

Community Action Initiatives Program

Tobacco Demand Reduction Strategy

**Reaching Out Together:
Reducing the Harm Caused by Tobacco Use
Among Aboriginal Youth**

Program Implementation II

Phase 3

Final Report

Submitted by: The Edmonton Coalition for At-Risk Populations

Submitted to: Health Promotion and Social Development
Health Canada

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Appendix One: Evaluation Report



1.0 Project Background

1.1 Project Title: Reaching Out Together: Reducing The Harm Caused By Tobacco Use Among Aboriginal Youth - Project Implementation II

The proposal was submitted by the Edmonton Coalition. The Coalition has five members:

- The Edmonton Social Planning Council (ESPC)
- Nechi Institute on Alcohol and Drug Education (Nechi)
- the Inner City Youth Housing Project (ICYHP)
- the Boyle Street Community Services Co-operative
- Hanson Community Resources Ltd.(HCR)

The Edmonton Social Planning Council acted as the project sponsor.

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1.2 Project Partners

The agencies in the Coalition remain committed to the design and introduction of community based service initiatives and programs that meet the needs of the clients they serve in an integrated, client centred and effective manner.

Decision-making within the Coalition involved a consensus model. Issues were discussed in an open and frank manner and workable solutions arrived at which were supported by each of the Coalition members. The existing trust and ongoing collaboration among the Coalition members supported this overall approach.

1.3 Project Context

The Edmonton Coalition for At Risk Populations project focused on the needs of hard to reach youth of Aboriginal descent between the age of 10 and 24 who live in the City of Edmonton.

Two major rationale for the focus on these groups stand out:

- i. The high incidence of tobacco use among urban youth of Aboriginal descent.
- ii. The silence of the urban Aboriginal youth.

At the last census (1991) there were 8,330 Aboriginal youth between the ages of 15 and 24 living in the Edmonton area and 10,020 children between the ages of 5 to 14.

The characteristics of these youth populations include:

- Marginalization from the mainstream educational system.

- Involvement in high risk behaviours including substance abuse.
- May live on the streets or spend large amounts of their time on the streets.
- Involvement in illegal activities.
- Dysfunctional home environments.
- Unemployment or underemployment.

1.4 Project Workplan

The program implementation involved 7 tasks:

- i) Planning meetings with the Program Implementation Working Group.
- ii) Planning meetings with the Co-Principals of the Boyle Street Co-op Charter School.
- iii) Recruit a multi-media specialist to assist the students with the project.
- iv) Recruit a role-model.
- v) Identification of future implementation sites.
- vi) Implementation of program elements.
- vii) Presentation of multi-media performance in various inner city schools and for the community.
- viii) Evaluation of Program Implementation.

1.5 Project Goals and Objectives

There were four major project goals which cover all three phases of the initiative.

1. To reduce the harm caused by tobacco use among urban youth of Aboriginal descent 10 to 24 years of age.
2. To delay the onset of smoking.
3. To increase the practice of health promoting behaviours.
4. To add and build upon the existing body of research and disseminate this information.

Eleven objectives support the four major project goals. Again these relate to all phases of the project:

1. To decrease the amount of tobacco products used by urban Aboriginal youth.
2. To decrease the strength of tobacco products used
3. To increase the access to health promotion information.
4. To decrease the exposure to second hand smoke.
5. To decrease the prevalence of chewing tobacco use.
6. To increase the utilization of health services by the target population.
7. To increase positive, personal peer activity (e.g. recreation, informed choices).
8. To increase the ability of youth to demonstrate problem solving and decision making skills that positively affect their lifestyle.
9. To draw on existing practices, resources and materials as a base for developing new and innovative approaches for preventing, reducing or eliminating harm related to tobacco use.
10. To involve the target population in the needs assessment, design and implementation phases of the initiative.
11. To stimulate and provide a model for ongoing collaboration and program initiatives dealing with tobacco reduction among youth of Aboriginal descent living in the City of Edmonton.

1.6 Project Approach

Consistent with the goals and objectives the Coalition supports the following practice approaches:

- * **Health Promotion:** the process through which individuals increase control over their lives and improve their own health.
- * **Harm Reduction:** the pragmatic and health based approach to minimizing the harmful consequences of risk enhancing behaviours to an individual, family or community.
- * **Community/Social Development:** the process whereby a community works together to attain and sustain a comprehensive, effective and valid network of supports and capacities to support and strengthen individuals who live within the community.
- * **Self-Help Model:** a process through which individuals assume responsibility for defining their own unique and specific needs and take control of finding ways to address these needs in ways that are valid and meaningful to them. Through this self help process individuals develop a greater sense of self and confidence to address their own needs.

2.0 Project Implementation

2.1 Project Activities

There were three types of project activities:

- Planning design implementation with students
- Networking to find a role-model and a multi-media technician for the project
- Design of the multi-media presentation with the students and its delivery

Activities 1 and 3 were done by the students with direction provided by the teachers, the project coordinator and the multi-media technician.

i) Planning design implementation with students

The first week of the term, in early February 1997, was a planning week for the term project. The students were given an overview of the project, the expectations placed on them, and time to think about what it was they wanted to do for the project. A 2 hour planning session in the middle of the week gave students a chance to brainstorm together to come up with a mental picture of what the presentation would look like, and write ideas about what the presentation should say to its viewers. A plan was devised by the students by the end of the week, and a copy circulated to all of the students and teachers.

ii) Search for a role-model and a multi-media technician for the project

During the planning week, students were asked which elements were important to include in the multi-media presentation. They decided that the aboriginal cultural material component would be difficult to include in a multi-media presentation, and that they may want another kind of "role-model." It was suggested that a person that has had cancer, and who is now speaking out against tobacco use, should be used in the presentation.

A person was found through a contact at the Canadian Cancer Society. The man, Joe Noonan, was a victim of throat cancer over 30 years ago. He had an operation that left him voiceless, and he had to learn how to talk over again. Mr. Noonan agreed to do a short monologue in the presentation.

iii) Design of the multi-media presentation with the students

During the planning week with the students and teachers, it was decided that the design of the presentation would have 3 phases:

- research phase
 - design phase
 - rehearsal and presentation phase
- (a) research phase - the students researched various aspects of tobacco and tobacco use, including: tobacco companies - how they operate, profits made, and history; detriments to health and the various cancers that smoking is related to; effects of second-hand smoke; pregnancy and smoking; lifestyle and smoking; smoking and age categories. The students (20) formed 5 groups around various themes. Each group did a presentation to the rest of the class and was given a credit if their performance was satisfactory. Field trips were: a visit to the lung research lab at the University Hospital; a visit to Poundmakers native addictions counselling.
- (b) design phase - the students began to design various components of the presentation. The components included: slides, taped music, taped dialogue, short live monologues. Students were given workshops on photography, recording of music, slide projector operation, and drama/movement. After deciding what kind of photos they wanted, the students were given cameras to do various photo shoots on the street. Various magazine and book photos were chosen, and the students were taken on a field trip to the Space Sciences Centre to use their copy machine that is set up to take pictures of magazine and book layouts. After slide development, students sequenced and coupled the slides according to what message they wanted to send in the images. The slide show was integrated with monologues and drama, and music.
- (c) rehearsal and presentation phase - after the components of the presentation were designed, the students were brought through a week of rehearsals with the multi-media technician, teachers, and project coordinator. Four days of rehearsals were in an acting room in the Drama Department at the University of Alberta. This gave the students time to focus on rehearsals. There were two presentations given: Boyle Street Co-op, and McDougall Junior High School.

The three phases were allowed to be flexible to the students' needs and concerns in order to foster the following characteristics in the students who fully engaged the project:

- personal and social competence
- planning and decision-making skills
- self-esteem
- finding purpose and meaning in life
- problem-solving ability
- coping skills
- feeling of control over one's life
- ability to seek help from an adult when help is needed
- hopeful attitude about life
- strong positive values

3.0 Project Review and Discussion

i) Research Phase

The research phase comprised the first month of the term for this project. The 20 students broke into 5 teams, each team researching a different aspect of the broad research themes chosen during the planning week. Research was done in a variety of ways: books, computer data banks, videos, interviews, discussions, and field trips. Students were encouraged to take notes whenever possible with a view to the presentations at the end of the research phase, and the multi-media presentations at the end of the term.

During the research phase, the students initially found it difficult to focus on the project. This was partially due to that fact that the youth did not have a complete picture in their minds about what the presentation would look like. They had a hazy picture, so exactly what they should research was unclear to them. Research then took a very broad perspective. The students researched virtually all aspects of smoking, tobacco as a product and a plant, youth smoking culture, and various ways of quitting smoking. As the students explored the various themes, they began to discuss the new ideas amongst themselves, and with the teachers and project coordinator. Discussions were mainly focussed on addictions, smoking diseases, tobacco advertising, and tobacco corporations (profits and the use of research findings).

The students explored various themes that they found of interest, and through this freedom they opened themselves up to new perspectives. The teachers took a more neutral role and were not seen as pushing any ideas on the students. The students brought up various ideas during the course of the term because they were interested in these ideas. The environment created a freedom to think about things in an open fashion. The students expressed an interest in exploring these ideas primarily because it was their own choice, and not because they had to learn the material for an exam.

The students' attitudes about smoking were fairly straight forward at the beginning of the course. Three of the twenty students did not smoke. These three students were not really attracted to the smoking habit. The seventeen students who did smoke considered smoking to be their right. However, during the course of the project, their attitudes about smoking became more ambivalent. On one hand, the students defended their smoking. On the other hand, they began to express some concerns about being manipulated by tobacco advertisements, and became aware of the complex health problems that smoking causes. Two of the students who did not smoke probably would never smoke as their attitudes about not smoking were reinforced. One pregnant student who did not smoke at the beginning of class started to smoke during the project, although she was not able to offer a reason for why she started.

ii) Design Phase

The design phase began after the school's spring break and lasted for approximately one month. The students worked on the following components of the multi-media presentation:

- slide photography
- monologues
- music to complement slides
- sound effects

Once in the design phase, the students had more of a sense, although not a strong sense, of what they wanted the production to look like. They knew what kinds of photos they

wanted to take. After a workshop on photography, some of the students designed some brief interview questions to ask people on the street who smoked. An accompanying photograph was taken after the questions were responded to. Some people declined having their picture taken. After slides were developed the students arranged the slides into contrasting pairs that made a statement to the viewer. The slides were then sequenced by the students according to the various themes that they wanted to impress upon the audience.

The students were more active and involved in the photography sessions than in the research phase. They wanted to learn how to use a camera, and how to do it themselves. Saying something in pictures appealed to them since many of the messages they see and hear, such as rock music videos, are through images rather than the printed word. Once the slides were arranged, the students began working on the music.

A workshop on music and sound recording was held for students by the multi-media technician. The technician recorded various students' monologues and sound effects for the presentation, while teaching them the basics of sound recording. Students had rehearsed their monologues with the teachers and other students, and recording them gave them insight into the preparatory work done for a media production.

The music and sound sessions were not as well attended by the students. The reason for this was probably three-fold: the spring weather reduced attendance as many students at the Boyle Street Education Centre have difficulty with attendance during the warmer months; music and sound recording was less hands-on than photography and students were not engaged as much; the students became less focussed, in general, as the project progressed, which is consistent with other classes. We had to rely on the multi-media technician to complete the tapes for the performance as the students did not contribute well in terms of what the music should be and what mood it should convey.

The students who had consistent attendance in the course were very interested and involved when finalizing the slide arrangement. At this stage, around the students were attending class consistently, out of a class of twenty. However, in the other option classes in the school, they had lost virtually all of the students by this stage. The better attendance attested to the fact that there was something that the students found interesting and engaging in this option. It appears that the multi media component was key to maintaining the students' focus and interest.

iii) Rehearsal and Presentation Phase

The rehearsal and presentation phase took place in June. Four days of rehearsals were held in an acting room of the Drama Department at the University of Alberta.

Students had trouble focussing during rehearsals. They learned their parts, but did not want to spend too much time rehearsing; consequently, by the end of rehearsals we had not gone through a full dress rehearsal. The first presentation, at the Boyle Street Co-op, essentially was a dress rehearsal. The presentation went well, with only one or two rough spots.

It appeared that the students needed 'the edge', which performing provided them, to focus on the presentation. After the first presentation at the Boyle Street Co-op, the students were excited about the next presentation to 90 junior high school students, and their teachers. The rehearsal just before the second performance was again not well focussed. However, when the time came to perform, the students did a good job that was well-received by the students and teachers at McDougall Junior High School.

After the presentations students reported a sense of accomplishment.

4.0 Implications of Findings for Future Programs

Implications for future programs that emerged were the following:

- (a) a project that is technical and media oriented is an excellent vehicle to engage youth in thinking and discussing important issues such as tobacco use.
- (b) the project needs a clear philosophy of how to challenge youth to reach for goals higher than those they are used to achieving.
- (c) the structure of classes should be once a week for a full day, rather than one hour a day five days a week. This way the students have the time to focus on the work they need to do, as well as give the instructor substantial time to work with the students. The classes should have clear structure and order to accomplish the goals.
- (d) the class should be held in an environment that allows the class to focus on the work at hand.
- (e) the meaning of a "student-directed" must be negotiated and agreed before the project commences.
- (f) it should be agreed that during classes one person, most likely the multi-media technician, should provide overall leadership to the class and teachers, in terms of timelines, realistic goals, and artistic vision.
- (g) the teachers and technical person should be part of the planning committee at the beginning of the project to ensure continuity and clarity of goals.
- (h) the project should be "hands-on" as much as possible to keep the students focussed, consequently the number of students in class has to be limited.
- (i) it would make sense for the project to take on a new slant using video technology, so that many more youth would view it than a live presentation would allow.

5.0 Challenges Encountered in Project Implementation

There were four major problems encountered in implementing the project (see also the project evaluation report in Appendix One):

- Providing direction in a project that was "student-directed".
- Keeping timelines.
- Environment of the Boyle Street Co-op.
- Keeping the students focussed.

i) Providing direction in a project that was "student-directed".

The teachers and the project coordinator had a different understanding of what a "student-directed" project meant. One teacher thought that since the students were directing the project, virtually anything they wanted to do was fine. New ideas came frequently, and many were idealistic. The students were not always willing to work hard to accomplish what seemed distant goals. Providing advice in this environment was difficult. Even though the project was designed to be student-directed, students had to rely on the adults

involved to keep their goals realistic within the timelines and budget. This took away somewhat from the student-directed nature of the project

ii) Keeping timelines.

The environment of the Boyle Street Education Centre is in a constant state of flux. There are many different activities scheduled on a given day through out the Boyle Street Co-op, such as talks on AIDS or addictions, which compete with the students classroom time. This makes it difficult sometimes for a project such as the current one, that relies on group effort, and has to produce a major product within strict timelines, to move ahead as planned.

iii) Environment of the Boyle Street Education Centre

Related to the above comment, students tended to be more focussed when class was held in sites away from the Boyle Street Education Centre. With less competing activities students have more chance to focus on specific tasks for an extended period of time. Classes for future projects should be in environments more specific to the project at hand (e.g., multi-media classes held in an environment that has the proper space and technology).

iv) Keeping the students focussed.

Related to the two above concerns, it appears that the students that attend these types of schools do not generally have many expectations placed on them. They do not seem to reach or stretch to attain goals, and need constant supervision to focus on the task at hand. Providing pizza after class was a way to get them to focus during class time. Hands on things that interested them was the best way to get them to focus.

6.0 Evaluation Activities

Hanson Community Resource Ltd. were contracted to conduct the formal evaluation of the project. As members of the Coalition, Hanson Community resources staff were well-informed on the nature and focus of the project, and privy to the day to day planning of project activities.

The evaluator attended some classes and workshops with the students, as well as individual discussions with the teachers responsible for the project. The formative nature of the evaluation process provided valuable assistance to the Project Coordinator in terms of the dealing with challenging issues outlined above (see Appendix One).

7.0 Project Conclusions

The use of a student developed multi-media presentation to focus Aboriginal youths attention on Tobacco use proved an effective vehicle.

The youth from the Boyle Street Education Centre - Charter School played an active role in all phases of the design, development and delivery of the multi-media presentation. The use of a visual medium combined with the use of original audio materials appealed to the youth. Youth through the use of these innovative media were able to conduct original research on tobacco use and then to present their findings to other students in a way which was both informative and entertaining.

Based on these outcomes, the value of the project lies in its active use of students themselves as researchers, creators and presenters. While the individual youth who took part in the project did not report significant changes in their own smoking behaviours, those youth who viewed the presentation were struck by the message.

This impact of the production suggests that while it has considerable value in contributing to the active participation of youth in shaping their own lives, its primary relevance is a prevention tool for stopping youth who do not smoke from beginning, rather than one of promoting smoking cessation among current smokers.

Additional research is required to further substantiate the interventions required to address the cessation and harm reduction needs of youth who smoke. Preliminary evidence from the current project suggests the value of combining education and control strategies such as the designation of smoke free zones, settings and times. With one used to reinforce the other.

Project Finances

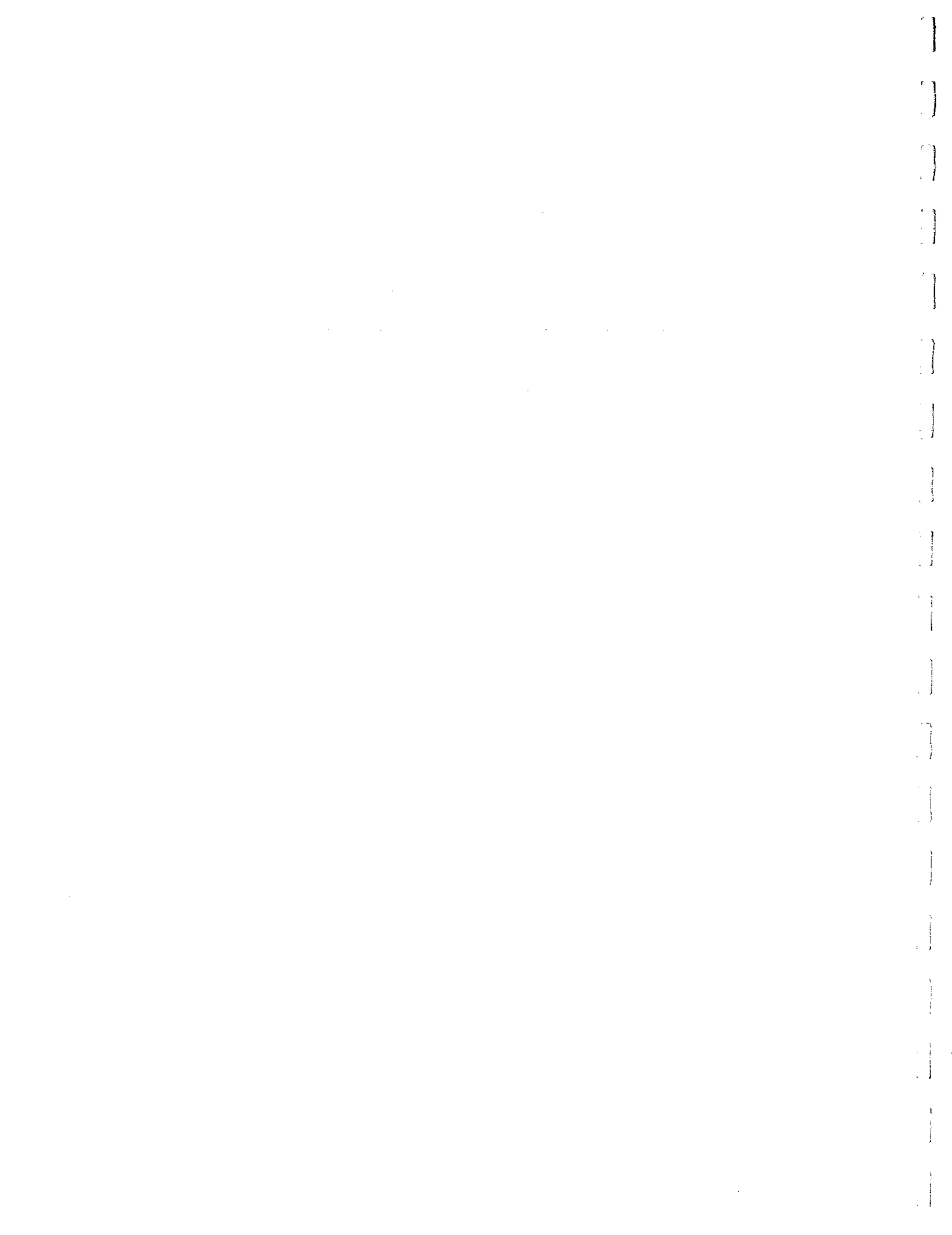
See attached Final Budget Summary

8.0 Final Budget Summary


A. Revenues advanced from Health Canada	20,000
B. Project Expenses	
1. Personnel Costs	
Project Management (ESPC) (0.1 FTE for 6 months)	3,090
Project Coordinator (0.4 FTE for 6 months)	8,660
Secretarial Support (0.1 FTE for 6 months)	1,635
Evaluation Consultant	3,000
Multi-Media Consultant	1,500
Sub-total	17,885
2. Support Costs	
Office and Equipment Costs (Administrative costs, rental of equipment)	500
Program materials, advertising, printing and design costs	1,650
Transportation	200
Sub-total	2,350
Total Project Costs	20,235

N.B. Additional project costs of \$235.00 assumed by the Coalition partners.

Appendix One: Project Evaluation Report



REACHING OUT TOGETHER



REDUCING THE HARM CAUSED BY TOBACCO USE AMONG ABORIGINAL YOUTH

FINAL EVALUATION REPORT

SUBMITTED BY:

HANSON COMMUNITY RESOURCES LTD.

JULY 1997



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1.0 Evaluation Process

This formative and summative evaluation was performed by Hanson Community Resources Ltd. (HCR) and designed in conjunction with the Edmonton Social Planning Council (ESPC). It was decided at the onset of the evaluation process that emphasis would be placed on the formative activities, with the summative activities forming the smaller part of the evaluator's responsibilities.

Intrinsic to the formative process, the evaluators were assigned to work closely with project staff, using the staff as appropriate mechanisms and channels for the collection and reporting of evaluation data. In this manner the information collection strategies developed for the formal evaluation components of the project became part of the standard reporting systems used throughout this project.

Through participant observation of project activities, the review of project documents, interviews with project participants and project staff, meetings and discussions with youth involved in the project both as contributors to the design of the project and as recipients of the messages, HCR collected a combination of qualitative and quantitative information covering all facets and phases of the project.

The evaluation examined the initiative from the perspectives of:

1. Design and Implementation
2. Process and Structure
3. Outcomes and Results

The participatory evaluation activities are as follows:

Formative responsibilities:

- a) Record and document the key developments within the project.
- b) Assess the projects progress toward supporting the awareness and use of harm reduction strategies among Aboriginal youth in relation to tobacco use; its contribution to the development and enhancement of health promotion strategies; its influence on community development and within the participating target population.

Summative responsibilities:

- a) Determine the outcomes generated by the project in respect to the specific learner expectations identified within the project proposal – attitude objectives, knowledge objectives, and skill objectives.

- b) Preparation of a summary final evaluation report (10 to 15 pages) which outlines the evaluation method, the major findings and critiques the potential of the program model for use in other school settings.

1.1 Methodology

Hanson Community Resources Ltd. (HCR) facilitated a multi-level evaluation of the *Reaching Out Together Project*. Participants in this evaluation were the ESPC, two members of the teaching staff at the Boyle Street Co-op, student participants, a contract media specialist, and Hanson Community Resources Ltd. (HCR).

Evaluation activities performed by HCR included development of data gathering strategies, development of a database for statistical collection, on-site observations and participation in instructional sessions (at the school site, ESPC site and the U of A drama site). Individual interviews with stakeholders were held and HCR attended meetings and planning sessions as required.

Formative activities which HCR was involved in:

- 1 meeting with the Program Implementation Working Group
- 10 sessions / activities with the class
- 2 Focus groups with students
- 3 meetings with the teachers
- 1 meeting with the multi-media consultant
- Telephone consultation
- Pre and post discussion with ESPC Program Director
- On going project reviews with the Project Manager

1.2 Limitations

1.2.1 Evaluation Approach

The proposal of July 1996 described the use of a case study approach and the use of a pre and post delivery survey to measure knowledge, attitudes and behavior changes among the student participants. This collection format was revised due to the evaluator commencing involvement after the project was underway at the Boyle Street Co-op, combined with the fluctuation in the student participation rate (see Appendix A). The revised evaluation methodology focussed on the formative activities of the project rather than on strategies such as pre and post measurements.

1.2.2 Student Attendance

Student attendance / participation rates were a critical factor in the challenges involved in gathering quantitative data. As Appendix A indicates, attendance dropped by more than 50% over the course of 4 months. A significant factor in this was the reduction in registered students from 23 in May to 15 in June. The issue of student attendance must be framed within the context that this "class"¹ had the highest attendance of the three options offered during this term at the school. The complex personal lives of the student population (i.e. the need to attend to emergency housing, health and financial issues) combined with increasingly nicer weather as the class progressed were factors attributed to reduced attendance.

1.2.3 Project Vision / Role Clarification

The concept of what a student-owned multi-media presentation could look like was not clear to the teachers involved until the arrival and participation of the multi-media consultant. As a result there was limited visioning as to what the final product could look like. Discussions among the teachers, the ESPC and the multi-media consultant prior to the commencement of classes could have been held to clarify the project intent, concept and practical application of student ownership.

All adult participants (ESPC coordinator, 2 teachers, multi-media consultant) agreed that the roles of the teachers and coordinator could have been clearer and more focussed if organizational / coordinating meetings were held prior to commencement of classes. The ownership of the project by the teachers was lacking for the first month or two due in part to the fact they had no direct participation or input into the development of the project.

2.0 Description of the Program

As detailed in the July 1996 proposal submitted to the Health Protections and Programs Branch of Health Canada Tobacco Reduction Strategy, the Project Goals and Objectives were:

¹ The multi-media presentation

2.1 Project Goals:

1. To reduce the harm caused by tobacco use among urban youth of Aboriginal descent 10 to 24 years of age
2. To delay the onset of smoking
3. To increase the practice of health promoting behaviors
4. To add and build upon the existing body of research and disseminate the information

2.2 Project Objectives:

1. To decrease the amount of tobacco products used by urban Aboriginal youth.
2. To decrease the strength of tobacco products used.
3. To increase the access to health promotion information.
4. To decrease the exposure to second hand smoke.
5. To decrease the prevalence of chewing tobacco use.
6. To increase the utilization of health services by the target population.
7. To increase positive, personal peer activity (e.g. recreation, informed choices)
8. To increase the ability of youth to demonstrate problem solving and decision-making skills that positively affects their lifestyle.
9. To draw on existing practices, resources and materials as a base for developing new and innovative approaches for preventing, reducing or eliminating harm related to tobacco use.
10. To involve the target population in needs assessment, design and implementation phases of the initiative.
11. To stimulate and provide a model for ongoing collaboration and program initiatives dealing with tobacco reduction among youth of Aboriginal descent living in the City of Edmonton.

4.0 Evaluation Findings

- Through the research phase for the multi medial presentation, the students increased their knowledge of tobacco use and its impact on health and wellness.
- Through the research, design, rehearsal and presentations phases of the multimedia presentation, the students increased their skills in cooperative learning, planning, research, multi-media project development, acting and public speaking; as well as continuing to learn more about diseases, and health risks of the tobacco use.

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- Students also learned about the treatments of cancer and other tobacco related diseases.
- During the project, students stated that they had learned more about the tobacco industry and its ability to make a profit at the expense of tobacco consumers' health.
- An understanding of the technical skills needed for multi-media presentations was developed (photography, advertisement, slide development, script development, audiovisual recording).
- The presentation was well received by the Junior High School Audience with:
 - 12/20 rated the presentation as liked → really liked
 - 12/20 agreed that the presentation provided new information about tobacco
 - 12/20 felt that they could "relate" to the actors
 - 12/20 thought that the presentation would help youth to stop smoking
 - 10/20 though that the video would help youth to stop smoking
 - the areas which were less well received were the music, pictures and language of the video
- An indication of the success of the presentation was the fact that the students received a request for a repeat performance.
- The students predicted on day 1 that there would be failure to achieve a "production". The fact a small group of students maintained interest and brought the production to completion was a significant achievement.

5.0 Recommendations

- (1) Involve the teachers and the multi-media consultant in the planning prior to the commencement of student classes. This would allow the teachers the time to develop a clear "plan" which could be translated into more student confidence that the "adults" involved knew what was going on.
- (2) Provide the technical equipment for the project at the beginning of the project so the students and teachers can more clearly visualize the tools and boundaries

- (3) Re-think the class scheduling. Instead of a one hour class 4 days a week (Monday, Tuesday, Thursday and Friday) and a 2 hour class on Wednesday, other more productive option would be a workshop atmosphere using ½ day blocks, 2-3 afternoons a week.
- (4) In the future it would be most convenient to have a space where the materials and equipment could be left out and did not need to be packed away every day. Time was lost setting up and cleaning up.
- (5) The multi-media consultant could be brought on board prior to classes commencing to advise on the type of equipment to purchase, the most effective time to use his/her services. This person could also assist in clarifying what a multi-media presentation might look like so that the teachers and students had a sense of direction. The challenge is to maintain the "student ownership" and to provide enough direction and boundaries to ensure movement.
- (6) Adjust the curriculum schedule to allow for this class to run from September to February, this may help curtail the impact of absenteeism, which occurs during the warmer weather.
- (7) The decision to present the "presentation" to an audience beyond that of other schools (i.e. the funders) should be shared and discussed with the partners.

6.0 Conclusion

The Edmonton Coalition was successful in developing the capacity of a group of marginalized urban Aboriginal youth through the research, development and production a multi-media presentation about tobacco and its harmful affects. The youth were offered skill-enhancing opportunities that increased their knowledge about health promotion and harm reduction, through a self help model. The presentation was well received by the 11 – 15 year old audience who stated that they learned new information concerning tobacco use and the problems associated with it. The Coalition has proven successful in its ability to work together, problem solve and maintain the focus of the project over time.

Appendix A - Boyle Street Co-op Student Attendance/Participation

Month →	March	April	May	June
Registered Students in Class	23	24	23	15
Number of Students days attended	211	63	100	70
Average days attended	9.17	5.73	5.26	4.38
Maximum days	18	11	19	16
Range	1 to 17	0 to 9	0 to 16	0 to 14

Appendix B - Summary of HCR Involvement

Dates	Events	In person Involvement by HCR
Jan 27	Contract Discussion, project review	HCR
Feb 21	Further Discussion; contract finalized	HCR
March 3	Class #1	
March 5	March 5 – Focus Group @ ESPC	Food; HCR
March 7	Class	HCR
March 11	T/c with John	
March 18	Class	HCR
March 26	Focus Group with class	HCR
April 9	Tim & students at ESPC	HCR
April 23	T/c with John – update	
May 13	Co-op – class	HCR
May 14	Co-op – class	HCR
May 20	T/c with John	
May 28	T/c with John	
May 30	Lunch with 2 teachers	HCR
June 2	T/c with John	
June 12	T/c with CS	
June 13	U of A	HCR
June 24	T/c with Mavis	
June 24	Viewed video of McDougall School presentation at Co-op	HCR
June 25	Round table focus group with students, teachers, John and HCR	HCR
July 4	Mtg. With Tim F.	HCR
July 10	Mtg. With Ken S. – teacher	HCR
July 16	Mtg. With John	HCR
July 28	Mtg. With Mavis – teacher	HCR

HCR was involved in:

- 10 sessions / activities with the class
- 2 Focus groups with students
- 3 meetings with the teachers
- 1 meeting with the audio visual consultant
- numerous t/c calls and pre/post discussions with coordinator John Maclean

Appendix C - Junior High Audience Survey

Boyle Street Co-op High School Tobacco Presentation

June 23, 1997 McDougall JR. High School Students

Please check those boxes below that apply to you.

	AGE	FEMALE	MALE	NON-SMOKER	SMOKER	OCCASIONAL SMOKER	TRYING TO QUIT	NOT TRYING TO QUIT	HAVE QUIT
1	11	9/20*	9/20*	F- 7/9 M-8/9	F- 1/9 M-1/9	F- 1/9 M-0/9	F- 1/9 M-1/9	F- 0/9 M-0/9	F- 0/9 M- 0/
6	12								
5	13								
2	14								
3	15								
3	N/A								

* 3 students did not identify their gender or ages

1. Do you think there is anything you can do to influence smokers to quit?

Yes 12 No 8

2. Do you feel that there is peer pressure to smoke?

Yes 18 No 2

3. Circle the number that best describes how you felt about the Boyle Street Coop High School Tobacco presentation?

2
3
3
3
1
4
2
2

1 2 3 4 5 6 7 8 9 10

Didn't
Like

Really Liked

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4. Did the presentation give you NEW information about tobacco?

Yes 12 No 8

5. In the presentation there were some youth talking - is that the way you talk with your friends? (Is this the type of language you use every day?)

Yes 5 No 15

6. Tell us how you felt about the music?

4	1	2	3	4		1	2	1	2
1	2	3	4	5	6	7	8	9	10

Didn't
Like

Really Liked

7. Were you able to "relate" to the actors and people in this presentation?

Yes 12 No 8 N/A 2

8. Do you think this video will help youth to stop smoking?

Yes 12 No 7 N/A 2

9. Do you think this video will prevent youth from starting smoking?

Yes 10 No 8 N/A 2

10. What was the part of the presentation that taught you the most?

8 – diseases caused by tobacco lung/lip/mouth cancer
when it showed what can happen when you smoke, shouldn't
smoke when pregnant

5 - the man with the voice box

2 – nothing

1 - pictures, when actors walked around with signs,

11. What was the part of the presentation you least liked?

4 - the pictures

4 - nothing

3 - music

2 - it was too long, the guy with the funny talk, I didn't like it when the guys walked around

1 - the contract part, seeing the girls talking,

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