Action* surveys:

- Youth Experiences Survey (YES) 2.0 (Hansen & Larson, 2005)
- Youth Leadership Life Skills Development Scale (Seevers, Dormody, & Clason, 1995)
- Civic Engagement Scale (Doolittle & Faul, 2013)
- Resilience Scale (Wagnild, 2009; Wagnild, 2016)

Open-ended questions to determine a change in the skills and knowledge areas among youth participants:

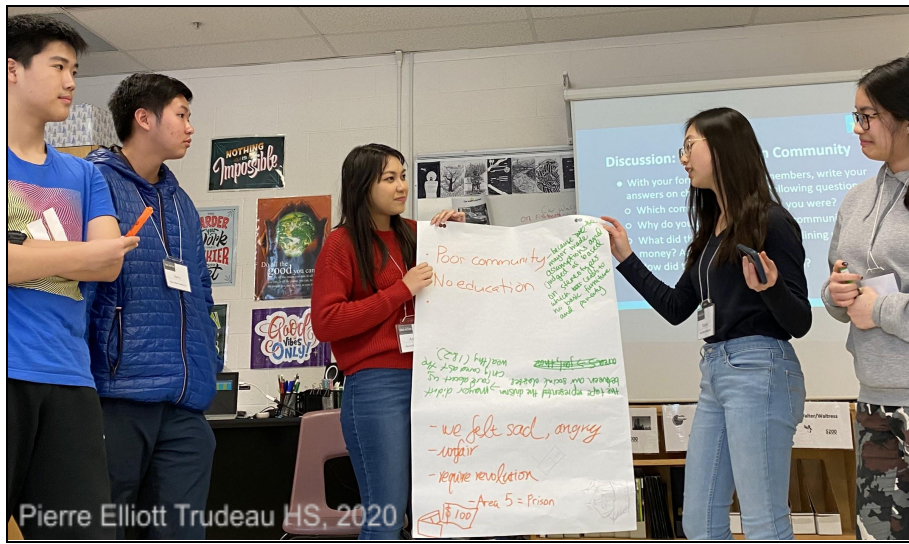
The post-program survey included open-ended questions that allowed participants to expand on survey responses, as well as share insights that were not asked by the scale items. Participants were encouraged to express themselves in languages that they were most comfortable with. Non-English responses were translated by translators who were hired for the program.

Testimonies

Throughout program duration, as well as after program completion, youth participant and adult testimonies were gathered in various ways. At the end of several workshops, students were asked to submit a written reflection on Google Classroom, the virtual platform that was used for online communication. Many of the participants shared in-depth thoughts, personal opinions and questions regarding the workshop topics. All of their written reflections had been archived for future reference.

In addition, video recordings of students were collected to create a program video to commemorate their efforts, as well as to inform people about the program. These recordings captured youth participants sharing the highlights of their program experiences.

Two participants who were unable to attend the final event opted to participate in a focus group to share their perspectives at length.



Pierre Elliott Trudeau HS, 2020

A number of students expressed their gratitude for the program over email, as well as feedback, both of which were documented.

The program managers conducted small group interviews with teacher liaisons who were teachers, guidance counsellors and school administrators at their

respective schools. Refer to [Appendix E](#) for the list of interview questions. The workshop facilitators and leaders of the collaborator organizations were also interviewed to uncover any observations of program impact.

All video recordings and interviews were transcribed verbatim.

Participation

Program attendance records were monitored by program managers. In addition to the workshops, the managers kept track of the number of hours that youth participants spent at the program's final event and other community venues. The amount of time that students provided assistance outside of planned program time was also recognized. All of the participants' efforts were honoured by the signing off of volunteer hours, which was part of their Ontario Secondary School Diploma requirement of community involvement.

Data Analysis

Prior to program start, there were a total of 107 applicants and almost two-thirds of them completed the pre-survey. By the time the program was over, 66 youth participants had successfully met the requirements to complete the program. 86% of them submitted their program post-survey. The data analysis for program evaluation was based on those who completed both the pre- and post-survey.

The data set was prepared for analysis using standard procedures for data entry, importing, coding, transcribing and cleaning. The external evaluators collaborated with the program managers to review the data for errors and omissions. Statistical analyses were performed on Excel and R, which involved one sample t-test, paired t-tests, content analysis and logic

regression. Parametric testing was chosen over nonparametric testing since it has been shown to have greater validity (Sullivan & Artino Jr, 2013). Summarized results were visualized using R, Excel and PowerBI.

Confidentiality

It was important to the program managers that the confidentiality of any sharing was respected. Students and teacher liaisons were explicitly asked of their preferences for having their identities revealed in program reports and other material related to the program. Only the program managers had access to the identities of the respondents.



Since the external evaluators were tasked to examine the data set, participant identification codes were used to designate students. The codes were created based on certain criteria unidentifiable to the evaluators. Only when a student gave consent to not maintaining their anonymity were evaluators given their first name. The data set was kept in a secured drive that was only accessible to program managers and evaluators.

Informed Consent

All respondents were asked for their consent to share their insights. It was verbally done, provided in written format or both. If it was brought to the program managers' notice, respondents were allowed to request the omission of the use of data, which was most likely carried out.

Program Impact

This section discusses the impact of the *Live Well, Take Action* program and it is divided into the following sections: participation, social competency, emotional competency and community engagement.

Participation

From February to June 2020, a total of 32 workshops were held across four secondary schools under the York Region District School Board. Among the 66 youth participants and 40 youths who were not participants, the total number of hours that they contributed was 1,704.5 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, almost all were spent on workshops while the rest was for the program event (see Table 7).

The non-participants in this tally were youths who had helped the program managers with administrative tasks or had joined a few workshops but were unable to continue with the program because of the changed circumstances that the COVID-19 pandemic had brought about or a conflict with scheduling.

Table 7: Total of 1,704.5 Hours of Program Participation in 2020

	Workshops	Events
66 Youth Participants	1,338.5	132.5
40 Non-Participants*	233.5	0
Total Hours	1,572	132.5
Percentage of Hours	92%	8%

**Non-participants included program ambassadors from previous years.*

The program managers and workshop facilitators noticed high levels of enthusiasm, as youth participants were often looking forward to attending workshops and online meetings. At the end of each workshop, a number of them lingered in the classroom to chat or ask questions about the workshop activities. Some participants had canceled other extracurricular activities or split their after-school time between the program and another school club. If they were unable to make it, they expressed guilt or sorrow to the program managers. Over 95% of the youth participants had a consistent attendance record (see Table 8).

Table 8: Program Attendance Rates in 2020

Program Attendance*	Number of Participants (Total = 66)	Percentage of Participants
4 workshops	42	64%
3 workshops	21	32%
2 or less workshops	3	4%

**Due to the COVID-19 pandemic, the program was unable to provide workshops in person after its fourth week of workshops. For the second half of the program, workshop videos, online activities and synchronous learning opportunities were offered as alternative options for participation. Since there were inequities in access to technology, as well as significant changes in students' lives, attendance was not tracked for the remainder of the program. The expectations for participation were modified to respect the students' priorities in health and safety.*

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

Social Competency

As outlined in the evaluation process section, social competency involved two skill sets: interpersonal and community building. Each skill set was accompanied with scale items that measured the self-perceived gain among student participants.

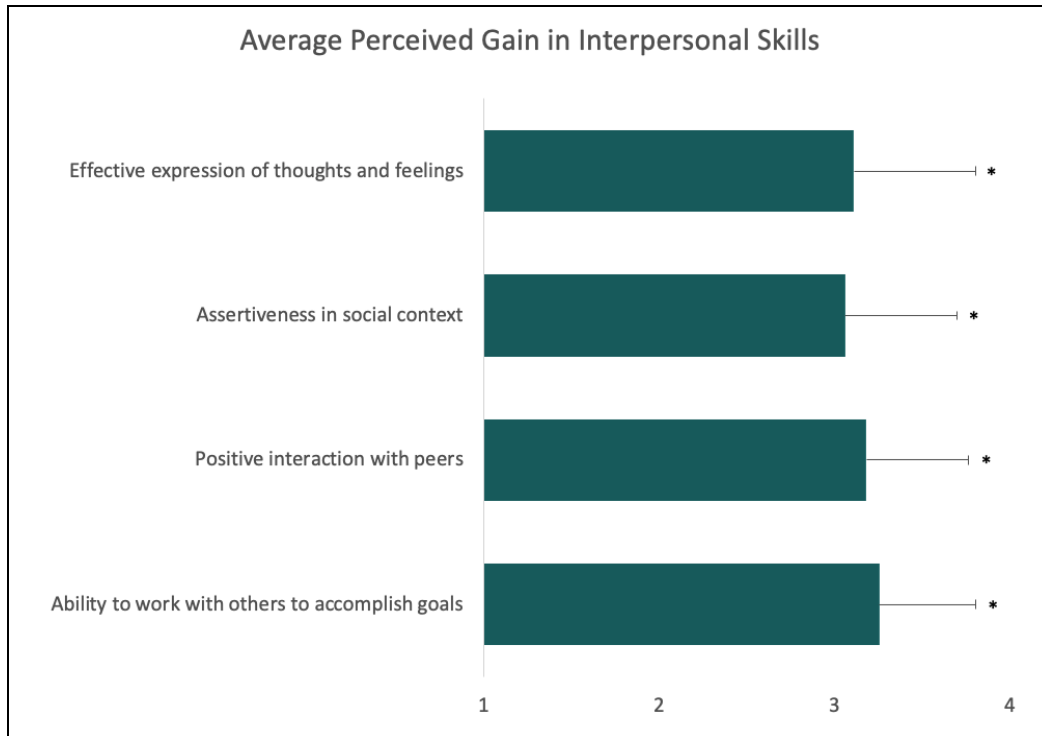
Interpersonal Skills

Based on the indicators that were selected for this evaluation, interpersonal skills pertained to effective expression of thoughts and feelings (ability to listen effectively and respecting oneself); assertiveness in social context (ability to rely on personal strengths, showing a responsible attitude, clarifying own values, and speaking up for own ideas); positive interaction with peers (being sensitive and tactful, recognizing others' worth and feelings, and having good manners); and the ability to work with others to accomplish goals (ability to consider others' needs and input, learning the need for compromise, sharing responsibility, being patient and tolerant, and demonstrating self-awareness).

Results showed that there were significant positive changes across all four indicators. In other words, the youth felt they improved on their interpersonal skills as part of their program experience. Figure 2 illustrates the average perceived gain in interpersonal skills ($p < 0.05$, as

represented by the asterisk), which was determined by a sample t-test that was incorporated in the program survey.

Figure 2



Many student participants credited the program's workshops and activities for their development in interpersonal skills, becoming more confident and comfortable communicating with others. They were able to practice public speaking with small and large groups with the variety of tasks they were given and for those who were still working on their oral skills, they were still able to convey themselves through alternative means, such as art or poetry. This was mainly seen in their community projects that were presented at the program's final event. While the pandemic had forced the final event to be conducted online, one teacher liaison noticed that the online platform brought out an additional outlet for students to communicate with their peers, as well as with the school staff and community members.

[The Student Celebration] wasn't just that they were a wonderful articulation of their experiences, their thoughts and their feelings but it was also visual... It was so creative and so artistic. (School Administrator, 2020)

I really appreciate that while the students were presenting [at the Student Celebration], the guidance counsellor, principals and students were commenting on the side chat box and encouraging each other. (Teacher Liaison, 2020)

Among the participants, almost half of them were considered newcomer or international students, which was expected, given that the program targeted East Asian youth. For many of them, it was an opportune time to improve their English skills. Since the program emphasized the importance of acknowledging one's identities, it was explicitly stated to students that it was acceptable for them to express themselves in languages other than English. This alleviated the pressure that newcomer and international students faced when it came to communication. One teacher liaison even referred to the students' fear of "the Western world" but found that they were able to overcome it at the program.

My English is not that good actually, but in this program, you can use your mothertongue freely as long as you want to share your stories and express yourself and at least you have the heart to take action. I think that's the most important thing about this program. It doesn't matter [what] language [you speak]. (Irena, 2020)

I was looking at their final projects; obviously I saw different ESL levels but I see the effort and what counts is not only what they learned and the skills they acquired, but also this part of merging in Canada and Toronto, and utilizing their language ability... It was amazing to let the ESL or the English teachers know that these students, regardless of their ESL B or C or E level, they were engaged and this is their final product. (Teacher Liaison, 2020)

Several school staff observed that the program provided a safe space for students to express themselves and connect with others, describing it as "accessible" and allowing them to "be vulnerable." This, in turn, encouraged the youth to open up and "come out of their shells." One teacher liaison mentioned that it was particularly beneficial for the male students at her school because she noticed that they tended to be shy about discussing personal topics but they were able to articulate themselves at the program.

Socially I opened up to talking and giving my ideas out, which I don't do often, so I'm really happy for that.
- Mishaal, 2020

The group activities helped me talk to new people and share my ideas in situations where I would feel uncomfortable normally. (Youth Participant, 2020)

What I enjoyed the most was when I got to see the kids work as a group with people that they don't know. The first week they're all very shy but by the time the fourth week came, they're all opening up to people that they really don't know [or] they don't talk to on a daily basis. (Teacher Liaison, 2020)

The program's safe space was also an opportunity for students to explore new topics that were not typically discussed in their lives. A few participants pointed out that they enjoyed hearing others' perspectives and learning from one another. While there were varying opinions, there was still mutual respect and understanding among the participants.

A lot of the things that we discussed in this program were issues that failed to be addressed at school, at home and in our local communities. Personally for me, it was really inspiring to hear people open up about topics that were sometimes difficult to talk about, such as discrimination and racism towards Asians in Canada, as well as mental health challenges. (Victoria, 2020)

[The Student Celebration] allowed me to see all the vastly different ways people can express themselves. It is important to know that everyone sees and experiences things differently. (Youth Participant, 2020)

With all of these beneficial factors, it was not a surprise that some of the youth participants became more comfortable to ask for help. The school staff were grateful for this outcome because they knew of many students who had difficulty reaching out, whether it was academic or personal issues. The program reminded the youth that there was no shame in asking for help, which was not a common attitude in East Asian communities.

This program means more than what was in the workshops. It teaches them it's okay that when you have a problem, to reach out to your friends, to talk about it. (Teacher Liaison, 2020)

What they're really thinking and what they're really struggling with, in terms of everything else around them, they won't share with me but I'm so glad that they're able to speak up and share what they want to say because you gave them a platform to do so, which I can't in my classroom so that's great. (Teacher Liaison, 2020)

At the program, there were various opportunities for collaboration, reinforcing skills in communication, teamwork and leadership among students. Such skills were explicitly taught, as they were a foundation to the participants' engagement with their communities - the "take action" aspect of the program.

[The workshops] helped me be more social; [they] taught me how to be more collaborative with others. (Youth Participant, 2020)

I was able to collaborate and learn with a group of like-minded young activists in my school. We all shared the same passion for social justice. In this group, we were able to learn a lot about ourselves, our roles and responsibilities as East Asian youth, and the issues that pertain to our demographic. And in this environment of critical thinking and learning, we were able to develop a stronger identity as an East Asian youth and I was able to learn about my culture and the barriers that we faced. (Brandon, 2020)

As the participants spent time together over the workshops, a number of them were able to foster relationships with others or strengthened existing ones. Several students appreciated that they met people of different grades or backgrounds, whom they would not have connected with, if it were not for the program.

These workshops helped me make new friends, friends that I can connect with truly, friends that understand my experiences. (Natalie, 2020)

It's just a wonderful program I think you guys are doing... You are bringing together kids that maybe don't get the opportunity to come together and even meet each other and create something as an end result. (Teacher Liaison, 2020)

Community Building Skills

The indicators prescribed to community building defined this skill set as accountability and/or sense of personal responsibility (learning about helping others, ability to change school or community for the better, learning to stand up for something one believed was morally right, and discussing morals and values); global and cultural awareness (belief that all citizens have a responsibility to their community and that it is important to be informed of community issues); action and engagement on specific issues affecting life and community (helping community members, staying informed of community events, and participating in discussions that raise issues of social responsibility); and an awareness of issues that impact life and community



(sense of responsibility for community, belief in making a difference in the community, and commitment to community service).

There were varied outcomes with respect to the development of community building skills among participants. While there were average perceived gains across all areas, there was statistically significant improvement in accountability and/or sense of personal responsibility, as well as students' level of action and engagement on specific issues affecting life and community ($p < 0.05$, as represented by the asterisk) as a result of program participation. As part of the survey, a sample t-test and paired t-tests were conducted for this analysis, which has been portrayed as graphical depictions in Figures 3 and 4 below.

Figure 3

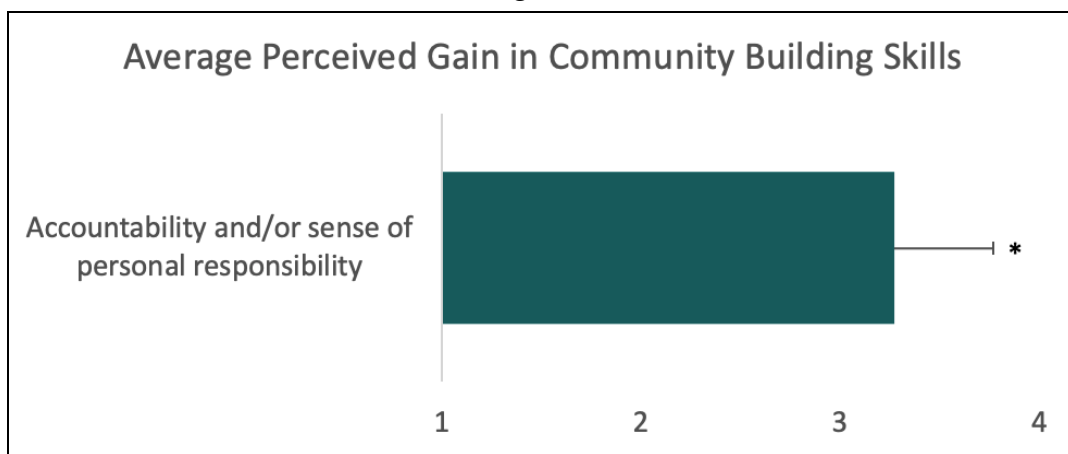
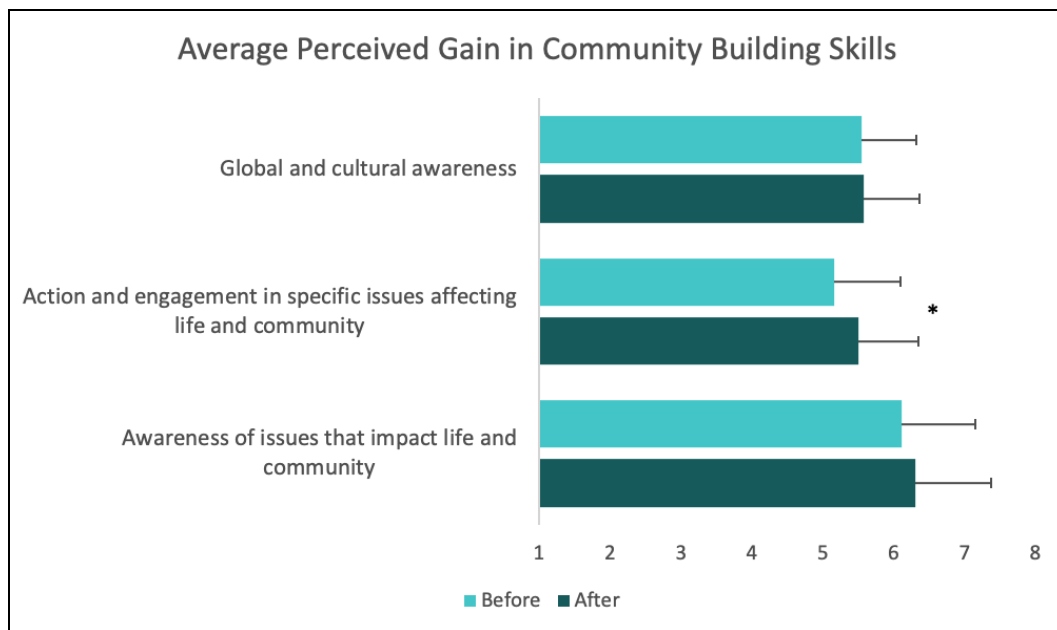


Figure 4



Many participants reported that they felt more empowered to address social, cultural, community-level and/or global issues. Whether it was through the workshops or the community projects, students gained a greater sense of motivation to “make a difference” and “create change.” One participant realized that, “it [was] easy to start making a change in the community, even if it [was] a small change.” This was one of the main messages that the program aimed to focus on, as it was recognized that many of the issues discussed were systemic or widespread, which could have overwhelmed youth and discouraged them from addressing such issues. A few students were even more inspired after recognizing the collective efforts of their peers, as well as seeing the immense support for them from school staff and community members at the program’s final event. At one school, a teacher liaison noticed the students’ strong commitment to the program, even when the pandemic had caused it to transition to online learning. It was an indication to her that, “they were taking it seriously [and] to them, it was a worthwhile experience.”

As we discussed more about social issues, it came to me that in order to make progress for the future, we have to create change now.
- Derek, 2020

In the future, I hope to raise more discussions on implicit bias and racism, especially racism and prejudice against Asian communities, because it is a topic that I am now more passionate about after being in the program and doing the community project. (Youth Participant, 2020)

The workshops have benefited my growth because I have learned about many [historical] events and community issues we are facing. It kind of gives me a goal to fight for and it reminds me that I am never alone. (Zichen, 2020)

Several students admitted they had little or no knowledge of issues that impacted life and community, which would explain the lack of awareness of the need to take action at the first few workshops. Others thought that they had considerable knowledge but discovered that they had much more to learn and hence a greater desire for lifelong learning. Some of the program discussions were relevant to current events related to the COVID-19 pandemic, further amplifying the transformative learning and emotional processing among participants.

“Live Well, Take Action” just really helped me discover a new and you know, sort of level of understanding the issues in my community and my role as an East Asian youth and how I should use my privilege to try and fix these issues in the community. (Brandon, 2020)

Thanks to these workshops, I've become more aware of my responsibility as a member of a community and of issues that lack advocacy in society that I didn't know of before. (Julia, 2020)

I've learned how to help people who are in difficulty or in a lower status in society. I also learned the responsibility of being a member of society, which is always caring and respecting others, even though they are from different cultural backgrounds. (Penny, 2020)

**Seeing people
supporting one
another reminds me
that the world isn't all
that bad.**

- Youth Participant, 2020

The youth were exposed to various kinds of issues from the local community to the national and worldwide level. A number of participants mentioned how the program had challenged them to reflect on the bigger picture, further increasing their awareness of societal problems and their comfort with speaking out against them. The program also opened their eyes to grassroots movements and organizations involved in advocacy and human rights.

This [program] opened many perspectives for me to look at controversial topics, whether they took place in my community or elsewhere. (Jeffrey, 2020)

[The program] made me start to pay more attention [to things], like protesting. For example, there's a protest for George Floyd... because he was killed by a policeman... Before I would not really pay that much attention about these kinds of events but now I really start to pay attention about how people protest for themselves, how they stand up and speak for their rights. (Youth Participant, 2020)

At certain workshops, the facilitators introduced approaches and tools for youth to consider using when taking action in their communities. Some participants began implementing this learning and took initiative at school or within their networks to make an impact.

[The students] discovered that there were many ways to be an activist that didn't always mean having to be a leader. Other roles that were discussed included: helper, organizer, and advocate and there was an in-depth section on what it meant to be an ally. This inclusive approach successfully aimed at making every student feel valued so their voice could be heard and their contribution therefore respected and appreciated. (Teacher Liaison, 2020)

I became more socially aware about my responsibility as an active East Asian citizen. [The program] has helped me realize there is lots to be done to improve our community and I have since [taken] action and learned more against police brutality and systemic racism in the GTA, for example. (Youth Participant, 2020)

Participants found it beneficial to learn about issues in their communities with others of similar backgrounds. It was easier to empathize with one another because there were shared experiences of culture, family, language and much more. One student brought up how the model minority myth resonated deeply with them because of their East Asian identity and this reflection had helped them better understand other East Asian students. At the end of the program, there was an elevated sense of care and concern for East Asian communities among the youth. While East Asian lived experiences were centred throughout the program activities, there was an emphasis on the narratives of other marginalized groups as well, such as the Black and Indigenous communities. This was part of the program's goal to encourage students to engage in allyship and become an agent of social change.

[The program] showed me that I must take action to shed light on the inequities and inequalities that Asian people face. After participating in the workshops, I feel more of a need to speak up for Asian representation, which is something I never thought about/considered much before joining the program. (Youth Participant, 2020)

[The program has] become, in fact, even a more integral aspect of the work that we're continuing to build upon [at school] and to help lift conversations about racism, whether it's racism against Black communities or Chinese communities or Asian communities... [The program] helps to provide a forum - a vehicle - for students and for staff to critically understand the historical and contextual pieces, as to why we are dealing with racist attitudes and issues, and how that's impacting all of the decisions that we make and the behaviours that we're seeing both in social media and in-person. (Teacher Liaison, 2020)

Emotional Competency

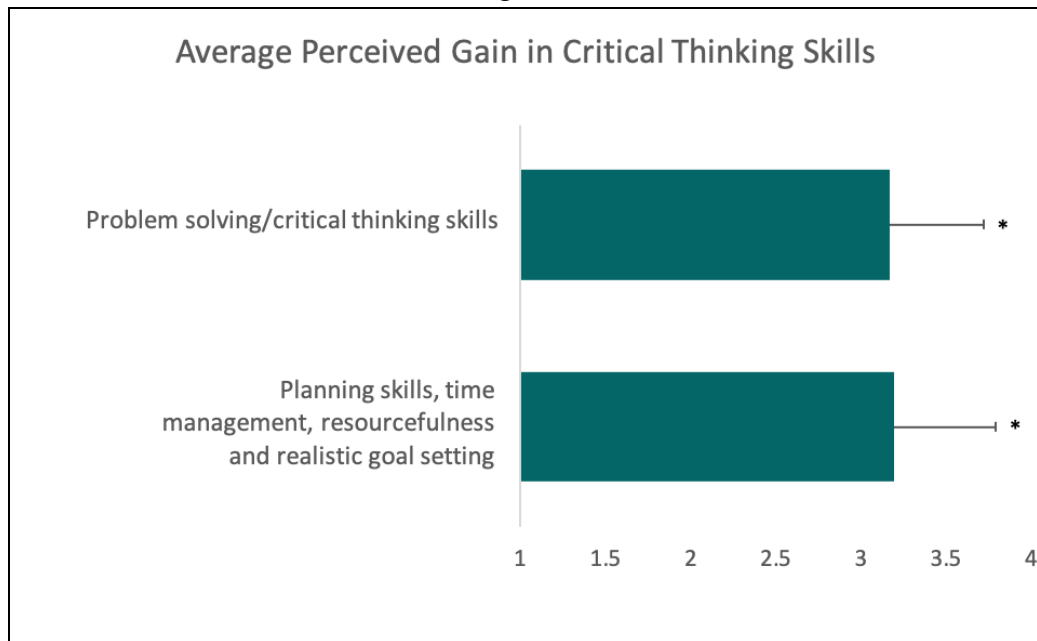
Earlier in the evaluation process section, it was described that emotional competency consisted of two skill sets: critical thinking and wellness. Each skill set was aligned with scale items that were used to examine the self-perceived gain among student participants.

Critical Thinking Skills

According to the selected indicators for this evaluation, critical thinking referred to problem solving skills (rational thinking, using information to determine needs and find solutions, being open-minded and considering alternatives, setting realistic goals and priorities, working in a team to solve problems), as well as planning skills, time management (organizing time, setting priorities, practicing self-discipline), resourcefulness (observing how others solve problems, developing solutions, using imagination to find alternatives) and realistic goal setting (creating goals for oneself, finding ways to achieve goals, considering possible obstacles). In particular, students were assessed on their ability to reflect on their attitudes and behaviours, as well as the impact of their actions.

The results indicated that there were significant positive changes in both indicators. Participants found that they made progress on their critical thinking skills throughout their program experience. Figure 5 displays the average perceived gain in critical thinking skills ($p < 0.05$, as represented by the asterisk) that was measured by one sample t-test in the program survey.

Figure 5



At the workshops, students were able to develop and practice their critical thinking skills through group discussions and activities, as well as individual tasks for inquiry and reflection. Participants pointed out how the program had prompted them to think deeper about issues in society and challenged them to rethink their current perspectives of themselves and their communities. A number of them appreciated the program for providing alternative viewpoints to be more open-minded toward others.

[The program] really allowed me to think critically about issues that are still prevalent in today's society that are affecting so many people, such as gender inequality. (Youth Participant, 2020)

Experiences from the workshops helped me reevaluate some of the values I have once strongly believed in. (Youth Participant, 2020)

Now [the students are] talking about and learning about issues outside of their community as well... It's both - it fostered community building within their own community and reinforced their own identity and issues within their own cultures but also helped students critically think about all issues. (Guidance Counsellor, 2020)

Students found that the topics introduced in the program were relatable, which influenced their self-reflection. For instance, participants made personal connections with Asian stereotypes and the model minority myth, as they themselves identified as Asian. Learning about other marginalized groups also helped with introspection, as it allowed students to recognize the relevance of various contexts. One participant stated, “Hearing experiences from someone else made me realize that the environment can have a great impact on a person's view on sociopolitical issues.”

A lot of the boys tend to joke a little bit more but you can see they're actually putting thought into what they're sharing with the class and they really wanna learn from this. I could see that. So everything that you guys taught, I see the kids reflecting. (Teacher Liaison, 2020)



Seeing that there were many points of view meant that there were more possibilities to address social issues, which motivated youth to consider finding solutions to help others. It was just a matter of problematizing certain realities, as a few students had expressed that they did not know there were issues in their

communities until it was brought to their attention. One participant touched upon how discrimination in Asian communities was so common that it had become normalized - a thought that left a deep impression on her and had now driven her to be more actively involved in fighting against social injustices. Another student, Brandon, felt the workshops had equipped him with problem-solving strategies that he had continued using beyond the program.

I learned that there are many Asian youth who struggle to feel accepted within their families because of their sexual orientation. It made me think about what I can do to help them feel accepted, and it made me think about what I can do to help their families accept them for who they are. (Youth Participant, 2020)

The program component of community projects gave participants the opportunity to work on their organizational skills, which included planning, time management, resourcefulness and realistic goal setting. While many students had personal responsibilities, such as their school work and other extra-curricular activities, they acknowledged their program participation as a learning experience to multitask their priorities.

The project allowed me to learn to work in a group better, and even take on a leadership role. I was required to be creative, responsible, and organized with my time. (Youth Participant, 2020)

[The project] helped me with learning how to set goals and chunk time appropriately, which can be applied to an academic context as well. (Youth Participant, 2020)

Wellness

The selected indicators used to determine wellness were the ability to regulate and manage emotions (coping with negative feelings, handling stress, controlling temper, recognizing how emotions impact one's performance), having a sense of purpose and self-direction (trying new things and ways to connect with people, valuing present and future plans, reflecting on own identities and the program's impact on them), and resilience (believing in and motivating oneself, getting through difficult times, asking for help, pacing and finding meaning in one's life, being friends with oneself).



The quantitative data revealed mixed findings in the development of wellness among participants. While there were significant positive changes in their sense of purpose and self-direction, as well as their ability to regulate and manage emotions ($p < 0.05$, as represented by the asterisk),

the average resilience score only increased from 75.82 to 77.60 with respect to before and after the program. According to the Resilience Scale survey tool, this score remained in the moderate range, which meant that there was not a significant difference.

It has been speculated that the COVID-19 pandemic may have affected students' perceptions of their resilience, given the changes in their school workload and the program's transition to online learning - a decision that had adverse effects on the program's activities and approaches to learning and engagement. These results were evaluated by a sample t-test and paired t-tests that were incorporated in the program survey, and have been visually represented in Figures 6 and 7.

Figure 6

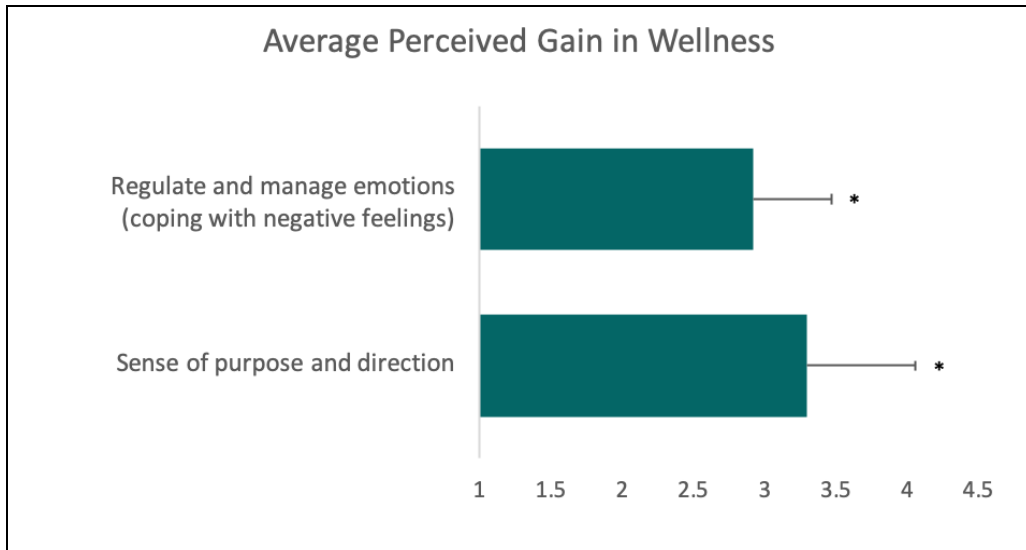
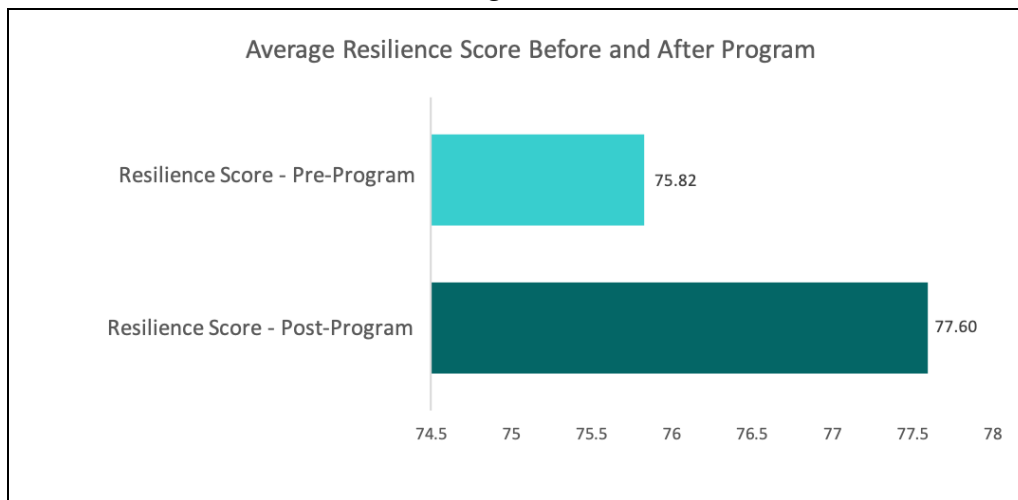


Figure 7



Despite the mixed quantitative findings in wellness, there were numerous personal accounts that indicated increased levels of resilience among the youth. Several students spoke about not feeling alone anymore, after listening to and discussing shared experiences with their Asian peers at the program. Judy stated, “I read a lot of personal stories about the stereotypes that Asian youths face and how it impacts their lives. These anecdotes make me feel supported and accompanied. I gained courage and confidence in myself.” Iris extended the recognition of her resilience with her remark: “The eight workshops not only taught me about issues of racism in our history and society, but it also gave me strength for the future as I may encounter these problems or may see similar issues, so that I can use this experience to help myself or who may need help.” “Mental security and hope” was how another student phrased their resilience, especially after hearing stories from guest speakers who were also Asian. Participants credited the program for providing them the mental tools to face their challenges of being East Asian, such as the vocabulary to articulate their struggles and the motivation to look towards the future with a positive attitude.

I became more cognizant of my feelings in various scenarios so now I can help myself destress or regulate negative emotions better.

- Judy, 2020

Our students have benefitted through empowerment. They understand the need for healing and taking responsibility for actions as they learned about the effects of trauma. They now have tools for balancing their lifestyle, creating their own support system and being a part of someone else's to help them move forward in resiliency... The impact I see this program having in our school will be an increased awareness of what wellness looks and feels like for these students who in turn are now motivated to support our community through the various roles for social change. (Teacher Liaison, 2020)



Students felt that the program generally contributed to their mental health, whether it was greater knowledge in well-being and school/work-life balance or finding the program a pleasant diversion from stress factors in life. The increased awareness of one's emotions was also mentioned as another program impact, as some youth specifically referred to having a “better control of my mood” and “learning more about myself,

[The program] made me reflect on how I spent so much time pleasing others and worrying about the events happening around me that I forgot to take a look at myself and care for how I feel.

- Youth Participant, 2020

[such as] what made me upset, happy, understood, etc.” Derek noted that the program “allowed me to destress and talk about deep issues that I may have never shared with anyone else.”

I was able to learn much more about East Asians and mental health. Specifically, why there’s such a stigma around it in many Asian communities. (Youth Participant, 2020)

These workshops also helped me reflect upon my mental state and academic performance in regards to how they are interconnected and affect each other.” (Youth Participant, 2020)

Along with resilience and the self-regulation of emotions, the program promoted a sense of purpose and direction that cultivated participants abilities’ to ground themselves in a more positive and mentally healthy space. A few students mentioned their exploration of themselves as Asian youth and how they were able to start recognizing their roles and responsibilities in their communities. They were more empowered as they began finding their voices and realizing that they truly had an impact on others when it came to raising awareness on issues. Brandon asserted, “Seeing all the events that have transpired in the past year, I feel I’ve finally found a subject I’m truly passionate about. All thanks to you and LWTA though! This past year has been defining for my coming-of-age as an Asian youth and I’m excited to see what the future holds... I am now prepared to be extremely active for East Asian advocacy as an adult.”

Students and staff highlighted how the Student Celebration had not only acknowledged the students’ efforts in creating their projects but it had also demonstrated to the youth that there were people who cared about them, which gave them a sense of pride in themselves and their involvement with the program. Iris commented about her peers at the final event, stating, “During the Student Celebration, I saw many other projects from other participants and I saw that there are many other people who are like me, like us, are caring about and working hard for the issue. I feel touched that everyone is putting their hearts into the project.” The coming together of people - youth, educators, community members - gave a message to students that their voices mattered.

[The program] allowed me to realize I can have fun and make a difference in the world at the same time. It helped me consider what I would like to do in my future.

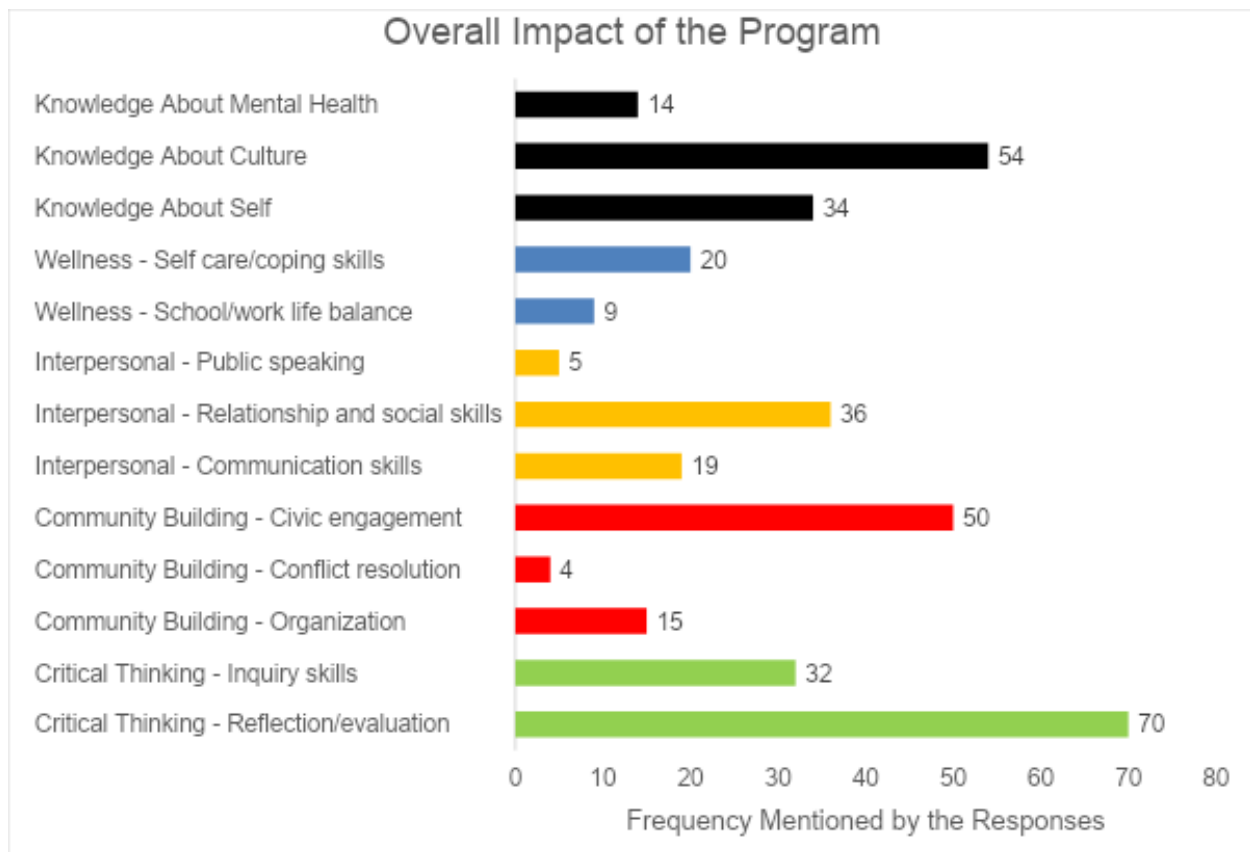
- Youth Participant, 2020

[The students] shared that it was really really cool and awesome to see the superintendents and our principals and all these people come together from the community to listen to them, to spend time to hear what they had to say, what they had learned. They felt proud, they felt proud of themselves and they felt like their platform went beyond just a group of friends. (Teacher Liaison, 2020)

Knowledge Areas: Self, Culture & Mental Health

Content analysis was used to further investigate the qualitative data that was gathered from the program surveys. The program evaluators used the content analysis method to systematically evaluate written communication by generating frequencies of certain words and phrases, and analyzing them according to the selected indicators to make valid inferences (Weber, 1990). For reference, these indicators can be found in Table 6 in this report on page 13. The program's knowledge areas and skill sets were evaluated to provide greater insight in the participants' experiences. Figure 8 outlines the frequencies observed in the youths' survey responses.

Figure 8



Since the earlier sections have discussed the social and emotional competencies and their respective skill sets, this particular section focuses on the knowledge areas of self, culture and mental health.

Given that the program targeted East Asian-identifying youth and centered East Asian experiences, the topic of culture was often brought up by participants. Students felt that the program encouraged them to explore at a deeper level what it meant to be East Asian in a Western nation, as they learned more about the contemporary and historical contexts of Asian communities. For instance the model minority myth was introduced to students as a way to examine the impact of stereotypes and society's role in maintaining harmful depictions of certain groups of people over decades. Participants found the learning to be more meaningful when they studied issues that were relevant to their cultural or racial backgrounds.

I feel empowered knowing that I am not just myself. My identity encompasses the hardship and burdens my people have felt and continue to experience; that I need to advocate and push for change so that we all feel more accepted and belong.

- Veronica, 2020

I have learned many history events and community issues we are facing. It kind of gives me a goal to fight for and it reminds me that I am never alone. (Zichen, 2020)

The project revealed a significant problem that happen[s] in the Asian community, and it origins from my own experience. Thus, it helps me understand more deeply and thoroughly after completing the project. (Youth Participant, 2020)

I wish I had this when I was in high school. There's so much power in seeing representation... Having a safe space within your school community to discuss these issues and learn from your peers is so powerful. (Teacher Liaison, 2020)

[The program] made me think about where I am from, my history. I got to talk about my past and my future, helping me to learn from the past to help myself in the future.

- Youth Participant, 2020

One teacher liaison raised a point about the students' families, particularly Asian households where the program's topics were not common in familial conversations, such as mental health. He remarked on the program, stating, "...you guys put a lot of knowledge into their heads that they're not getting from their family. Like [the other teacher liaison] said, because of their conservativeness... For our students, either they're not learning from their parents or they're learning something different or maybe even

wrong especially when it comes to our society. Especially with things like mental health... you guys came in and let them be comfortable, let them talk about mental health, let them know

what's really out there, all the things that they never talk about at home because they're not allowed, because it's frowned upon..." These were some cultural factors related to Asian families and it was as if the program helped with filling this void or absence of discussing topics that were culturally specific to Asian people.

**The workshops
motivated me to
embrace who I am.**
- Youth Participant, 2020

The topic of self was typically mentioned in conjunction with Asian culture, as the two subjects were viewed from an intersecting lens. Students acknowledged that it was a helpful exercise to situate themselves as Asian immigrants and delve into the histories, as well as current issues, that pertained to Asian communities. It allowed them to

question who they were and unpack some of the issues they had been confronted with. Iris added that, "The community project really benefited my personal growth, since it helped me to know myself better, who I am, and how do I become a better self." Julia thanked the program for giving her closure, since it had given her and her peers the opportunity to "discuss about different topics ranging from issues that lacked the advocacy we deserve, like talking about the rights and lands of Indigenous people and how colonization still affects us today, even though it was in the past... and to more personal topics too, like mental health, identity and immigration experiences that I think that a lot of us can relate to."



I was able to learn more about myself, discover things that were hidden and buried long ago inside me... Learning about different topics, such as the model minority myth, really helped me improve my confidence. I always thought I was an outcast or I was not able to fit in with other Chinese [people] because I was not good enough, but that's not true. So what if I am not that good at math? I learned that I should not compare myself with others. Being Chinese doesn't mean I have to be good at math or have perfect grades. These workshops made me realize the truth behind these myths I was trying to live up to all my life. (Natalie, 2020)

[A student who] I've supported throughout the year for lots of issues: social, emotional, family issues and lots of stuff. She's really one that I worried about in coming to high school, Grade 9. She had a lot of anxiety during the semester... She was nervous about the whole thing and speaking in front of people, having to work with groups of people that she didn't know very well... I actually reached out to her outside of that to tell her how proud I was and she shared that [the program] was a really good way for her to learn about her own identity and also talk about the issues that she faced herself, her friends have faced but have never really discussed it from the East Asian perspective. (Teacher Liaison, 2020)

While mental health was not mentioned as frequently as culture and self, participants still gave compelling testimonies that suggested the program's positive influence on their well-being. As students reflected more on their identities, they were able to appreciate themselves more and recognize their self-worth. It was empowering to not only share their work at the Student Celebration but to also see their peers' efforts in their respective community projects. The coming together of people with similar backgrounds and goals for bettering society fostered a stronger sense of pride and community. These expressions of self-affirmation and self-efficacy were indicative of greater confidence among the youth, which was beneficial to their mental health.

Thank you for doing this work and giving our students a safe space to explore their worth and identities.

- Teacher Liaison, 2020

The community project was a gateway for me to use my interests and skills to create something meaningful. It reminded me that I am able to make a difference if I work hard and apply myself. (Derek, 2020)

What I found was a very positive and safe space, which is critical for students to feel that comfort to have their voice heard and you are able to provide that for our students and give them leadership opportunities. The self-esteem and the confidence that were built during this opportunity for our students was incredible. (Teacher Liaison, 2020)

Community Engagement

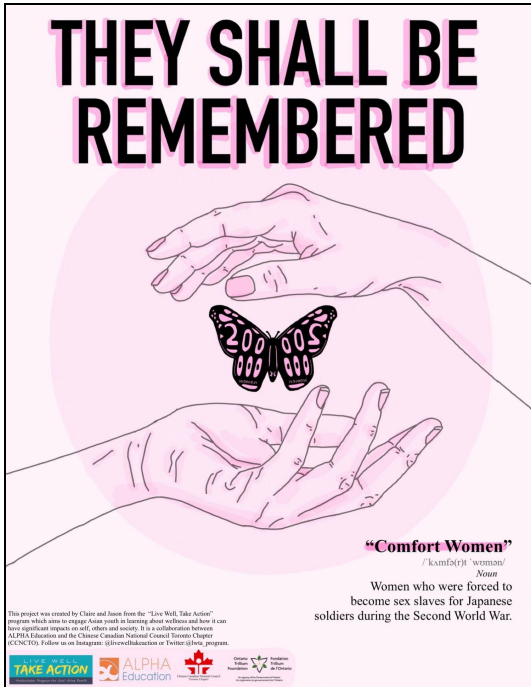
By the end of the program, youth participants created a total of 31 community group projects on issues that affected East Asian communities. Students were asked to select between video, arts or online for their project type. Small groups were assigned based on project type preferences and relationships between students. Within their small groups, participants brainstormed together and decided on a topic that appealed to all group members. Table 9 is a list of the students' projects from the 2019-2020 school year. An archive of all the projects can be found on the [program website](#).

Table 9: List of Community Group Project Types and Topics in 2020

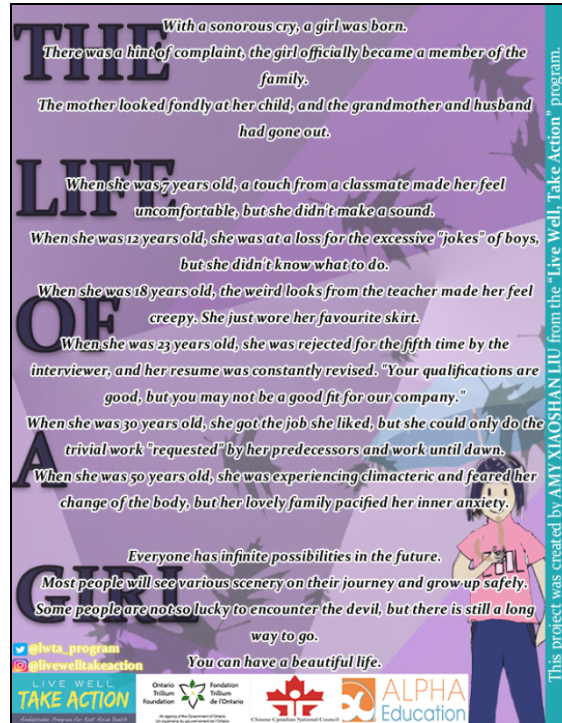
Project Type	Project Topic
Arts	<ol style="list-style-type: none"> 1. Gender Discrimination (poem) 2. Racial Discrimination in the Workforce (Pamphlet) 3. “Comfort Women” of the Asia Pacific War (Poster) 4. Racism Toward East Asians (Poster) 5. “Comfort Women” of the Asia Pacific War (Art/Poster) 6. LGBTQ Asians & Families (Poster) 7. Mental Health Among Asians (Art/Poster) 8. A Newcomer Experience (Poster) 9. Mental Health Among Asians (Comic Strip) 10. Where are You Really from? (Poster) 11. Asian Stereotypes (Poster) 12. Racism Toward East Asians (Infographic) 13. Model Minority Myth (Comic Strip) 14. Vietnam War (Poster) 15. Newcomer Experiences (Pamphlet)
Online	<ol style="list-style-type: none"> 16. LGBTQ Allyship (Instagram) 17. “Comfort Women” of the Asia Pacific War (Website) 18. Mental Health Among Asians (Instagram) 19. Racial Discrimination in the Media (Instagram) 20. Mental Health Among Asians (Instagram/Comic) 21. Asian Stereotypes (Website) 22. Mental Health Among Asians (Instagram) 23. Gender Inequalities in Asian Communities (Instagram) 24. Model Minority Myth (Website) 25. Asian Stereotypes (Website) 26. “Comfort Women” of the Asia Pacific War (Instagram)
Video	<ol style="list-style-type: none"> 27. Racism Toward East Asians (Youtube) 28. Asian Identities (Youtube) 29. LGBTQ+ Asians (Youtube) 30. Asian Identities (Youtube) 31. Mental Health Among Asians (Youtube)

The following is a selection of projects from the above list:

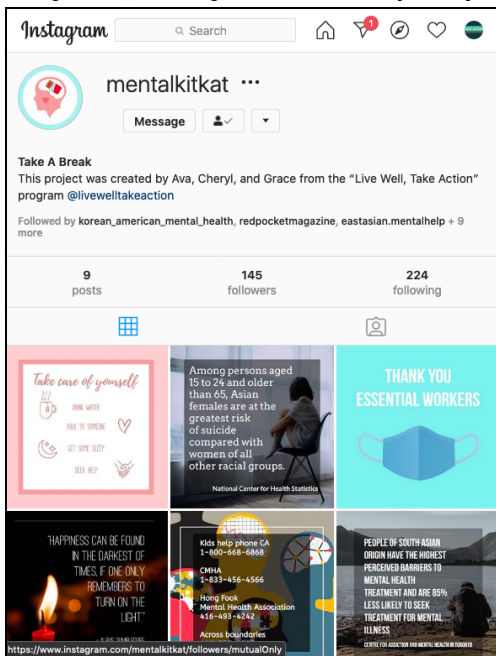
Poster: "Comfort Women" of the Asia Pacific War
By Claire and Jason (UHS)



Poem: Gender Discrimination
By Amy (MMHS)







Instagram: Mental Health Among Asians
By Ava, Cheryl and Grace (MSS)



Poster: Racial Discrimination in the Workforce
By Rhea and Sissy (MSS)

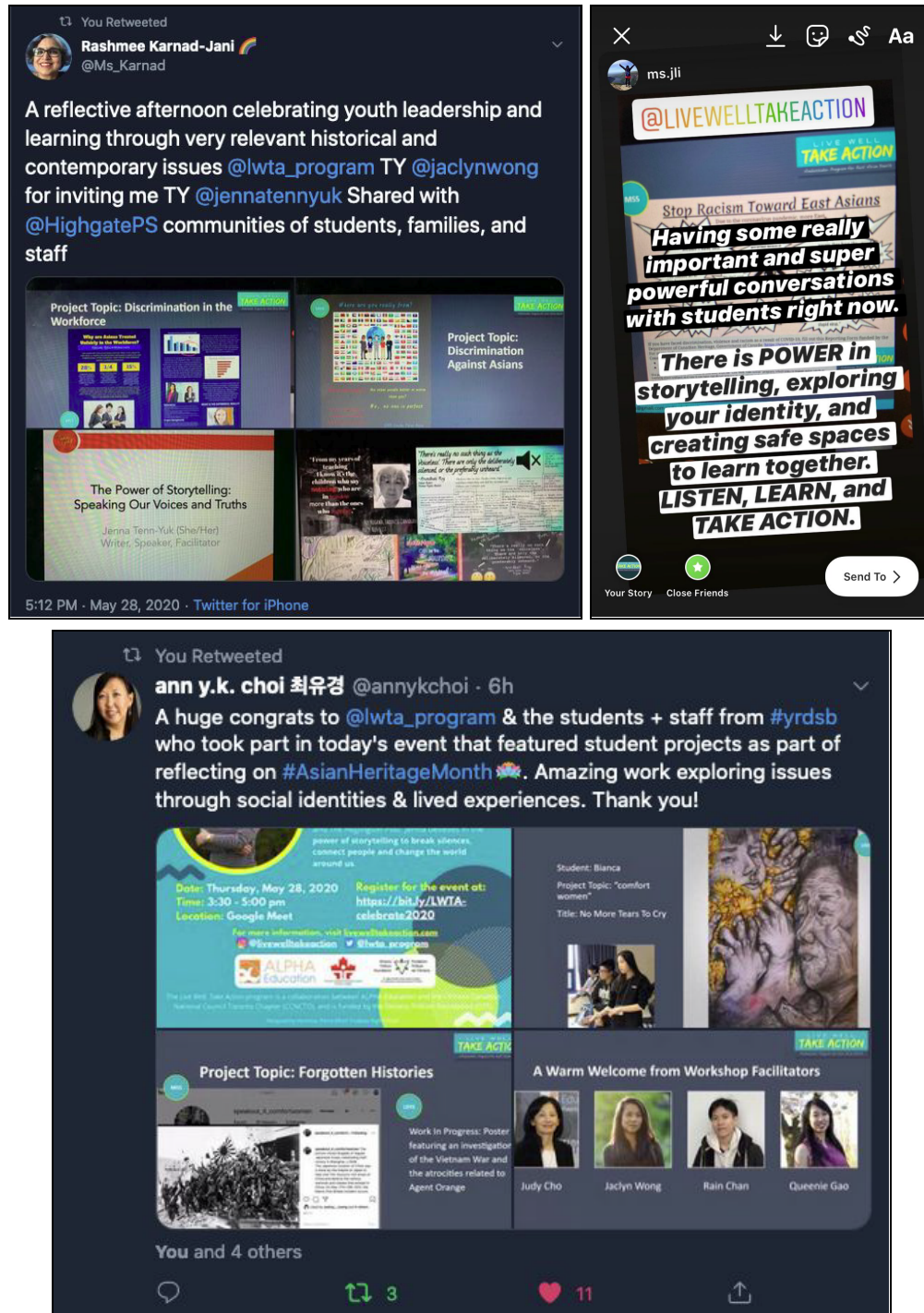


<p>Video: Asian Identities By Chris and Derek (PETHS)</p> 	<p>Video: Racism Toward East Asians By Alex, Delun and Mark (PETHS)</p> 
<p>Website: Asian Stereotypes By Iris, Judy and Penny (UHS)</p> 	<p>Video: LGBTQ+ Asians By Andrew and Kyle (MMHS)</p> 

The program's final event, called the Student Celebration, was not only the opportunity for participants to showcase their projects and meet their peers from other host schools but it was also their chance to organize a gathering, which meant taking on responsibilities, such as looking after the registration table, handling food and drinks for guests, taking event photos and leading the formal presentation as masters of ceremonies. Based on their tasks, participants were able to practice a range of abilities, from communication to organizational skills, as well as advocacy and critical thinking.

Live Well, Take Action Program: 2020 Evaluation Report

Due to the COVID-19 pandemic, the aforementioned duties were not assigned to students, as the Student Celebration was held online. Only a select number of youth verbally presented their projects over the Google Meet. Despite the event limitations, there was an overall positive response from attendees who joined online. Here are a few screenshots of social media posts from school staff:



The community group projects were also shared at venues outside of program hours. In many instances, youth participants themselves presented the projects, engaging in more occasions to develop their social and emotional competencies. Table 10 is a brief overview of the participants' involvement in various events across the Greater Toronto Area and city of Toronto throughout 2020-2021.

Table 10: List of Events Led/Attended By Program Ambassadors in 2020 - 2021

Event Name	Organization	Location	Audience
Student Celebration 2020	"Live Well, Take Action" program	Online	Over 140 attendees (family, friends, teachers, school administrators, community members)
Presentation on Anti-Asian racism	York Regional Police	Community Safety Village (3291 Stouffville Rd.)	Police officers
Education Equity Forum	Urban Alliance on Race Relations, Ontario Trillium Foundation, Chinese Canadian National Council Toronto Chapter & Scarborough Youth United	Online	Students, families, community members, school staff
Workshop on Anti-Asian racism	Father Michael McGivney Catholic Academy	Online	High school students
Combatting Islamophobia and Anti-Asian Racism	Toronto District School Board (Ward 21. Scarborough North with Yalini Rajakulasingam), Chinese Canadian National Council Toronto Chapter & Scarborough Youth United	Online	Students, families, community members, school staff
Space To Process Workshop Series	Hong Fook & Chinese Canadian National Council Toronto Chapter	Online	Youth aged 12 to 18
Equity Symposium	York Region District School Board	Online	Students, teachers, school administrators, superintendents, educational consultants

Next Steps & Conclusion

Next Steps

There was strong enthusiasm for the program to continue in the next high school year, as well as introduce it at the elementary school level. It was expressed by many school staff and administrators that the program needed to have a permanent presence at the school board, such as integrating it into the curriculum. One vice-principal complimented, “I just have to commend you because I have to admit I have not really seen anything quite like this before, just in terms of how far-reaching and how ambitious you are and the kind of work that you’re doing so that’s why I’m wondering how we can provide more students with this opportunity.”

It was recommended by numerous school staff and administrators that the program should be introduced at professional learning and training sessions for educators. There were several ideas as to how the program could be presented, such as inviting youth participants to speak at professional development workshops or having the program managers come into the school and visit classes to speak to different grades and groups. A few spoke about their justifications for educating the educators, mentioning the necessity for teachers to feel more prepared to support students and to center student voices in teacher education.

There's a lot of power in the student voice... things really do resonate with staff, teachers, educators, when we hear students' voices... It's important to think of a way to get student voices to the teachers because we see them every day and I think that helps us better understand them, how to support them and some of the experiences that they're having in their daily lives. (School Administrator, 2020)

For some school staff and administrators, they felt they were already gaining new insights as teacher liaisons for the program. They were learning directly from students at the workshops and events, taking notes of their discussions or community projects, or feeling inspired to inquire into topics that they were not as comfortable with.

One principal recalled, “I remember one of the students that talked about COVID-19 experiences - what's going on with the experiences and I feel that it's so current and after I heard her talking about that, when I see something in the news, I pay more attention because it's more relevant when the kids are also experiencing this.” A teacher liaison had even considered incorporating program topics in her Mandarin classes at school.

There was more of a personal gain for educators who identified as East Asian, as they shared similar backgrounds and lived experiences with the participants. The students’ responses resonated with these particular teachers who referred to observations they made of their

**Our community needs
this - perhaps now
more than ever.**
- Guidance Counsellor, 2020

upbringing or present-day behaviours. One teacher liaison commented, “I feel like I learned a lot from the [students] too because sometimes when I listen to them, I think about how I am with my own kids, especially when they talk about how [their] parents give them so much pressure and I'm thinking I felt that too [and it allowed me to reflect whether] I am doing that to my own kids. I feel like I learned a lot from that too. So I think it was a valuable experience for them and for me and for everyone too.”

I feel like I could almost relate to the students that were in the group. Thinking back, I was pretty much in the same situation. I immigrated here. I tended to be the quiet one... So looking at the kids that were in the workshop, I felt if I had this experience back then, I think a lot of things could have changed because it's just not something that you could do from any class that you take. (Teacher Liaison, 2020)

Just WOW. You are all doing such important work that is not always accessible for our students. Listening to the students... so many of my own personal childhood (and adult) experiences were reflected and affirmed. There is so much power in storytelling, listening, and feeling represented in a safe space where one can be vulnerable and learn. A space like LWTA did not exist during my formative teenage years. I wish I had LWTA when I was in high school!

It was also suggested that the program be incorporated into the schools' approaches to working with parents, families and communities. One school staff added that the program needed to be shared with school councils as well.

[The program] helps us understand the students but it also helps us understand the parents and that's something that we have been talking a lot about at [our school]... I think that we need to understand the parents better so that we can better support the students. (Teacher Liaison, 2020)

I feel like it's a seed still with these kids and I want to take it further and the best way to do that is to do it in their own school.

- Guidance Counsellor, 2020

There was general consensus to expand the program beyond its current time frame, as school staff and administrators emphasized that it was critical for the students to keep up this momentum in building their capacity. One principal pointed out that it was typical for schools to provide opportunities that were self-serving and it would be ideal that the participants continue to give back to the school and community so their efforts could be more intentionally integrated in their lives. This

year was particularly unlike any other year because of the COVID-19 pandemic and the program was recognized as a fitting solution to addressing the detrimental effects that the pandemic has had on student development.

Conclusion

Next year, the program enters its third and final iteration, and its evaluation will be a cumulative analysis of the data collected across its three years in operation. The program managers look forward to working with four new host schools in York Region, and encouraging more East Asian youth to become program ambassadors, as well as social agents of change for their communities.

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Appendices


Appendix A

Live Well, Take Action Student Application Form (2 pages):

STUDENT APPLICATION FORM

Attention Students: Please print your answers as indicated and return the completed application form to the teacher liaison: Ms. Wong at Room 208 by FRIDAY, FEBRUARY 7TH, 2020.

Student Commitment Agreement: Since this is a short-term program, it is a requirement that you attend all 8 workshops and actively participate in the group project. The program starts in mid-February and ends in May 2020. Workshops will take place every Thursday of the week. We will consider special circumstances for absences. To ensure your 100% commitment to this program, please sign the following agreement:



Ambassador Program for East Asian Youth

Student Commitment Agreement			
I agree to attend all 8 workshops 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 (that is not Gapps)		

*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 extracurricular activities? (Note: We are not necessarily looking for students who have joined many clubs/teams. It is okay if you have no experience.)

This application form continues on the other side.

Page 1 of 2

Part 3 Continued:

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

Provide a written testimony in response to the question provided in the box. You are welcome to write in a language other than English, if you are more comfortable doing so. Grammar and spelling are not a concern for us.

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

*Attention Students:
Thank you for applying!
Please return the completed application form to the teacher liaison
by FRIDAY, FEBRUARY 7TH, 2020.
Program managers will notify you via email by February 2020.*

Appendix B

Nomination Info Sheet to inform teachers on nominating students for the *Live Well, Take Action* program (1 page):

CALL FOR NOMINATIONS



Dear School Staff,

This year, our school has been selected to host a community initiative called the **“Live Well, Take Action: Ambassador Program for East Asian Youth.”** We hope you can help us identify student candidates who may be ideal for this program, particularly those who are:

- Interested in advocacy or activism, or may have mentioned a concern regarding current issues, society, community development, etc.
- Not necessarily holding multiple leadership roles
- Not necessarily the “loud” or outspoken ones
- Willing to commit their time and energy
- Grade 9-12 students
- East Asian descent (Chinese, Korean, Japanese) of any immigrant background (all generations, newcomer, new/returning residents, any status)

Hopefully you can assess their suitability by their academic performance, such as class presentations or essays. You may also have had conversations with them or made anecdotal observations of their personalities or interests. The criteria is not limited to the above list so if you feel that they may benefit from this program or that they have potential in thriving in such an environment, we welcome you to nominate them as well.

To nominate students, notify the teacher liaison(s) with student names via online or in person. You or the teacher liaison(s) will be responsible for providing students with application packages, which will be returned to the teacher liaison(s).

Deadline for students to apply is **Friday, January 17th, 2020**. Nominate students early enough so they have time to plan ahead. Thank you for your cooperation!


Regards,
Teacher Liaison(s)

Program Overview:

“Live Well, Take Action” 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. The program will run 8 weekly workshops (Feb - Apr) that will focus on topics, such as identity, culture, history, civic engagement and equity issues. Through arts, film and online platforms, students will then create community projects that will be publicly showcased. More information can be found at the program’s website: livewelltakeaction.com, Twitter: [@lwta_program](https://twitter.com/lwta_program) and Instagram: [@livewelltakeaction](https://www.instagram.com/livewelltakeaction).

Appendix C

Online pre-survey for *Live Well, Take Action* participants (6 pages):



"Live Well, Take Action" Pre-Survey 2020

Introduction

Dear Participant,

Please complete this pre-survey to help evaluate the program. It should take no more than 10 minutes to complete.

All your responses are anonymous but if you do not mind sharing your name, you may provide it in the last survey question. We will combine all survey responses and create reports to publicly share with others. These reports will not contain any personal information.

If you have any questions, please contact the program managers. Thank you for your time!

Your program managers,

Jaclyn
jaclyn.lwta@gmail.com

Judy
judy.lwta@gmail.com

Please use your **Participant ID** from our welcome email.

* 1. Your Participant ID:



"Live Well, Take Action" Pre-Survey 2020

Background Information

* 2. Your cultural or racial background(s):

* 3. Your grade:

* 4. Your gender identity:

☐ Female

☐ Transgender Male

☐ Male

☐ Gender Non-Conforming

☐ Transgender Female

☐ Prefer Not to Answer

Not Listed:

* 5. How long have you been in Canada?

☐ Less than 3 years

☐ 3 to 6 years

☐ 6+ years

☐ Lifetime

* 6. Your preferred way(s) of learning:

- | | |
|--|--|
| <input type="checkbox"/> Visual (pictures, images, diagrams) | <input type="checkbox"/> Physical (using your hands and body, movement, drama) |
| <input type="checkbox"/> Auditory (lectures, podcasts, sound, music) | <input type="checkbox"/> Social (working in groups) |
| <input type="checkbox"/> Verbal (discussions, presentations, speeches) | <input type="checkbox"/> Solitary (working alone, self-study) |
| <input type="checkbox"/> Writing (journaling, essays, blogging) | |
| <input type="checkbox"/> Other (please specify) | |



"Live Well, Take Action" Pre-Survey 2020

* 7. Please indicate the level to which you agree or disagree with each statement.

	Disagree (1)	2	3	4	5	6	Agree (7)
I believe that it is important to be informed of community issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stay informed of events in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel responsible for my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I should make a difference in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am committed to serve in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that all citizens have a responsibility to their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help members of my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in discussions that raise issues of social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. Please read each statement and choose the number to the right of each statement that best indicates your feelings about the statement. Respond to all statements.

	Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
I usually manage one way or another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel proud that I have accomplished things in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually take things in stride.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am friends with myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I can handle many things at a time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am determined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can get through difficult times because I've experienced difficulty before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have self-discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep interested in things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually find something to laugh about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My belief in myself gets me through hard times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In an emergency, I'm someone people can generally rely on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life has meaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm in a difficult situation, I can usually find my way out of it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



"Live Well, Take Action" Pre-Survey 2020

End


As stated earlier, we will combine all survey responses and create reports to publicly share with others. We may quote some of you so if you would like to be recognized, please give us permission by providing your name.

Thank you again for your time!

9. Your name (optional):

Appendix D

Online post-survey for *Live Well, Take Action* participants (12 pages):



"Live Well, Take Action" Post-Survey 2020

Introduction

Dear Participant,

Please complete this post-survey to help evaluate the program. It includes questions from the pre-survey you completed at the beginning of the program, along with a few extra questions. It should take you about 15 minutes to complete.

All your responses are anonymous but if you do not mind sharing your name, you may provide it in the last survey question. We will combine all survey responses and create reports to publicly share with others. These reports will not contain any personal information.

If you have any questions, please contact the program managers. Thank you for your time!

Your program managers,

Jaclyn
jaclyn.lwta@gmail.com

Judy
judy.lwta@gmail.com

Please use your **Participant ID** from our email.

* 1. Your Participant ID:

1



"Live Well, Take Action" Post-Survey 2020

Interpersonal Skills

* 2. Please answer each item by choosing the number that you feel represents your gain.

As a result of my "Live Well, Take Action" program experiences:

	No Gain	Slight Gain	Moderate Gain	A lot of Gain
Willing to speak up for my ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can listen effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can clarify my values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be tactful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am sensitive to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider the needs of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have good manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am open-minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider input from all group members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can solve problems as a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 3. Based on your **recent** involvement please rate whether you have had the following experiences in the "Live Well, Take Action" program.

	Yes, Definitely	Quite a Bit	A Little	Not at All
Learned to stand up for something I believed was morally right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned how my emotions and attitude affect others in the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned about helping others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned that working together requires some compromising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became better at sharing responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned to be patient with other group members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned that it is not necessary to like people in order to work with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



"Live Well, Take Action" Post-Survey 2020

Community Building

* 4. Please answer each item by choosing the number that you feel represents your gain.

As a result of my "Live Well, Take Action" program experiences:

	No Gain	Slight Gain	Moderate Gain	A lot of Gain
Show a responsible attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize the worth of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. Based on your **recent** involvement please rate whether you have had the following experiences in the "Live Well, Take Action" program.

	Yes, Definitely	Quite a Bit	A Little	Not at All
Others in this activity counted on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We discussed morals and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to change my school or community for the better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 6. Please indicate the level to which you agree or disagree with each statement.

	Disagree (1)	2	3	4	5	6	Agree (7)
I believe that it is important to be informed of community issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stay informed of events in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel responsible for my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I should make a difference in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am committed to serve in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that all citizens have a responsibility to their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help members of my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in discussions that raise issues of social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



"Live Well, Take Action" Post-Survey 2020

Critical Thinking

* 7. Please answer each item by choosing the number that you feel represents your gain.

As a result of my "Live Well, Take Action" program experiences:

	No Gain	Slight Gain	Moderate Gain	A lot of Gain
Can use information to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use rational thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can set priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can think about alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can determine community needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. Based on your **recent** involvement please rate whether you have had the following experiences in the "Live Well, Take Action" program.

	Yes, Definitely	Quite a Bit	A Little	Not at All
Learned about developing plans for solving a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used my imagination to solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observed how others solved problems and learned from them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned about organizing time and not procrastinating (not putting things off)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned about setting priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practiced self discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set goals for myself in this activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned to find ways to achieve my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned to consider possible obstacles when making plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



"Live Well, Take Action" Post-Survey 2020

Wellness

* 9. Please answer each item by choosing the number that you feel represents your gain.

As a result of my "Live Well, Take Action" program experiences:

	No Gain	Slight Gain	Moderate Gain	A lot of Gain
Am able to rely on my strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect what I am good at	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can set realistic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. Based on your **recent** involvement please rate whether you have had the following experiences in the "Live Well, Take Action" program.

	Yes, Definitely	Quite a Bit	A Little	Not at All
I put all my energy into this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned to push myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned to focus my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Started thinking more about my future because of this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This program got me thinking about who I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This program has been a positive turning point in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried doing new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried a new way of acting around people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do things here I don't get to do anywhere else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned about controlling my temper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became better at dealing with fear and anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became better at handling stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned that my emotions affect how I perform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. Please read each statement and choose the number to the right of each statement that best indicates your feelings about the statement. Respond to all statements.

	Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
I usually manage one way or another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel proud that I have accomplished things in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually take things in stride.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am friends with myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I can handle many things at a time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am determined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can get through difficult times because I've experienced difficulty before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have self-discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep interested in things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually find something to laugh about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My belief in myself gets me through hard times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In an emergency, I'm somebody people generally can rely on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life has meaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm in a difficult situation, I can usually find my way out of it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



"Live Well, Take Action" Post-Survey 2020

Reflection Questions

Please answer the following questions in detail. You may write in a language that you are most comfortable with (ex: Tagalog, Korean, Simplified Chinese, Traditional Chinese, English).

12. How did the 8 workshops benefit your personal growth (ex: academic, social, mental)?

13. How did the community project benefit your personal growth (ex: academic, social, mental)?

14. How did the Online Celebration benefit your personal growth (ex: academic, social, mental)?



"Live Well, Take Action" Post-Survey 2020

End

Thank you for your time!

As stated earlier, we will combine your survey responses and create reports to publicly share with others. We may quote some of you so if you want to be recognized, please give us permission by providing your name.

15. Your name (optional):

Appendix E

Interview questions for *Live Well, Take Action* teacher liaisons:

1. General feedback on the program
2. Thoughts on Online Celebration
3. How was the program's transition from in-person to online workshops?
4. How has the program addressed the program's skill sets and knowledge areas?
 - a. Skill sets: communication, critical thinking, wellness, community building (relationships)
 - b. Knowledge areas: identity, culture and mental health
5. Ideas on how the lessons/impact of this program can be shared with staff, board, etc.
6. Idea to hold in-person celebration in the future
7. Other comments

Appendix F

Online survey for *Live Well, Take Action* Online Celebration attendees (2 pages):

Post-Event Survey: Online Celebration 2020

Dear friends, family, school staff and community members,

Thank you for attending our Online Celebration on Thursday, May 28th! Your feedback is important to us because we rely on community support to provide such experiences for youth.

Your responses will be used for promotional and evaluative purposes. At the bottom of the form, you will be given the option to stay anonymous. You are welcome to answer in a language that you are most comfortable with.

If you have any questions, please email the Program Managers (Jaclyn at jaclyn.lwta@gmail.com and Judy at judy.lwta@gmail.com).

Your Program Managers,

Jaclyn & Judy

livewelltakeaction.com

Instagram: @livewelltakeaction; Twitter: @lwta_program

*** Required**

Comments on the program and/or Online Celebration:

Your answer

Suggestions for the program and/or Online Celebration:

Your answer

If you would like to be quoted for your comments, please provide your name:

Your answer

Which of the following best describes your role? *

- ☐ Former participant/Program ambassador
- ☐ On-site school staff (teacher, administrator, guidance counsellor, etc.)
- ☐ Off-site school staff (consultant, superintendent, etc.)
- ☐ Community member
- ☐ ALPHA Education or CCNCTO staff/board member
- ☐ Friend of student participant
- ☐ Family of student participant

Submit