



Addressing Rural Health Needs

IN HALDIMAND AND NORFOLK

Acknowledgements

Author

Deanna Morris, MA, PhD (Candidate)
Epidemiologist • Haldimand-Norfolk Health Unit
519-426-6170 Ext. 3215 • deanna.morris@hnhu.org

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Reviewers

Malcolm Lock, MD
Medical Officer of Health • Haldimand-Norfolk Health Unit

Karen Boughner, RN, BScN
Manager, Public Health • Haldimand-Norfolk Health Unit

Patti Moore, RN, BScN, MPA
General Manager, Health and Social Services Department
Norfolk County

Designed By

Communication Services Team
Haldimand-Norfolk Health Unit

Contributors

Marilyn Antkiw, RN, BScN
Public Health Nurse
Family Health Team • Haldimand-Norfolk Health Unit

Dana Reynolds
Recorder
Population Health Team • Haldimand-Norfolk Health Unit

Melanie Laundry, RN, BScN
Program Coordinator
Family Health Team • Haldimand-Norfolk Health Unit

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Gloria Thomas, Hons.BA, B.Ed. • Teacher, Turning Point.

Sue Ashton • Parent

Abe Wall, Hons.BA, M.Ed. • Teacher, Turning Point.

Scott Mabee, Youth Director • Houghton Brethren in Christ Church, Langton, Ontario

Paul Penelton BR Ed., Senior Pastor • Houghton Brethren in Christ Church, Langton, Ontario

Suzanne West, BA, Attendance Counsellor,
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Adolescent Health in Rural Southwest Norfolk County: A Social Phenomenon



Executive Summary

Introduction

There is a positive association between significant health problems in adulthood and maladaptive lifestyle behaviours initiated during adolescence. This period of life is a critical time for the development of attitudes, beliefs, lifestyle practices related to quality of life and overall health and well-being. Smoking, alcohol consumption, substance use and poor dietary practices are some maladaptive behaviours documented among adolescents. Moreover, it has also been established that there are maladaptive health behaviours among rural adolescents residing in Haldimand and Norfolk. Haldimand and Norfolk youth were twice as likely to smoke compared to Ontario youth in general and are 50% more likely to engage in underage drinking. Moreover, teenagers age 15 to 19 were the second-highest age cohort to complete suicide over a five-year period. In particular, it was also found that youth in southwest Norfolk engage in risky behaviours, particularly at bush parties/bunches, including drinking and illicit drug use, drinking and driving and inebriated youth walking home at night.

Results

Youth Currently:

1. Hang out with friends/relatives.
2. Watch TV or DVDs.
3. Play sports.

Students Would Like To:

1. Play paintball.
2. Take part in dance, gymnastics, karate or other groups or lessons outside of class.
3. Ride dirt bikes or ATVs.

Barriers to Participate in Community Life:

1. Not available.
2. No transportation.
3. No money.

Programs and Facilities They Would Like to Have:

1. More sports.
2. Paintball.
3. Bowling.

Like About the Community:

1. Lots of space.
2. Sports and recreational activities.
3. Know everyone.

Do Not Like about the Community:

1. Everything is too far away.
2. No transportation.
3. No programs after school.

Describe what Life is Like at School:

1. Not enough physical activity (low-German-speaking population).
2. Lots of rules.
3. Boring.

Why the Community Feels Safe:

1. Know everyone.
2. Roads are safe.
3. No crime.



Therefore, the All Youth Matter Committee was established to respond to the needs of southwest Norfolk youth, and a decision was made to conduct a research study. Committee members were engaged in the design and implementation of a participatory action project to yield information about the health, opinions and needs of youth in southwest Norfolk; to yield information about the social environment (community and school engagement) and to engage and involve youth in shaping their community and their health. This information will help in understanding and improving the health of youth in southwest Norfolk.

Method

A participatory action research framework was employed. The participatory action approach fostered rural community collaboration among members of the All Youth Matter Committee to understand better the needs of southwest Norfolk youth. Both qualitative methodology, in the form of focus groups, and survey methodology were employed. Phenom-

enology and critical theory guided the study. Students in Grades 7, 8 and 9 from southwest Norfolk, as well as low-German-speaking Mennonites, participated in the study.

Results

Overall, 202 students completed the survey, representing a favourable response rate of 40.6%, and 169 students participated in the focus groups. The results are listed in the side panels.

Results and Discussion

The need for youth to be involved in the process of developing, implementing and evaluating youth initiatives in southwest Norfolk cannot be overemphasized. The youth in this study were able to identify the assets and challenges associated with living in a rural community that contribute to their overall health and well-being. More importantly, the students were able to identify clearly their needs and the obstacles they faced in achieving good health, including the need to have access to more sports and recreational activities



both at school and outside of school, namely a skate park and paintball. Students also reported that they would like to have more art programs and gymnastics, karate or other group lessons outside of class and a bowling alley. The barriers that they faced were: a lack of available programs, services and facilities, as well as a lack of transportation and money.

Attention should also be given to injury prevention strategies and programs to reduce harm among youth in southwest Norfolk who use bikes and ATVs, as well as tractors. Bush parties/bunches were also identified as places where youth engage in risky behaviours like underage drinking and illicit drug use. It was suggested that youth would rather have a skate park than attend a bush party.

The students, particularly the low-German-speaking students, also expressed a strong interest in having sports and recreational activities offered at school. It is suggested that school and health professionals explore alternative

options and strategies to address barriers that prevent students from being physically active.

The discussion of a youth drop-in centre revealed that students were passionate about having a centre that was easily accessible and provided a variety of sports and recreational activities, including a skate park. However, there were some challenges that need to be addressed.

Conclusion

Overall, the project demonstrated a participatory action research framework. The project provided a community development approach in identifying the needs of youth in southwest Norfolk. This information will be useful in the broader sense to solicit more youth to participate in the next step to develop, implement and evaluate interventions to achieve health and well-being among rural youth in southwest Norfolk.

Results

Why the Community Does Not Feel Safe:

1. People get hurt by tractors and ATVs.
2. People drive recklessly.
3. People lock their doors.

Bush Party/Bunches Comments:

1. Would rather go to another place to hang out, like a skate park rather than a bush party.
2. Popular.
3. Would rather go to a bush party.

One Wish:

1. Access to more sports and recreational activities, namely a skate park.
2. Art programs.
3. Access to more sports and recreational activities at school (sports at Valley Heights Secondary School).

Describe what a Youth Drop-In Centre Would Look Like in South West Norfolk:

1. Easily accessible.
2. Offers sports and recreational activities, namely a skate park.
3. Provides food and refreshments.
4. Youth will be the leaders.
5. Located beside Houghton Public School or Valley Heights Secondary School.
6. Youth would be the target population.

Chapter 1: Introduction



1.1 The Problem

There is a positive association between significant health problems in adulthood and maladaptive lifestyle behaviours initiated during adolescence (Groft, Hagen, Miller, Cooper & Brown, 2004). Adolescence is a critical time for the development of attitudes, beliefs and lifestyle practices related to quality of life and overall health and well-being (Groft, Hagen, Miller, Cooper & Brown, 2004). Smoking, alcohol and substance use and poor dietary practices are some maladaptive behaviours documented among adolescents (Groft, Hagen, Miller, Cooper & Brown, 2004).

Moreover, it has been established that there are unique social inequalities among adolescents living in rural areas compared to urban areas (Puskar, Tusaie-Mumford, Sereika & Lamb, 1999). Particular attention to the health status of rural adolescents is essential and needs to be examined in greater depth. Rural populations are understood to have differing levels

of health status compared to their urban counterparts (Fertman, Dotson, Mazzocco, & Reitz, 2005; Romanow, 2002). The variations in economies, environmental characteristics, demography and culture in rural areas affect health status (Hart, Larson & Lishner, 2005). On average, rural populations have higher youth populations, higher poverty, higher disability rates, shorter life expectancy and higher death rates than urban populations, particularly deaths due to injuries, circulatory diseases, respiratory diseases, diabetes and suicide (Desmeules et al. 2006, Public Health Agency of Canada, 2008).

Emerging from this data was a strong belief that Haldimand and Norfolk, a rural community located on the south shore of Lake Erie, showed health disparities and inequalities. According to the *Haldimand and Norfolk Chronic Disease Prevention Health Status Report 2009*, there are formidable challenges for youth in the area with respect to negative lifestyle behaviours and poverty (Morris, 2009). Specifically, it was found

that local youth are twice as likely to smoke compared to Ontario youth in general and are 64% more likely to engage in underage drinking. Moreover, 7.4% (n=1,800) of children and youth live in poverty in Haldimand and Norfolk (Morris, 2009). Moreover, according to the *Haldimand and Norfolk Mental Health Report with a Focus on Suicide*, teenagers age 15 to 19 were the second-highest age cohort to complete suicide from 2000 to 2004 and were the highest age cohort to visit the Emergency Department for attempted suicide from 2003 to 2007 (Morris, 2009).

In addition, it has been observed by community members that adolescents in southwest Norfolk are attending bush parties/bunches. Literally hundreds of young people attend these parties known as 'bunches' and the community finds it very intimidating. They are concerned for their safety and fear reprisal if they report these large gatherings that often occur on private property.

Moreover, these bush parties/bunches

negatively impact the noise level of small communities in the former township of Houghton, Cultus, Glen Meyer, Frogmore and Fairground.

At these bush parties/bunches, youth engage in risk-taking behaviours, including drinking and illicit drug use, drinking and driving and inebriated youth walking home at night. The bush parties/bunches are located on a farmer's field, bush lot or parent's home and yard. Youth ages 14 to 21 primarily attend, including English-speaking and low-German-speaking youth.

Adolescent health status as described in the aforementioned paragraph and adolescent problem behaviours, namely youth attending bush parties/bunches became a concern in southwest Norfolk, and elicited a social control response to promote positive, healthy behaviours among youth and reducing harmful activities.

1.2 Significance of The Problem

Rural health disparities and inequalities among youth do not tell the whole story. It is understood that research on adolescent youth has been centered on the health status of youth in urban settings (Groft, Hagen, Miller, Cooper & Brown, 2004). As a result, conventional or urban-directed programs that are developed by urban planners for urban youth are implemented in rural settings (Romanow, 2002). Population health data describe the health status of youth and do not usually explore the social determinants of health and policies underpinning rural and urban health variations. Despite the abundance of health-related data at the federal, provincial and territorial levels, most data collected are not meaningful from a rural health perspective (Romanow, 2002).

Therefore, one of the important investments is the recognition of the broader understanding of health that involves the commitment to focus on the social determinants of health in rural settings. Viewed from this perspective, one of the commitments of communities should be to invest in and recognize the broader understanding of health in an effort to cre-

ate supportive and healthy communities. The research related to youth and their health and health determinants showed that there is a strong positive relationship between health and social capital, including elements of trust, belonging, safety, inclusion, safety, social networks and participation in community life (Furstenberg & Hugher, 1995).

This instrumental way of thinking is fundamental in fostering a community participatory action approach to understand the needs of youth in a rural setting. Therefore, a committee was formed to examine the health, opinions and needs of youth in southwest Norfolk. The committee, called All Youth Matter, fostered a participatory action research approach, involving the use of qualitative focus groups and a survey designed to elicit meaningful and useful data from youth to identify promising and effective interventions that can be applied in a rural setting.

1.3 The Purpose

The purpose of this research project is to describe the participatory action approach to yield information about the health, opinions and needs of youth in southwest Norfolk; to yield information about the social environment (community and school engagement) and to engage and involve youth in shaping their community and their health.

1.4 Research Questions

The following research questions were posed:

1. What do youth need?
2. How do youth perceive their social environment?
3. How do youth spend their time, particularly after school?
4. What are some of the barriers/challenges for youth living in southwest Norfolk?
5. What are some of the strengths that youth perceive of their community?
6. What programs and facilities would youth be interested in having in their community?

1.5 Theoretical Frameworks

The social cognitive theory, social capital and the development assets theories provided the framework for this study.

Social Cognitive Theory

The core assumptions of the social cognitive theory explain how people acquire and maintain certain behaviour patterns through the interrelationships between behaviour, environmental factors and personal factors (McKenzie & Smeltzer, 1997). The social cognitive theory helps to examine how youth form attitudes and behaviours that are relevant for unhealthy and risk-taking behaviours (McKenzie & Smeltzer, 1997). The social cognitive learning theory is used in developing health promotion programs (McKenzie & Smeltzer, 1997).

Social Capital Theory

Social capital has been found to be associated with overall health and well-being, enhanced economic development and the prevention of crime (Leyden, 2003). Youth social capital encompasses the key components of social capital, which include the degree of trust with neighbors; sense of belonging and inclusion; diversity and intolerance; feelings of safety and fear of crime and the level of volunteerism and participation in community life (Coleman, 1988). In addition, several specific forms of social capital as defined by Coleman (1988) include obligations, trustworthiness and expectations (Furstenberg & Hugher, 1995). These social mechanisms identified by Coleman (1988) act as a product of parent-child relationships, social relationships and community institutions (Furstenberg & Hughes, 1995).

Developmental Assets Theory

The developmental assets theory (Search Institute, 2008) is based on the theory that youth require certain internal and external assets to develop in a healthy way. Some of these assets can be developed by families, schools, supports and community institutions (Search Institute, 2008).

Chapter Two: Background Information



2.1 Haldimand and Norfolk Counties

Haldimand and Norfolk Counties are considered rural and are located in southern Ontario. According to the 2006 Census, Haldimand and Norfolk have a combined population of 107,775 (Statistics Canada, 2009). Population density is an indicator of rural populations; generally, urban areas have a higher population density (Hart, Larson & Lishner, 2005). Haldimand and Norfolk's population density is 37.7 people/km² (Statistics Canada, 2009). There are no metropolitan cities, urban centres or northern hinterlands, however, the area does contain several townships and has a high incidence of agricultural activity. Haldimand and Norfolk promote a population-based approach that is conducive to rural health best practice service delivery and is dictated by the salient concerns in the community.

2.1 Southwest Norfolk

Southwest Norfolk has a population of 11,676, of which 3,235 are children and youth ages 0 to 18 (Ryder, 2006). Southwest Norfolk is located between Langton and Port Rowan. Southwest Norfolk has a public library, food bank, community centre and an arena (Ryder, 2006). There are three public elementary schools, one Catholic elementary school and one high school in southwest Norfolk. There are also two alternative learning programs for the low-German-speaking population: Pathfinder and Turning Point.

Sports and recreational programs include softball, minor hockey and karate (Ryder, 2006). There is also a large low-German-speaking Mennonite population in southwest Norfolk (Ryder, 2006). To respond to the unique needs of the low-German-speaking population, a Norfolk Community Help Centre was developed to provide educational programs, translation services, referrals to other agencies and organizations and assistance with settlement and employment needs.

2.2 Low-German-speaking Mennonites

The Mennonite movement began during the Reformation in Germanic Europe (A. Wall, personal communication, October 10, 2009). The fundamental tenets of this movement were to maintain a church based on the teachings of the New Testament, primarily focussing on Anabaptism, the separation of church and state and a withdrawal from active participation in the political structures of society (A. Wall, personal communication, October 10, 2009). This was accomplished then, as it is now, through the maintenance of the Mennonites' religious ideology and the German language (A. Wall, personal communication, October 10, 2009). Migration marks the histories of many Mennonite families (A. Wall, personal communication, October 10, 2009). What started in Germanic Europe led to Russia, Canada, Latin America and South America (A. Wall, personal communication, October 10, 2009). Through centuries and across the globe, the low-German-speaking Mennonite community has, for the most part, adhered to the original intent of the movement, with specific attention given to the retention of the low-German language (A. Wall, personal communication, October 10, 2009).

The Mennonite culture is focussed heavily on social relationships within the culture; this is true in the teen and adult groups (A. Wall, personal communication, October 10, 2009). Most Mennonites live a simple lifestyle relying heavily on employment in the agricultural sector (A. Wall, personal communication, October 10, 2009). Typically, some of these traditions dwindle with the amount of time spent in the country of permanent residence (A. Wall, personal communication, October 10, 2009). The Mennonite belief system is based on the original precepts of the Mennonite forefathers (A. Wall, personal communication, October 10, 2009). However, over generations, the reasons behind their beliefs have relied on what they were taught by their parents (A. Wall, personal communication, October 10, 2009). Most still cling to their New Testament beliefs and try to live a simple life



to honour God (A. Wall, personal communication, October 10, 2009). Many in Norfolk still adopt a seasonal migration pattern that takes them to their home country once there is no work left to be done in the fields and return again in the spring (A. Wall, personal communication, October 10, 2009). It is estimated that there are between 8,000 and 10,000 individuals in Norfolk area with other nearby settlements ranging from Elgin to Leamington (A. Wall, personal communication, October 10, 2009). This includes second-generation Mennonites, some of whom do not speak low-German or follow cultural norms (Ryder, 2006).

To respond to the unique educational and cultural needs of the low-German-speaking population, two alternative learning programs were developed by the Grand Erie District School Board of Education: Pathfinder and Turning Point.

2.2.1 Pathfinder

Pathfinder is a Valley Heights Secondary School alternative learning program that is located at Houghton Public School. Pathfinder meets the cultural needs of

Grade 9 and 10 Low-German-speaking Mennonites. Because the students in the program are often expected to work to support their families, there are periods of time the students miss school. Courses are offered in sections that suit their seasonal agricultural work commitments. The program further supports students by offering a less intimidating environment that is sensitive to their cultural values.

2.2.2 Turning Point

Turning Point is a Grand Erie District School Board recapture program designed to re-engage early school leavers. In 2005, the school board model was adapted to provide a transition for Pathfinder students to Grade 11 and 12 courses. In many cases, Low-German-speaking Mennonite students are expected to devote their time to work after turning 16. With the introduction of learning to 18, Turning Point provides an alternative to a much larger Low-German-speaking Mennonite population that respects the culture's value on work. Students earn co-op credits to fulfill elective credits while working on academic requirements under the supervision of a teacher. Both pro-

grams have provided a culturally sensitive and effective means for this population to achieve secondary school success.

2.3 The Formation of All Youth Matter In Response to Bush Parties/Bunches

As previously mentioned, adolescents in southwest Norfolk face some formidable challenges. The poor health status of the youth population and their undesirable high-risk-taking behaviours demonstrated at bush parties/bunches elicited a community control response to promote positive, healthy behaviours among youth and reducing harmful activities.

Historically, “bunches” have their origin from colony settlements in other countries. Typically, Mennonite teens would meet at bunches to socialize, because of the lack of alternatives to meet in a social settings outside of the church. This typically happens on Sunday afternoons or on religious holidays. In colony settlements, people would typically meet at the road and socialize. This tradition has endured for generations and now, with access to transportation, youth meet as bunches at people’s homes. This often takes place at a home where there is little or no adult supervision.

In southwest Norfolk, both English-speaking and Mennonite youth attend



bush parties/bunches. High-risk behaviours prevalent at bush parties/bunches include underage drinking, illicit drug use, drinking and driving and inebriated youth walking home at night. The bush parties/bunches are located on a farmer’s field, bush lot, or parent’s home and yard. Primarily youth ages 14 to 21 attend these bush parties/bunches. In response to the bush parties and bunches, as well as other risky behaviours, including sexual harassment and sexual assault in southwest Norfolk, the Houghton Networking Group (HNG) was formed in May, 2006.

This group provided educational sessions on various topics including Operation Lookout, and healthy behaviours both in English-speaking schools as well as Old Colony Mennonite Christian schools. Operation Lookout is a Canada-wide, public awareness program that encourages businesses and the public to call the police if they see an impaired driver.

However, at the time, Old Colony Mennonite Christian Schools were not receptive to the educational sessions, so in response, a new subcommittee, Houghton Youth Matter was established with a new strategic direction and vision.

The membership of the Houghton Youth Matter committee was instrumental in the success of promoting positive, healthy behaviours among youth and reducing harmful activities. The funda-

mental goal of the committee was to offer youth alternative activities so they were less likely to attend bush parties/bunches. Membership in the Houghton Youth Matter is illustrated in Table 1. The process of community collaboration was seen as the most appropriate avenue to engage interest in developing effective rural interventions that were deemed both appropriate and acceptable among youth. Several meetings were held that discussed strategies to improve the health of youth in Houghton, as illustrated in Table 1. A decision was then made to be more inclusive of southwest Norfolk and Elgin County. Therefore, the name of the committee was changed to All Youth Matter.

The All Youth Matter committee expanded its membership to include community parents, youth teachers, principals, and social service agency representatives. In the summer of 2008, the committee decided that in order to identify the needs of youth in southwest Norfolk, a study needed to be done. Therefore, it was decided to invite a Public Health Epidemiologist to conduct the study. The purpose of the study was to yield information about the health, opinions and needs of youth in southwest Norfolk; to yield information about the social environment (community and school engagement) and to engage and involve youth in shaping their community and their health.



Table 1: Development of All Youth Matter Committee

Timeline	
May 2006	Houghton Networking Group (HNG) formed in response to a community member's concern. The community member informed the Health Unit that youth were having bush parties/ bunches where they engaged in risky behaviours (underage drinking, illicit drug use, inebriated youth walking home at night, drinking and driving, sexual harassment and sexual assault).
July 2006	Developed membership. Membership included: <ol style="list-style-type: none"> 1. Ministry of Transportation (MTO). 2. Ontario Provincial Police (OPP). 3. Norfolk Community Help Centre. 4. Faith Community (Old Colony Minister). 5. Public Health. 6. Community Member. 7. Addictions.
July 2006-July 2007	Met quarterly to discuss issues and strategies.
July 2006-July 2007	Early meetings of the HNG focused on policing the bush parties/bunches and increasing signage such as Operation Lookout signs posted in the community. The HNG also discussed continuing to provide education and awareness sessions in the elementary and secondary schools – V.I.P. (Values, Influences, Peers) program and C.H.A.T. (Communities and Hospitals Against Trauma) respectively. The HNG members discussed providing these education and awareness sessions in the old colony Christian schools but the schools were not receptive to the sessions at this time.
May 2007	The Houghton Youth Matter subcommittee was formed. Membership included a Public Health Nurse and a Youth Pastor.
May 2007-July 2008	Activities of Houghton Youth Matter: <ol style="list-style-type: none"> 1. Met with Pathfinder teacher and Turning Point teacher to gain further insight into the low-German-speaking population's culture. 2. Conducted a literature search on resiliency of youth, adolescent risk behaviours and strategies to keep teens safe. 3. Investigated several funding sources. 4. Received input, guidance and support from school principals. 5. Discussed secular social alternatives to bush parties/bunches. 6. Decided to survey youth to determine their needs. 7. Investigated the possibility of establishing a youth drop-in centre.
July 2008	Merged Houghton Networking Group and Houghton Youth Matter Sub-committee to form new committee called, "All Youth Matter" to target youth in southwest Norfolk and Elgin County.
August 2008-December 2008	Expanded membership to include community parents, youth, teachers, principals and social service agency representatives. Invited a Public Health Epidemiologist to conduct a youth study. The purpose of the study was to yield information about the health, opinions and needs of youth in southwest Norfolk; to yield information about the social environment (community and school engagement) and to engage and involve youth in shaping their community and their health.
January 2009 - June 2009	Completed focus groups and surveys.
July 2009 - December 2009	Completed first draft of youth study report.
January 2010 - February 2010	Completed youth study.

Chapter Three: Methodology



Artist: Aggie Kroecker

2.1 Research Design

A participatory action research framework was employed. The participatory action approach fostered rural community collaboration, which empowered organizations, public health, churches, schools, youth and parents to form an All Youth Matter Committee. The purpose of the committee was to identify the needs of youth in southwest Norfolk and to identify useful and acceptable interventions to improve their overall health and well-being.

The process of community collaboration was seen as the most appropriate avenue to engage interest in developing effective rural interventions that were deemed both appropriate and acceptable. As part of the committee's objective to identify the needs of youth in southwest Norfolk from a rural perspective, it was made clear that a research project

needed to be conducted as a starting point to identify and address the needs of rural youth. Consultation with an Epidemiologist from the local Health Unit led to the decision to conduct focus groups and collect empirical evidence in the form of a survey. Focus groups in the past have been identified as an effective method to obtain opinions and attitudes of youth on topics of interest. At the same time, it was also deemed essential by the committee that the low-German-speaking population be included in the study, since there is a high concentration of low-German-speaking Mennonites in southwest Norfolk.

To ensure methodological simplicity, semi-structured focus groups among youth in Grades 7, 8 and 9 were conducted in various schools in southwest Norfolk. To ensure that empirical evidence was collected, survey methodology was also used

to elicit meaningful and useful data.

2.2 Participants and Setting

Students in Grades 7, 8 and 9 from rural southwest Norfolk were invited to participate in the research study on adolescent health. The Grand Erie District School Board also participated in the study. The schools that participated were Langton Public School, Port Rowan Public School, Houghton Public School and Valley Heights Secondary School. Pathfinder and Turning Point, alternative learning programs that target low-German-speaking Mennonites, were also included. Courtland Public School, located in west Norfolk, was also included. The sample obtained represented the various townships, socioeconomic backgrounds, schools and cultures in southwest Norfolk.

The completed surveys (n=202) represented a favourable response rate of 40.6% of the total number of students who were invited to participate (n=498). More males than females completed the survey (53%, n=107, and 47%, n=95 respectively). A higher proportion of respondents were in Grade 8 (37.1%, n=75) followed by Grade 7 (33.2%, n=67) and Grade 9 (10.9%, n=22). Overall, 18.8% (n=38) of low-German-speaking Mennonite youth participated in the research project. Respondents were not equally divided according to school (Port Rowan=23.8%, Courtland=17.8%, Houghton=15.8%, Langton=13.9%, Valley Heights=9.9%, Turning Point=9.4% and Pathfinder=9.4%).

Overall, 169 students participated in the focus groups. Respondents were not equally divided according to school (Port Rowan=32.5%, Houghton=23.1%, Langton=16.0%, Pathfinder=11.1%, Valley Heights=10.7%, Turning Point=6.5% and Courtland=0%). Courtland was excluded from the sample, based on the unwillingness of participants to engage actively in the focus groups. Some students who did not participate in the focus groups did complete the survey.



2.2.1 Qualitative Methodology

One can gain a sense of the lived experience of youth by adopting phenomenology as the main approach to this research study. This phenomenological approach studies the students' perspectives of the social environment and attempts to describe in detail the structure and content of the participants' consciousnesses to understand the diversity of their experiences and to draw inferences (Creswell, 1998). The formulation of the research objectives was guided by methodological guidelines, such as making constant comparisons, utilizing a thematic approach and sampling procedures to ensure conceptual development and density. The grounded theory approach in qualitative research allowed the researcher to draw inferences about this social phenomenon without any type of theoretical commitment.

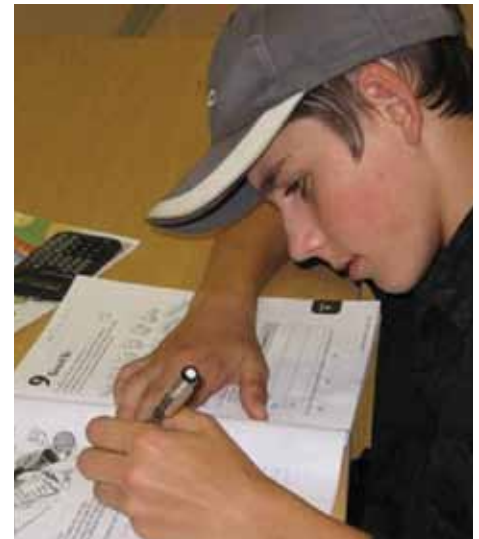
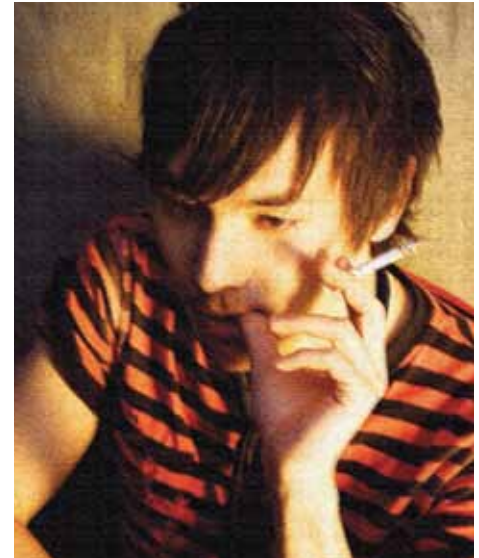
Since philosophical assumptions mark all qualitative studies, the researcher used critical theory to draw attention to this social phenomenon. Critical theory is based on the issues of power and justice and the ways that the economy, matters of race, class, gender, ideologies, discourse, education, religion, social institutions and cultural dynamics interact to create a social system (Creswell, 1998). By using this theoretical ideology, truth about social systems and how they can affect youth may be revealed.

The resulting methodology guided the development of the questions.

Questions

1. What do you like about your community?
2. What do you not like about where you live?
3. What do you do after school? Do you participate in any activities?
4. What is life like at school?
5. Do you feel safe in your community?
6. Do you attend bush parties/bunches? If so, please describe them.
7. If you had one wish, what would you like to have in your area (e.g., a youth drop-in centre, a skate park, etc.)?
8. If you had a youth drop-in centre, what would it look like?

In order to provide the maximum opportunity for young people to be given a voice, the researchers conducted small, semi-structured focus groups to generate part of the research data. Students in Grades 7, 8 and 9 from rural southwest Norfolk were invited to participate in the focus groups. Overall, seven focus groups were conducted that represented the various townships, socioeconomic backgrounds, schools and cultures in southwest Norfolk. Since southwest Norfolk has a low-German-speaking population, students who were low-German-speaking were included in the study. Although it was originally thought the low-German-speaking population might have difficulty participating in the research study due to a language barrier, the committee felt that the students were proficient enough



in English to be able to understand and answer the questions. Therefore, an interpreter was not needed. Focus groups were arranged by the All Youth Matter Committee. The focus groups were approximately one hour in length and were facilitated by an Epidemiologist. A recorder took notes during the focus groups. The focus groups were conducted during lunch or health breaks. Pizza and refreshments were provided.

2.2.2 Quantitative Methodology

In order to elicit empirical evidence, several survey tools were reviewed, including *The Canadian Centre for Addiction and Mental Health 2007 Student Questionnaire*, *The National Longitudinal Survey of Children and Youth Cycle 4* (2000-



2001), *The National Longitudinal Survey of Children and Youth Cycle 7* (2006), *The Survey of Student Resources and Assets* (2005) and *The Canadian Community Health Survey* (CCHS 2.1, 2003). Moreover a similar study that was done in Fort Erie, Ontario, *Fort Erie Youth Study*, was also used (Kilty, 2004). Questions were adopted from the various instruments listed above, but none was used in its entirety (see Appendix A). The survey was reviewed by the committee and revisions were made until the committee was satisfied with the survey. The resulting survey elicited data about the following: demographic information, access to community engagement, barriers to community engagement and perceived youth needs. The majority of questions consisted of nominal data. Students were also asked to indicate specific programs and facilities that they would be interested in having in their community to enhance their health and well-being. The intention was to summarize the results, present it to the committee and develop health promotion

interventions that address the needs of youth in southwest Norfolk.

Following the focus groups, students had an opportunity to complete a survey. Students who did not consent to participate in the focus groups but had consent to complete the survey, were invited at this time to complete the survey. The survey took approximately 10 minutes to complete.

2.2 Ethical Considerations and Procedures

Ethics approval for the study was received from the Haldimand-Norfolk Health Unit and the Grand Erie District School Board. A consent form was mailed to parents that included a statement regarding the nature of the research study, a step-by-step description of how to participate, a statement that outlined the benefits of the study, a statement concerning voluntary participation and a statement regarding research procedures and contacts (see Appendix B). Confidentiality was also

maintained at the field site. The participants were also verbally informed that they could withdraw from the study at any time and could refuse to answer any questions.

2.3 Data Analysis

All recordings were transcribed verbatim and anonymized. Qualitative analysis was done using the triangulation method (hurricane diagrams, word perfect and observational field notes). From the various methods of data analysis, the existence of common themes and relationships between concepts emerged. In order to ensure the trustworthiness and credibility of the researcher's interpretation of the data, quality assurance was conducted. The recorder reviewed the results for accuracy (see Appendix C for verbatim quotes). Quantitative analysis was done using SPSS. Due to the descriptive nature of the study, frequencies and cross-tabulations were used.

Chapter Four: Results

3.1 Quantitative Results

3.1.1 Weekly Activities

Students were first asked what they do in a typical week. Overall, a higher proportion of respondents reported that they hang out with friends and relatives (94.9%, n=185), watch TV or DVDs (92.9%, n=184) and play sports (84.3%, n=167). The lowest proportion of students reported playing paintball (23.2%, n=46). It is interesting to note that over half of respondents reported that they hang out with friends and relatives; watch TV or DVDs; play sports; do chores; spend time on the computer; have a hobby or craft; look after siblings; hang out downtown at the neighbourhood store, main corner, or school playground and go dirt biking. Less than 50% of students reported that they volunteer; take part in clubs and groups; attend bush parties/bunches; participate in dance, gymnastic, karate or other groups or lessons outside of class and play paintball (see Figure 1).

3.1.2 Like to Do

Students were asked what they would like to do that they do not do already. Overall, a higher proportion of students reported that they would like to play paint ball (n=107); participate in dance, gymnastics, karate or other groups or lessons outside of class (n=73) and ride a dirt bike or ATV (n=63) (see Table 2).

3.1.3 Barriers

Students were asked to identify what prevents them from doing what they want to do. Overall, a higher percentage of students reported that the programs and facilities are not available where they live (63%, n=102), and there is no transportation to access services (61.8%, n=102). Some students reported that they had no money to do what they wanted to do (53%, n=87) (see Figure 2). Other comments were “have to baby sit,” “grounded,” “homework,” “no skate park,” “on welfare,” “parents said no,” “don’t know if I’d like it so why pay all kind of money” and “we have to multiply the cost by three for my siblings to do it as well.”

Figure 1: Weekly Activities

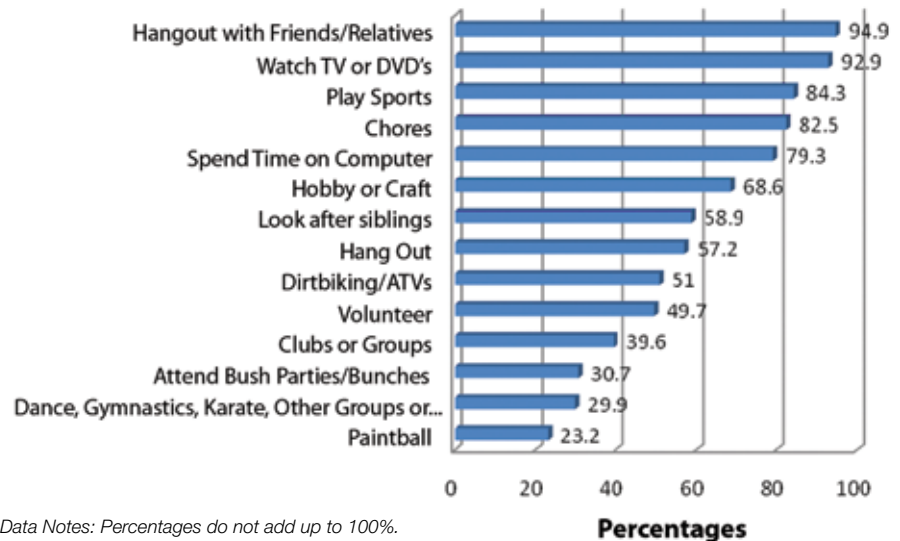


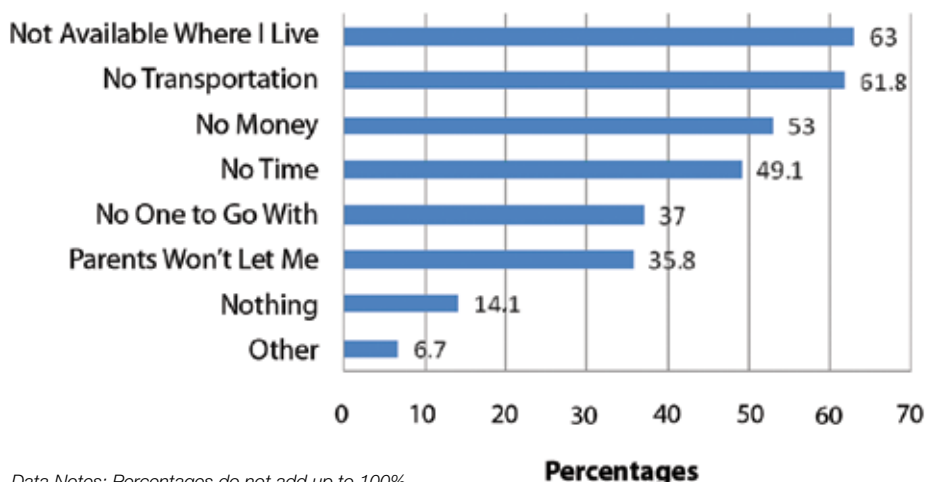
Table 2: Like to Do

Activity	# of Students Who Do Not Engage in Activity	# of Students Who Would Like to Engage in Activity	Rank	Percentage
Paintball	147	107	1	72.8%
Dance, Gymnastics, Karate or Other Groups or Lessons Outside of Class	128	73	2	57.0%
Ride Dirt Bike/ATV	91	63	3	69.2%
Hang out Downtown or at the Neighborhood Store, Main Corner or School Playground	75	39	4	52%
Volunteer	77	38	5	49.4%
Attend Bush Parties/bunches	119	38	5	31.9%
Clubs or Groups	104	32	6	30.8%
Hobby or Craft	54	21	7	38.9%
Play Sports	28	16	8	57.1%
Spend Time on Computer	38	16	9	42.1%
Hang Out with Friends/Relatives	9	7	10	77.8%
Watch TV	13	3	11	23.1%

Data Notes: Data was ranked based on highest proportion of the students who would like to engage in activity.

CHAPTER FOUR: RESULTS

Figure 2: Barriers to Participating in Community Life



Data Notes: Percentages do not add up to 100%.

Of the students who reported that they would like to participate in community activities, the reasons they gave for being unable to participate in the following activities are shown in Table 3. Having no money was found to be the main barrier for dance, gymnastics, karate or other groups and lessons outside of class; riding an ATV or dirt bike and playing sports. Not having transportation was the main barrier for volunteering, attending bush parties/bunches, spending time on the computer and hanging out with friends or relatives. For computers, the lack of internet access in rural areas like Haldimand and Norfolk, due to higher poverty rates may require that youth travel to a friends or family members home or an institution that has internet access. Lack of availability was the main barrier to participating

Table 3: Barriers to Participation

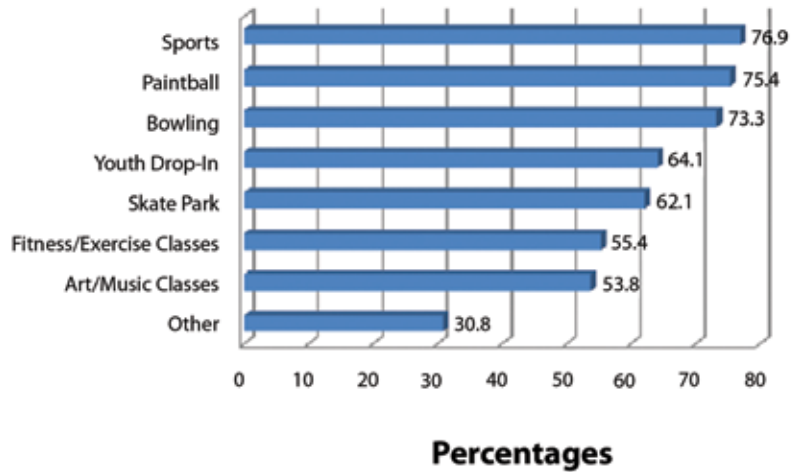
Activity	# of Students Who Would Like to Engage in Activity	Total Responses	No Money	No Time	No Transportation	No One to Go With	Parents Won't let Me	Not Available	Other
Paintball	107	95	60% (n=57)	45.3% (n=43)	64.2% (n=61)	33.7% (n=32)	35.8% (n=34)	68.4% (n=65)	4.2% (n=4)
Dance, Gymnastics, Karate or Other Groups or Lessons Outside of Class	73	63	66.7% (n=42)	42.9% (n=27)	65.1% (n=41)	38.1% (n=24)	34.9% (n=22)	66.7% (n=42)	1.6% (n=1)
Ride Dirt Bike/ATV	63	58	74.1% (n=43)	51.7% (n=30)	69% (n=40)	34.5% (n=20)	44.8% (n=26)	69% (n=40)	3.4% (n=2)
Hang out Downtown or at the Neighborhood Store, Main Corner or School Playground	39	37	64.9% (n=24)	48.6% (n=18)	67.6% (n=25)	45.9% (n=17)	45.9% (n=17)	70.3% (n=26)	2.7% (n=1)
Volunteer	38	37	63.6% (n=21)	54.5% (n=18)	75.8% (n=25)	39.4% (n=13)	48.5% (n=16)	57.6% (n=19)	9.1% (n=3)
Attend Bush Parties/Bunches	38	32	56.3% (n=18)	50% (n=16)	59.4% (n=19)	31.3% (n=10)	31.3% (n=10)	53.1% (n=17)	0
Clubs or Groups	32	27	59.3% (n=16)	40.7% (n=11)	55.6% (n=15)	33.3% (n=9)	29.6% (n=8)	70.4% (n=19)	3.7% (n=1)
Hobby or Craft	21	19	73.7% (n=14)	36.8% (n=7)	57.9% (n=11)	21.1% (n=4)	42.1% (n=8)	78.9% (n=15)	5.3% (n=1)
Play Sports	16	15	66.7% (n=10)	40% (n=6)	46.7% (n=7)	26.7% (n=4)	20% (n=3)	66.7% (n=10)	6.7% (n=1)
Spend Time on Computer	16	14	57.1% (n=8)	42.9% (n=6)	71.4% (n=10)	28.6% (n=4)	57.1% (n=8)	64.3% (n=9)	7.1% (n=1)
Hang Out with Friends/Relatives	7	5	40% (n=2)	40% (n=2)	80% (n=4)	40% (n=2)	40% (n=2)	80% (n=4)	0
Watch TV	3	2	0	0	0	0	0	50% (n=1)	100% (n=2)

in paint ball; dance, gymnastics, karate, other groups or lessons outside of class; hanging out downtown or at the neighborhood store, main corner or school playground; taking part in clubs and groups; doing a hobby or craft; playing sports or engaging in physical activity and hanging out with friends and relatives.

3.1.4 Programs and Facilities

Students were asked to identify the programs and services that they would be interested in having in their community. Overall, a higher percentage of students reported that they would like to have sports (76.9%, n=150), paint ball (75.4%, n=147) and bowling (73.3%, n=143) available in southwest Norfolk (see Figure 3). Other programs and facilities reported were a swimming pool (n=6), shopping mall (n=5), drama club (n=3), volleyball (n=2), movie theatre (n=2), target shooting

Figure 3: Programs and Facilities



(n=2), religious groups/fellowships (n=1), rock wall climbing (n=1), roller skating arena (n=1), night club (n=1), and movie theatre (n=1).



Artist: Sara Peters

Qualitative Results

Question #1: What do you like about your community?

Participants reported that what they liked most about their community was that there was lots of space, they knew everyone, there are sports and recreational activities, they knew everyone, they enjoyed the rurality, it felt safe, it was quiet, people are friendly, there are no bad influences, there are beaches, it's small, there are facilities, there are beaches, southwest Norfolk is close to other places, and there are lots of churches and youth clubs, and there are outdoor parties.

Lots of Space (25)

A higher proportion of students reported that there was lots of space. Compared to urban areas, southwest Norfolk had more space and was not crowded. Participants also reported that they felt they had more freedom because the area is less densely populated, there were more open areas to do activities and there was lots of land. Some of the verbatim quotes were: "Lots of space to do things like quading and dirt biking," "Not crowded," "Feel free here," "Have open areas you can do stuff" and "Lots of land to do different things."

Sports & Recreational Activities (22)

Students reported that they liked being able to engage in specific sports and recreational activities, including biking, dirt biking, paintball and hunting.

Know Everyone (21)

Some participants reported that they like southwest Norfolk because everyone knows each other. Some of the verbatim quotes were: "You know everyone" and "Because small little country town, everyone is in town."

Rurality (10)

Some students reported that they liked southwest Norfolk's rural geographical makeup. Some of the verbatim quotes were: "Like it because it is farmy," "Nature" and "Kind of county like."



Felt Safe (10)

Some students reported that they felt safe in their community. They also reported that there was no violence and they felt that the roads were safe. Some of the verbatim quotes were: "Feel safe here," "Not a lot of crime like the city," "No shootings at schools" and "Roads are safe."

Quiet (9)

Some participants reported that their community was quiet and peaceful. Some of the verbatim quotes were: "Quiet, not like the city" and "Really peaceful."

People are Friendly (6)

Students reported that they liked the fact that people in their community were friendly. Some of the verbatim quotes were: "Not as much bullying or getting picked on" and "Everyone is friendly, you can say hi."

No Bad Influences (5)

Some participants reported that there were no bad influences in their community. Some of the verbatim quotes were: "Not bad influences of the city" and "Don't have influences of teenagers."

The Beaches (5)

Some participants reported that they liked the beaches.

It's Small (4)

Some students reported that they liked that southwest Norfolk was small and felt that it was a less dangerous place to live compared to urban areas. Some of the verbatim quotes were: "Liked that it is a small community" and "More dangerous to ride bike or skateboard in Tillsonburg because it is bigger."

The Facilities (3)

A small number of students reported that they liked the facilities, specifically the arena, race track and tennis courts.

Close to Places (2)

A minority of students reported that they were close to places.

Lots of Churches and Youth

Clubs (2)

A minority of students reported that there were lots of churches and youth clubs.

Outdoor parties (2)

A small proportion of students reported that they liked the outdoor parties.

Question #2: What do you not like about where you live?

Participants reported that they did not like the following: everything is too far away, no transportation, no programs after school, too old to participate in organized sports, there is nothing to do (it's boring), no sports or recreational activities, no malls, organized sports and recreational activities are too expensive, smell, too quiet, and the tourists.

Everything is Too Far Away (62)

A higher proportion of students reported that they live too far away to go to places, most sports are in St. Williams and Langton, live too far from town, live too far from friends and have to go to Simcoe or Tillsonburg to play sports or engage in recreational activities. Some of the verbatim quotes were: "Too far to go to places," "There is sports of all sorts in Langton, but have to drive 15 minutes," "St. Williams is just baseball but Langton has baseball and hockey," "Too far away from a town," "Not close to friends," "Have to go to Simcoe for skatepark" and "The closest for basketball is Simcoe."

No Transportation (17)

Students reported that there was no transportation in southwest Norfolk. This was a barrier that prevented participants from actively engaging in their community. Some of the verbatim quotes were: "No transportation, especially difficult for

youth," "Transportation is an issue for doing things," "Some people ride their bike in the dark to get places" and "Parents are the only transportation, or you can bike if its not too far then you have to go home earlier."

No Programs During or After School (10)

Participants reported that there were no programs during or after school.

Too Old To Participate in Sports & Recreational Activities (8)

Some participants reported that they were too old to participate in sports and recreational activities. The verbatim quotes were: "Too old for age restrictions" and "I can't go to Langton because I am too old."

Nothing to Do, It's Boring (7)

Students reported that there was nothing to do in southwest Norfolk. Some of the verbatim quotes were: "Crappy and boring," "Nothing to do in the town," "Sit inside and do nothing" and "Be bored."

No Sports or Recreational Activities (7)

Participants reported that there were no sports or recreational activities in their community, particularly a skate park. Some of the verbatim quotes were: "No bike trails," "Not a lot of activities," "No skate park," "Don't have a pool" and "No gym."

No Malls (4)

Some students reported that there was nowhere to go shopping. The verbatim quotes were: "Nowhere to go shopping," "Go to Toronto to shop" and "No malls."

Organized Sports and Recreational Activities are Too Expensive (3)

Some students reported that organized sports and recreational activities were too expensive to participate in. The verbatim quotes were: "Have to spend money to have fun around here, a lot of people dirt bike but it is too expensive," "Baseball, and soccer and hockey, figure skating are only organized sports, it costs money to join all of these sports, over \$50.00" and "Don't join because of the money."

The Smell (2)

A small proportion of students reported that their community smells. The verbatim quotes were: "Smell of tobacco" and "Manure smell."

Too Quiet (2)

A minority of participants reported that they felt that their community was too quiet. The verbatim quotes were: "It's really quiet" and "too quiet."

The Tourists (2)

A minority of students reported that they do not like tourists. The verbatim quotes were: "Tourists" and "Beach packed in summer."





Question #3: What do you do after school and on week-ends? Do you participate in any activities?

Participants were asked what they do after school. The students reported the following: participate in sports and recreational activities, go to Backus Heritage Conservation Area, participate in after school sports, hang out with friends, nothing, play video games, go to or watch movies, belong to youth club, work, watch TV, do homework, go to night school, help out at home and go outside.

Participate in Sports and Recreational Activities (114)

Students provided a list of sports and recreational activities that they participated in. The most popular were golf, dirt biking, hunting and biking.

Go to Backus Heritage Conservation Area (50)

A high proportion of participants reported that they go to Backus Heritage Conservation Area after school and/or on weekends.

Participate in After-School Sports (20)

Some students reported that they participate in after-school sports.

Hang Out with Friends (16)

Some participants reported that they hang out with friends. Some of the verbatim quotes were: "Hang out" and "Go to friends."

Nothing (9)

Participants reported that they were bored and that they did nothing after school and on weekends. Some of the verbatim quotes were: "Be bored," "Nothing to do" and "Nothing to go to."

Play Video Games (9)

Some students reported that they play video games after school and on weekends.

Go to or Watch Movies (5)

Some students reported that they go to the movies or watch movies. Some of the verbatim quotes were: "Movies if parents are available to drive," "Watch movies" and "Go to a movie in Tillsonburg or Simcoe."



Belong to Youth Club (5)

Some students reported that they belong to a youth club after school. The verbatim quotes were: "At the church have boys & girls club," "Junior and Senior Youth Clubs," "Junior Lions" and "Tutoring club after school on Wednesdays."

Work (4)

Some participants reported that they work on weekends and/or after school.

Watch TV (3)

A minority of participants reported that they watch television.

Do Homework (2)

A small proportion of participants reported that they do homework.

Go to Night School (2)

A small proportion of participants reported that they go to night school.

Help Out at Home (2)

A minority of participants reported that they help out at home.

Go Outside (2)

A minority of participants reported that they go outside after school and/or on weekends.

Question #4: What is life like at school?

Students were asked what life was like at school. The following themes emerged: we don't get enough physical activity, lots of rules, lots of clubs and activities, and it's boring.

Not Enough Physical Activity (8)

A high proportion of students reported that they do not get enough physical activity. Some of the verbatim quotes were: "We want way more physical activity," "Don't like not being able to go to the gym. This is because we need supervision" and "Only get 15 minutes in the gym."

There are Lots of Rules (7)

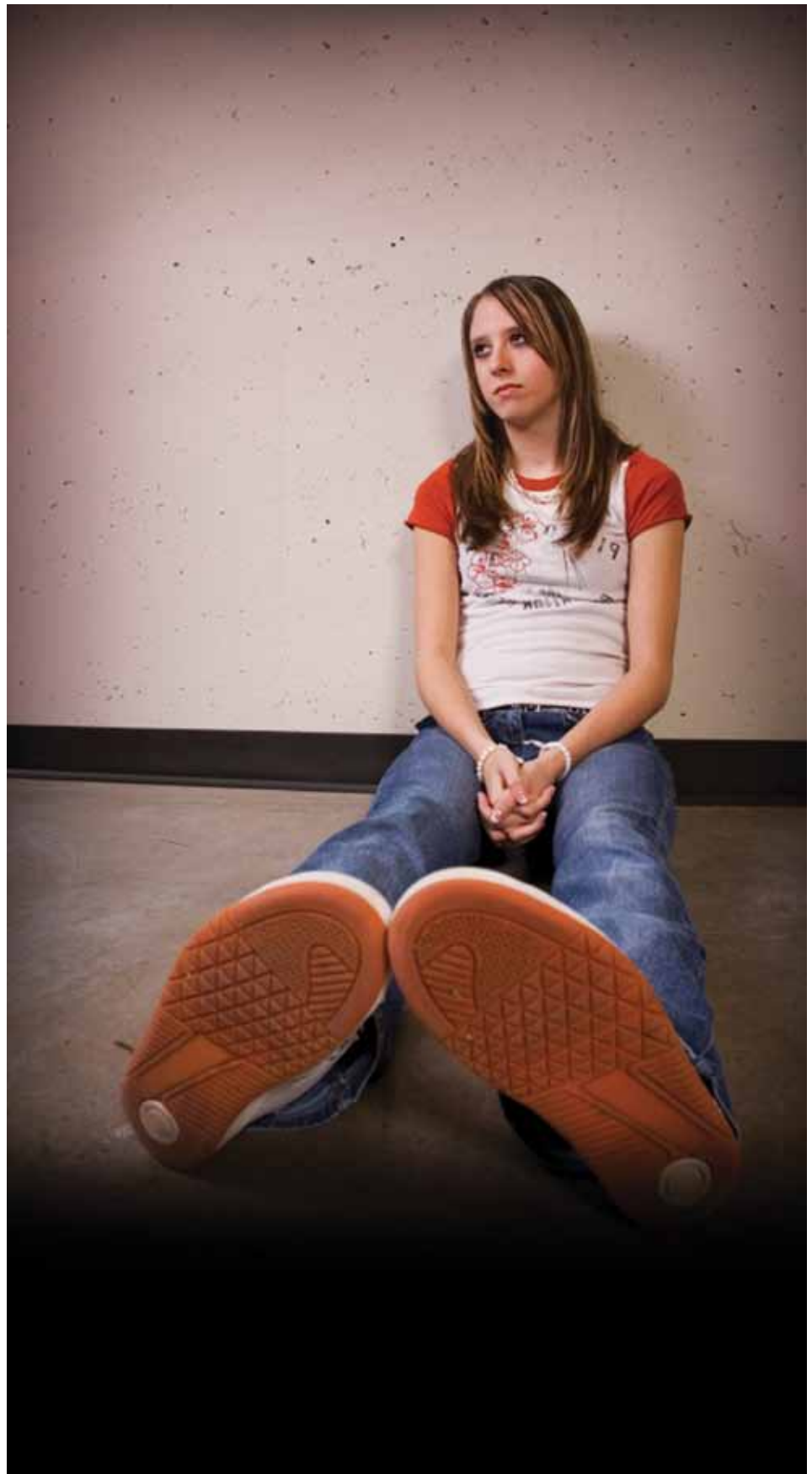
Some students reported that there were a lot of rules at school. Some of the verbatim quotes were: "Can't have electronics," "Can't have skateboards" and "Too many rules."

Lots of Clubs and Activities (4)

A small proportion of students reported that there were a lot of clubs. The verbatim quotes were: "A lot of clubs and sports," "Have computer club" and "Key Bible Club (these are during school recess)."

Boring (4)

A minority of students reported that school was boring. The verbatim quotes were: "Not really that boring but nowhere else to go, have to stay at the school," "Have to create your own fun. ½ hr basketball at lunch then nothing else to do" and "School is boring, no, cause it is boring and I would rather do something I would like to do, too many people telling you what to do here."





Question #5: Do you feel safe in your community?

Students were asked if they felt safe in their community. Of the proportion of students who felt safe, they reported feeling that way because everyone knows each other, the roads are safe and there is no crime. A small proportion of students posed the question, "Why wouldn't I feel safe?"

Everyone Knows Each Other (20)

A high proportion of participants reported that they felt safe because everyone knows each other. Some of the verbatim quotes were: "Because everyone is everyone's friend" and "everyone knows their neighbor."

Roads are Safe (17)

Some participants reported that the roads were safe. A high proportion of students reported that it was safe to walk or ride their bikes at night and that there was not a lot of heavy traffic. Some of the verbatim quotes were: "Not a lot of cars, no heavy traffic," "Walk at night" and "Safe to ride a bike at night."

No Crime (6)

Some participants reported that their community was safe because there was no crime. Particularly interesting, one student defined a safe community as a "suicide safe community." Some of the verbatim quotes were: "No gang fights, just the odd fight but no real gangs here," "Not enough people here to have gangs,"

"Not many people trying to commit suicide" and "Low vandalism."

Why Wouldn't I Feel Safe (2)

A small proportion of students reported that they do feel safe. The verbatim quotes were: "I haven't had anything bad happen to me that I wouldn't feel safe" and "Lots of cops that come in to town."

Question #5: Do you feel safe in your community?

Of the proportion of students who did not feel safe in their community, they reported that people get hurt by tractors or ATVs, people drive recklessly, they lock their doors, people try to damage property and there is a lack of access to medical services.

People Get Hurt by Tractors or ATVs (21)

A high proportion of students reported that people get hurt by tractors or ATVs in their community. Particularly interesting is that 20 students knew someone who had been hurt by a tractor or ATV.

People Drive Recklessly (12)

Some participants reported that people drive recklessly. Overall, 10 students reported that "People are not as cautious driving because they don't expect a bike at night." Other verbatim quotes were: "A lot of fast and crazy drivers" and "drunk drivers."

People Lock Their Doors (10)

Some students reported that they lock their doors.

People Try to Damage Property (2)

A minority of students reported that they did not feel safe because people try to damage property. The verbatim quotes were: "People try to damage property" and "Teenagers with baseball bats tried to hold up car."

Lack of Access to Medical Services (2)

A small proportion of students reported that there was a lack of access to medical services that may compromise their health and safety. The verbatim quotes were: "Hospital far away" and "Should set up a clinic around here for medical services."

Question #6: Do you attend bush parties/bunches? If so, please describe them.

Students were asked to describe the bush parties/bunches in their community. The higher proportion of students reported that they would rather hang out at some place like a skate park than a bush party. Some also stated that bush parties/bunches were annoying, boring and dumb, and they attended them because there was “nothing else to do.” On the other hand, some students reported that bush parties/bunches were popular and they would rather hang out at a bush party. They also reported that it was a place to drink and use drugs, and that teenagers 14 to 20 predominantly attend. They also reported that the bush party takes place at a parent’s house.

Would Rather Go to Another Place to Hang Out Like a Skate Park Rather Than a Bush Party (38)

A higher proportion of youth reported that they would rather go to some place like a skate park than a bush party. They also stated that bush parties/bunches were annoying, boring and dumb. Some students attend bush parties/bunches because there is nothing else to do. Some of the verbatim quotes were: “Annoying places to be” and “Gives people something to do.”

Popular (22)

Some students reported that bush parties/bunches are popular. Some of the verbatim quotes were: “It is very popular around here” and “Big group of people go out.”

Would Rather Go to a Bush Party (13)

Some participants reported that they would rather go to a bush party.

Place to Engage in “Risky” Behaviour (10)

Students reported that there is drinking, drugs, yelling and loud music at a bush party. Some of the verbatim quotes were: “Big bonfire and alcoholic beverages,” “High,” “Couldn’t believe what you



see there, yard full of cars, people doing things they shouldn’t be doing” and “Do what they want.”

Teenagers Attend Bush parties/Bunches (Age 14 to 20) (8)

Some students reported that teenagers age 14 to 20 attend bush parties/bunches. Some of the verbatim quotes were:

“Youngest girls 14, boys 16” and “Goes up to people in their 20’s.”

Party at Parent’s House (5)

Some participants reported that the bush parties/bunches are located outside of someone’s parents’ house when they are away. Some of the verbatim quotes were: “When parents go away kids party at their home” and “They are always at someone’s house when parents are not home,



not in the bush.”

Question #7: If you had one wish, what would you like to have in your area?

Students were asked what they would like to have in their community. The following themes emerged: access to sports and recreational activities, art programs, sports and recreational activities at school, an arcade, a teen hangout spot, art programs at school, a chess club at school, more restaurants, a swimming pool, a movie theatre, biking trails, a bowling alley, a shopping mall and auto classes at Valley Heights.

Access to More Sports and Recreational Activities (93)

A higher proportion of students reported that they would like to have more sports and recreational activities in southwest Norfolk. Specifically, students stated that they would like to have a skate park and play volleyball, hockey, basketball and football.

Art Programs (31)

Some students reported that they would

like to have art, drama and music programs.

Sports and Recreational Activities at School (29)

Some students reported that they would like to have sports and recreational activities at school. Specifically, some students stated that they would like to have sports at Valley Heights.

Arcade (28)

Some participants reported that they would like to have an arcade.

Teen Hangout Spot (27)

Some participants stated that they would like to have a teen hangout spot.

Art Programs At School (19)

Students reported that they would like to have music programs, a drama club and dance classes at school. Students were also asked to describe the time, day and location of the music lessons. Some students reported that they would like to have the music lessons before school or after school. They also stated that a student and someone from outside of the

school should facilitate the music lessons.

Chess Club At School (10)

Some students reported that they would like to have a chess club at school.

More Restaurants (7)

Some participants reported that they would like to have more restaurants in west Norfolk.

Swimming Pool (6)

Students reported that they would like to have a swimming pool in their community.

Movie Theatre (5)

Students reported that they would like to have a movie theatre in their area.

Biking trails (4)

Participants reported that they would like to have more biking trails in southwest Norfolk.

Bowling Alley (4)

Participants reported that they would like to have a bowling alley in their community.

Shopping Mall (3)

A small proportion of students stated that they would like to have a shopping mall in their community.

Auto Class at Valley Heights (2)

A small proportion of students stated that they would like to have better access to the garage at Valley Heights.

Question #7a. (PROMPT): If you had a youth drop-in centre, what would it look like?

Students were asked, if they had a youth drop-in centre, what would it look like? Overall, students reported that the centre would be easily accessible, have lots of sports and recreational activities and food and drinks.

Easily Accessible (26)

A higher proportion of students reported that they would like to have a bus that would transport them to and from the centre. They also stated that they would like to be able to walk or ride their bikes

or ATVs to the centre. Some of the verbatim quotes were: “A later bus would work,” “Could walk,” “Ride Bike” and “Ride Quad.”

Sports and Recreational Activities (20)

Some students reported that they would like to have sports and recreational activities offered at the youth drop-in centre. A higher proportion of students reported that they would like to have a skate park, trails for bikes and snowmobiles, basketball and hockey.

Food and Drinks (4)

A small proportion of students reported that they would like to have food and drinks available at the drop-in youth centre. The verbatim quotes were: “Fast food places,” “Like a community centre with restaurant,” “Chips and Pop machines” and “Somewhere to buy drinks.”

Question #7b. (PROMPT): Where would it be located?

Students were also asked where the youth drop-in centre should be located. A higher proportion of students stated that the centre should be located beside Houghton Public School and Valley Heights, while a smaller proportion reported that it should be located on a farm, at Sand Hill Park on open land and in one location.

Beside Houghton Public School (26)

A higher proportion of students stated that the youth drop-in centre should be located beside Houghton Public School. The students felt that the school was a central location in southwest Norfolk.

Beside Valley Heights (12)

Some students reported that the youth drop-in centre should be located beside Valley Heights.

On a Farm (2)

Some students reported that the youth drop-in centre should be located on a farm.

At Sandhill Park (2)

Some students reported that the youth

drop-in centre should be located at Sandhill Park.

On Open Land (2)

Some students reported that the youth drop-in centre should be located on open land.

One Location (2)

Some students reported that the youth drop-in centre should be located in one location. The verbatim quotes were: “All these things should be at the same place” and “All but one think all these things should be at one location.”

Question #7c. (PROMPT): Who would be the target audience?

Participants were also asked to define the target audience. A slightly higher proportion of students reported that youth would be the target audience, followed by teenagers and everyone; it would also accommodate people of different ages at different times, specifically youth at night and seniors during the day.

Question #7d. (PROMPT): What would be a good name?

Participants were also asked to identify a name for the drop-in youth centre. The following names were suggested: “Houghton Centre Place,” “Fun Place,” “Student centre,” “Teen centre,” “Fun fit” and “Chilling spot.”

Question #7e. (PROMPT): Is there a place already?

Students were also asked to identify if there is a drop-in youth centre located in their community. The students stated the following: “Closest arena is in Langton,” “There is a hall right beside the school right now that is used for other things,” (Houghton Public School) “Building is too small though” and “There is one in Langton – Lions. Locked up most of the time.”

Question #7f. (PROMPT): Who would be in charge?

Students felt that youth should be in charge. They also suggested the mayor and an adult.



Table 4: Qualitative Responses Summary

QUESTIONS	THEMES	# of RESPONSES
Question #1: What do you like about your community?	THEME #1: LOTS OF SPACE <ul style="list-style-type: none"> • More space (11) • Not crowded (6) • More freedom (3) • More open areas (3) • Lots of land (2) 	25
	THEME #2: SPORTS AND RECREATIONAL ACTIVITIES <ul style="list-style-type: none"> • Biking (5) • Dirt biking (4) • Paintball (2) • Hunting (2) • Hockey (1) • “Golf” (1) • “Baseball 20 minutes away” (1) • “Soccer 20 minutes away” (1) • “Mini putt is good” (1) • Volleyball (1) • “Karate” (1) • “Swimming” (1) • “Yoga” (1) 	22
	THEME #3: KNOW EVERYONE	21
	THEME #4: RURALITY	10
	THEME #4a: FELT SAFE <ul style="list-style-type: none"> • Feel safe (4) • No violence (4) • Roads are safe (2) 	10
	THEME #5: QUIET <ul style="list-style-type: none"> • Quiet (5) • Peaceful (4) 	9
	THEME #6: PEOPLE ARE FRIENDLY	6
	THEME #7: NO BAD INFLUENCES	5
	THEME #7a: THE BEACHES	5
	THEME #8: IT’S SMALL <ul style="list-style-type: none"> • Small (2) • Less dangerous because it is small (2) 	4
	THEME #9: THE FACILITIES	3
	THEME #10: CLOSE TO PLACES	2
	THEME #10a: LOTS OF CHURCHES AND YOUTH CLUBS	2
	THEME #10b: OUTDOOR PARTIES	2
	Other: <ul style="list-style-type: none"> • “The weather is not too extreme” • “You can always take your bike out” • “Soccer net” • “In a city it is all crazy, can walk dog in boxers here” • “Its good, plenty of stuff to do” 	5
Question #2: What do you not like about where you live?	THEME#1: EVERYTHING IS TOO FAR AWAY <ul style="list-style-type: none"> • Too far to go places (39) • Most sports are in St. Williams and Langton (8) • Too far from town (4) • Too far from friends (4) • Have to go to Simcoe or Tillsonburg for sports (3) Other: <ul style="list-style-type: none"> • “Live in the middle of nowhere” • “Takes ½ hr to walk home from school” • “Music lessons too far” • “Like scrapbooking but far to drive for supplies” 	62

QUESTIONS	THEMES	# of RESPONSES
	THEME #2: NO TRANSPORTATION	17
	THEME #3: NO PROGRAMS AFTER SCHOOL	10
	THEME #4: TOO OLD FOR ORGANIZED SPORTS	8
	THEME #5 NOTHING TO DO, IT'S BORING	7
	THEME #5a NO SPORTS OR RECREATION <ul style="list-style-type: none"> No skate park (3) "Not a lot of activities" "No gym" "No bike trails" "Don't have pool" 	7
	THEME #6: NO MALLS	4
	THEME #7: ORGANIZED SPORTS AND RECREATIONAL ACTIVITIES ARE TOO EXPENSIVE	3
	THEME #8: SMELL	2
	THEME #8a: TOO QUIET	2
	THEME #8b: TOURISTS	2
	Other: <ul style="list-style-type: none"> "Some of the roads need to be repaired, potholes" "Neighbours annoying chickens" "People beside are Menninites and mother yells at kids all the time" "LCBO across from and park in their driveway" "Shared gym and don't have long enough time at gym" "No, it sucks, rather live in Toronto" "Bad about being small is that it gets crowded" "No library" "No access to internet" 	9
Question #3: What do you do after school and on weekends? Do you participate in any activities?	THEME #1: PARTICIPATE IN SPORTS AND RECREATIONAL ACTIVITIES <ul style="list-style-type: none"> Golf (30) Dirt biking (19) Bike (15) Hunting (14) Soccer (5) Organized sports (5) Hockey (4) Baseball (4) Fishing (3) Bowling (2) Basketball (2) Skateboard (2) Figure skating (2) Mini golf (1) Trampoline (1) Badminton(1) Cheerleading (1) Lacrosse (1) Play pool (1) Paintball (1) 	114
	THEME #2: GO TO BACKUS HERITAGE CONSERVATION AREA	50
	THEME #3: PARTICIPATE IN AFTER-SCHOOL SPORTS	20
	THEME #4: HANG OUT WITH FRIENDS	16
	THEME #5: NOTHING	9
	THEME #5a: PLAY VIDEO GAMES	9
	THEME #6: GO TO OR WATCH MOVIES	5
	THEME #6a: BELONG TO YOUTH CLUB	5

QUESTIONS	THEMES	# of RESPONSES
	THEME #7: WORK	4
	THEME #8: WATCH TV	3
	THEME #9: DO HOMEWORK	2
	THEME #9a: GO TO NIGHT SCHOOL	2
	THEME #9b: HELP OUT AT HOME	2
	THEME #9c: GO OUTSIDE	2
	Other: <ul style="list-style-type: none"> • “Beach” • “Have dance in St Williams” • “Sleep” • “See family” • “Go to London” • “Shopping” • “Computer” 	7
Question #4: What is life like at school?	THEME #1: NOT ENOUGH PHYSICAL ACTIVITY	8
	THEME #2: LOTS OF RULES	7
	THEME #3: BORING	4
	THEME #3a: LOTS OF CLUBS AND ACTIVITIESv	4
	Other: <ul style="list-style-type: none"> • “Like that school is small” • “Teachers try to help and are friendly” • “Can have religious conversations at school” • “Grade 8’s have no equipment like swings” • “ Not enough dances” • “Yes, it is close to house” • “Like how they can have co-op and can still get credit” • “Like that they know everyone in Pathfinder” • “Can watch TV at lunch and break” • “School has huge pothole, they almost flip” • “Sometimes, a lot of work” • “I would rather work b/c I get money” • “This is my third school. Was bullied at first 2 schools but not at this one” 	13
Question #5: Do you feel safe in your community? THE COMMUNITY IS SAFE.	THEME #1: EVERYONE KNOWS EACH OTHER	20
	THEME #2: ROADS ARE SAFE <ul style="list-style-type: none"> • Safe to ride bike, particularly at night (11) • No heavy traffic (6) 	17
	THEME #3: NO CRIME <ul style="list-style-type: none"> • No gangs (3) • Not many people trying to commit suicide (1) • Low vandalism (1) • Never lock doors unless gone away for 3 days (1) 	6
	THEME #4: WHY WOULDN’T I FEEL SAFE	2
	Other: <ul style="list-style-type: none"> • “Lots of cops in town” 	
THE COMMUNITY IS NOT SAFE	THEME #1: PEOPLE GET HURT BY TRACTORS OR ATVS	21

QUESTIONS	THEMES	# of RESPONSES
	THEME #2: PEOPLE DRIVE RECKLESSLY	12
	THEME #3: PEOPLE LOCK THEIR DOORS	10
	THEME #4: PEOPLE TRY TO DAMAGE PROPERTY	2
	THEME #4a: LACK OF ACCESS TO MEDICAL SERVICES	2
	Other: <ul style="list-style-type: none"> • “Everyone has a shotgun out here” • “One girl knows a hunter who got shot” • “Because there are one kind of people, like German people” • “Tobacco farms, dangerous” • “Turkeys are dangerous” 	5
Question #6: Do you attend bush parties/bunches? If so, please describe them.	THEME #1: WOULD RATHER GO TO ANOTHER PLACE TO HANG OUT LIKE A SKATE PARK RATHER THAN A BUSH PARTY <ul style="list-style-type: none"> • Rather go to another place (32) • Annoying place to be (4) • Nothing else to do (2) 	38
	THEME #2: POPULAR	22
	THEME #3: WOULD RATHER GO TO A BUSH PARTY	13
	THEME #4: PLACE TO ENGAGE IN “RISKY” BEHAVIOUR	10
	THEME #5: TEENAGERS ATTEND BUSH PARTIES/BUNCHES (AGE 14 TO 20)	8
	THEME #6: PARTY AT PARENT’S HOUSE	5
Question #7: If you had one wish, what would you like to have in your area?	THEME #1: ACCESS TO MORE SPORTS AND RECREATIONAL ACTIVITIES <ul style="list-style-type: none"> • Skate park (37) • Volleyball (7) • Football (6) • Hockey (6) • Basketball (6) • Baseball (5) • Soccer (4) • Paintball (2) • Lacrosse (2) • Bike riding (2) • Rugby (1) • Mini golf (1) • Active things (1) • Badminton (1) • Fencing (1) • Recreational centre (1) • Tennis (1) • Skating (1) • Archery (1) • Figure skating (1) • Rock climbing (1) • Pool tables (1) • Would like a big gym (1) • Ice rink (1) • Cheerleading (1) • Fitness centre (1) 	93
	THEME #2: ART PROGRAMS <ul style="list-style-type: none"> • Art and drama programs (28) • Music (3) 	31
	THEME #3: ACCESS TO MORE SPORTS AND RECREATIONAL ACTIVITIES AT SCHOOL <ul style="list-style-type: none"> • Sports at Valley Heights (9) • Soccer (2) • Hockey (2) • Pool (2) • Tennis (2) • Golf (1) • Badminton (1) • School programs would like to have that don’t have (1) • Running track (1) • Basketball (1) • Football (1) • Volleyball (1) • Fitness centre (1) • Skateboarding (1) • Dodge ball (1) • Figure skating (1) • Go-karting (1) 	29

CHAPTER FOUR: RESULTS

QUESTIONS	THEMES	# of RESPONSES
	THEME #4: ARCADE	28
	THEME #5: TEEN HANGOUT SPOT	27
	THEME #6: ART PROGRAMS AT SCHOOL <ul style="list-style-type: none"> • Music (8) • Dance club (1) • Drama (10) 	19
	THEME #7: CHESS CLUB AT SCHOOL	10
	THEME #8: MORE RESTAURANTS	7
	THEME #9: SWIMMING POOL	6
	THEME #10: MOVIE THEATRE	5
	THEME #11: BIKING TRAILS	4
	THEME #11a: BOWLING ALLEY	4
	THEME #12: SHOPPING MALL	3
	THEME #13: AUTO AT VALLEY HEIGHTS	2
Question #7a. (Prompt): If you had a youth drop in centre what would it look like?	THEME #1: EASILY ACCESSIBLE <ul style="list-style-type: none"> • Later bus (22) • Could walk, bike or use ATV (4) 	26
	THEME #2: SPORTS AND RECREATION <ul style="list-style-type: none"> • Skate park (4) • Trails (3) • Basketball (3) • Hockey (2) • Lacrosse (1) • Rollerblading (1) • Pool table (1) • Weights (1) • Music (1) • Ping pong (1) • Paintball (1) • Rockwall climbing (1) 	20
	THEME #3: FOOD AND DRINKS	4
	Other: <ul style="list-style-type: none"> • “Should be very colourful” • “Use for different things on different days” • “Have a daycare” • “Community Centre Need shopping” • “Place to go and rent stuff for the day, dirt bikes” • “Arcade games” • “Where can have dances” • “Kids could get jobs there, stay out of trouble” • “Would like a big centre with lots to do” • “Maybe with a library inside” • “Look like Belgian Hall in Delhi where they host dances” 	11
Question #7b. (Prompt): Where would it be located?	THEME #1: BESIDE HOUGHTON PUBLIC SCHOOL	26
	THEME #2: BESIDE VALLEY HEIGHTS SECONDARY SCHOOL	12
	THEME #3: ON A FARM	2
	THEME #3a: AT SANDHILL PARK	2
	THEME #3b: ON OPEN LAND	2
	THEME #3c: ONE LOCATION	2
	Other: <ul style="list-style-type: none"> • “In between Fairground and Glenmeyer” • “Should be in Langton” 	2

QUESTIONS	THEMES	# of RESPONSES
Question #7c. (Prompt): Who would be the target audience?	THEME #1: YOUTH	3
	THEME #2: TEENAGERS	2
	THEME #2a: EVERYONE	2
	THEME #2b: DIFFERENT AGES AT DIFFERENT TIMES	2
	Other: “ Kindergarten to end of teens”	1
Question #7d. (Prompt): What is a good name?	<ul style="list-style-type: none"> • “Houghton Centre Place” • “Student centre” • “Fun fit” • “Fun Place” • “ Teen centre” • “Chilling spot” 	6
Question #7e. (Prompt): Is there a place already?	<ul style="list-style-type: none"> • “Closest arena is in Langton” • “There is a hall right beside the school right now that is used for other things” (Houghton Public School). “Building is too small though” • “There is one in Langton – Lions. Locked up most of the time” • “Look like Belgian Hall in Delhi where they host dances” 	4
Question #7f. (Prompt): Who would be in charge?	THEME #1: YOUTH	18
	Other: <ul style="list-style-type: none"> • “Think it should be an adult” • “The mayor” 	2

Chapter Five: Summary

**Please Note: Since cultural differences exist between low-German-speaking and English-speaking populations some responses were contradictory. Please see discussion for an in-depth explanation.*



Overall, it was found that a higher proportion of students reported that during the week, they hang out with friends and relatives, while the lowest proportion of students reported playing paintball. Over 50% of students watched TV or DVDs; played sports; did chores; spent time on the computer; had a hobby or craft; looked after siblings; hung out downtown at the neighbourhood store, main corner or school playground and went dirt biking. Fewer than 50% of students reported that they volunteered; took part in clubs and groups; attended bush parties and bunches; participated in dance, gymnastics, karate or other groups or lessons outside of class and played paintball.

Students were also asked what they would like to do that they do not do already. Overall, a higher proportion of students reported that they would like to play paintball; participate in dance, gymnastics, karate, other groups or lessons outside of class and ride a dirt bike or ATV. The main barriers that prevent the students from doing what they would like to do are the lack of programs, services and facilities available where they live; the lack of transportation to get to where they wanted to go and the lack of money.

Not having money was found to be the main barrier to taking dance, gymnastics, karate, other groups or lessons outside of class; riding an ATV or dirt bike and playing sports. Not having transportation was the main barrier to volunteering, attending bush parties, spending time on the computer and hanging out with friends or relatives. Lack of availability was the main barrier to taking part in paintball; dance, gymnastics, karate, other groups or lessons outside of class; hanging out downtown or at the neighborhood store, main corner, or school playground; taking part in clubs and groups; doing a hobby or craft; playing sports or engaging in physical activity and hanging out with friends and relatives. Barriers to particular activities are shown in Table 5.

Students were then asked to identify the programs and services that they would be interested in having in their community. Overall, a higher percentage of students reported that they would like to have sports, paintball and bowling available in southwest Norfolk.

From a qualitative perspective, students were asked several questions during the focus groups. First, students were asked what they liked about living in southwest

Norfolk. A higher proportion of students reported that what they liked most was that there was lots of space, the sports and recreational programs and they knew everyone, while a lower proportion reported that they liked the rurality of southwest Norfolk, they felt safe and liked the quiet nature of their community. A minority of students reported that people were friendly, there were no bad influences, the beaches, the facilities, close proximity to places, the churches and youth clubs and the outdoor parties.

Second, students were asked what they did not like about where they live. A higher proportion of students reported that they felt that everything was too far away, while a lower proportion of students reported that there was no transportation, no programs after school, they were too old for organized sports, there was nothing to do and there were no sports or recreational activities. A minority of students reported that there were no malls or organized sports, recreational activities were too expensive, the smell (manure and/or tobacco), it was too quiet and the tourists.

Third, students were asked what they do after school. A higher proportion of students reported that they participated in sports and recreational activities, mainly golf, dirt biking and biking, and went to Backus Heritage Conservation Area, while a lower proportion participated in after-school sports and hung out with friends. A minority of students reported that they do nothing, play video games, go to or watch movies, belong to a youth club, work, watch TV, do homework, go to night school, help out a home and go outside.

Fourth, students were asked what life is like at school. A higher proportion of students reported that there was not enough physical activity and there were lots of rules, while a lower proportion of students reported that it was boring and there were lots of clubs and activities.

Table 5: Barriers

Activity	Barrier #1	Barrier #2	Barrier #3	Barrier #4	Barrier #5	Barrier #6	Barrier #7
Paintball	• Not Available	• No Transportation	• No Money	• No Time	• Parents Won't let Me	• No One to Go With	• Other
Dance, Gymnastics, Karate, Other Groups or Lessons Outside of Class	• Not Available • No Money	• No Transportation	• No Time	• No One to Go With	• Parents Won't let Me	• Other	
Ride Dirt bike/ATV	• No Money	• No Transportation • Not Available	• No Time	• Parents Won't let Me	• No One to Go With	• Other	
Hang out Downtown or at the Neighborhood Store, Main Corner or School Playground	• Not Available	• No Transportation	• No Money	• No Time	• No One to Go With • Parents Won't let Me	• Other	
Volunteer	• No Transportation	• No Money	• Not Available	• No Time	• Parents Won't let Me	• No One to Go With	• Other
Attend Bush Parties	• No Transportation	• No Money	• Not Available	• No Time	• No One to Go With • Parents Won't let Me	• Other	
Clubs or Groups	• Not Available	• No Money	• No Transportation	• No Time	• No One to Go With	• Parents Won't let Me	• Other
Hobby or Craft	• Not Available	• No Money	• No Transportation	• Parents Won't let Me	• No Time	• No One to Go With	• Other
Play Sports	• Not Available • No Money	• No Transportation	• No Time	• No One to Go With	• Parents Won't let Me	• Other	
Spend Time on Computer	• No Transportation	• Not Available	• Parents Won't let Me • No Money	• No Time	• No One to Go With	• Other	
Hang Out with Friends/Relatives	• No Transportation • Not Available	• No Money • No Time • No One to Go With • Parents Won't let Me	• Other				
Watch TV	• Other	• Not Available	• No Money • No Time • No Transportation • No One to Go With • Parents Won't let Me				

Table 6: Summary Table

Students Currently Do	Hang out with Friends/ Relatives	Watch TV or DVDs	Play Sports
Students Would Like to Do	Play Paintball	Dance, Gymnastics, Karate, Other Groups or Lessons Outside of Class	Ride Dirt Bikes/ATVs
Barriers	Not Available	No Transportation	No Money
Programs and Facilities Would Like to Have in their Community	More Sports	Paintball	Bowling
Like About Community (Assets)	Lots of Space	Sports and Recreational Activities (biking, dirt biking)	Know Everyone
Do Not Like About Community (Challenges)	Everything is Too Far Away	No Transportation	No Programs After School
Do After School	Participate in Sports and Recreational Activities (golf, dirt biking, biking)	Go to Backus Heritage Conservation Area	Participate in After-School Sports
Life Like at School	Not Enough Physical Activity	Lots of Rules	Lots of Clubs and Activities
Safe	Know Everyone	Roads are Safe	No Crime
Not Safe	People Get Hurt by Trac- tors and ATVs	People Drive Recklessly	People Lock Their Doors
Bush Parties	Would Rather Go To An- other Place to Hang Out, Like a Skate Park, Rather than a Bush Party	Popular	Would Rather Go To a Bush Party
One Wish	Access to More Sports and Recreation, Mainly a Skate Park	Art Programs	Access to More Sports and Recreational Activities at School (skate park)
Youth Drop-in Centre Description	Easily Accessible	Sports and Recreation (skate park)	Food and Drinks
Youth Drop-in Centre Location	Beside Houghton Public School	Beside Valley Heights Sec- ondary School	On a Farm, At Sandhill Park, On Open Land, One Location
Youth Drop-in Centre Target Audience	Youth	Teenagers, Everyone, Different Ages at Different Times	
Youth Drop-in Centre Possible Names	<ul style="list-style-type: none"> • “Houghton Centre Place” • “Teen Centre” • “Fun Place” • “Fun Fit” • “Student Centre” • “Chilling Spot” 		
Youth Drop-in Centre Existing Place	<ul style="list-style-type: none"> • “Closest arena is in Langton” • “There is a hall right beside the school right now that is used for other things” (Houghton Public School). “Building is too small though” • “There is one in Langton – Lions. Locked up most of the time” • “Look like Belgian Hall in Delhi where they host dances” 		
Youth Place Leader	Youth		

Fifth, students were asked if they felt safe in their community. Slightly over half of students reported that their community was not safe, while less than half reported that it was safe. Of the proportion of students who reported that their community was safe reported felt that their community was safe because everyone knew each other and that the roads were safe. Specifically, the roads were safe to ride their bikes at night and there was no heavy traffic. A lower proportion of students reported that there was no crime, particularly no gangs, and a minority of students stated that there was no reason why they would not feel safe. Of the students who reported that their community was not safe a higher proportion knew someone who got hurt by tractors or ATV, while a lower proportion of students reported that people drive recklessly, and people protect themselves from crime by making sure that their doors are locked. A minority of students reported that people have tried to damage their property, and they did not have access to medical services in southwest Norfolk.

Students were also asked if they attended bush parties/bunches and to describe them. A higher proportion of students reported that they would rather go some place like a skate park than a bush party/bunch, and that bush parties/bunches are popular. A lower proportion of students reported that they would rather go to a bush party/bunch. Students also reported that at a bush party/bunch, students engage in risky behaviour like drinking and taking drugs. It is usually held at a parent's home and the age of youth who attend is between 14 to 21.

Students were also asked what they would like to have in their community. A higher proportion of students reported that they would like to have access to more sports and recreational activities, particularly a skate park. A lower proportion of students reported that they would like to have art programs and sports and recreational activities at school, specifically at Valley Heights; an arcade; a teen hangout spot, art programs at school



and a chess club at school. Students also reported that they would like to have more restaurants, a community swimming pool, a movie theatre, biking trails, a bowling alley, a shopping mall and an auto class at Valley Heights.

Students were also asked to describe a youth drop-in centre in their community. Students reported that they would like to have a centre that is easily accessible by bus, foot or that they could drive their ATVs to. They also wanted a centre that provided a variety of sports and recreational activities, mainly a skate park. The youth centre would also offer food and refreshments. A higher proportion of students felt that the centre should be located beside Houghton Public School or Valley Heights Secondary School. The centre would target youth, and youth would take a leadership role in several aspects of the centre. Potential names for the youth centre are "Houghton Centre Place," "Fun Place," "Student Centre," "Teen Centre," "Fun Fit" and "Chilling Spot" (see Table 6).

4.1 Limitations

Despite the strengths of a participatory action research design that include the numerous collaborative partners and key stakeholders, the political key interest of the partners inevitably could compromise the validity of the project. Compromises

were made that precluded the discussion that provided plausible explanations of the findings. Moreover, although the survey was developed from existing standardized instruments, it would have been advantageous to test the survey for reliability and validity since the survey questions were not adopted in their entirety. Also, although the intent of the study was to target southwest Norfolk youth, the generalizability of the study to include other grades and schools in Norfolk, would have provided a more representative sample of the population. Finally, the survey findings are based solely on self-reported measures. It has been established that self-reported surveys are subject to several measurement errors and biases. For example, students may not accurately report their behaviour, so the information could be misreported. This usually deviates towards underestimating maladaptive behaviours like attending bush parties/bunches. Moreover, the researchers were unable to substantiate or validate the data.

4.2 Discussion

The need for youth to be involved in the process of developing, implementing and evaluating youth initiatives in southwest Norfolk cannot be overemphasized. Indeed, the youth in this study were able to identify the assets and challenges associated with living in a rural community that contribute to their overall health and well-being. More importantly, students were able to identify clearly their needs and the obstacles they face in achieving good health, including the need to have access to more sports and recreational activities both at school and outside of school, namely a skate park and paintball. Students also reported that they would like to have more art programs and gymnastics, karate or other groups and lessons outside of class, as well as a bowling alley.

The barriers students faced are the lack of available programs, services and facilities as well as a lack of transportation and money. These social inequalities associated with living in rural communities are common. Rural populations are understood to have differing levels of health status compared to their urban counterparts (Fertman, Dotson, Mazzocco, Reitz,



2005; Romanow, 2002). The variations in economies environmental characteristics, demography and culture in rural areas affect health status (Hart, Larson & Lishner, 2005). On average, rural populations face higher unemployment and higher poverty (Desmeules et al., 2006; Public Health Agency of Canada, 2008). Moreover, access to programs, services and facilities are limited by low population density, distance and travel (Romanow, 2002; Public Health Agency of Canada, 2008). Public transportation in remote, rural areas such as southwest Norfolk is non-existent, so people have to rely on a car or taxis for travel. Therefore, the provision of health-related services to rural adolescents remains a challenge.

In addition, attention should be given to injury prevention strategies and programs to reduce harm among youth in southwest Norfolk. Particular attention should be given to bike and ATV safety, as well as tractor safety. In the focus groups, some students acknowledged that it was safe to ride their bicycles at night and some students reported knowing someone who has been hurt by a tractor or ATV.

First, since the research demonstrated that youth thought it was safe to ride their bikes at night, it is suggested that they do not understand the potential for injury and death associated with this risky behaviour. In rural communities, there are multiple factors that can increase harm among bikers--specifically, in rural areas, roads are unlit, not well designed and the shoulders may be missing or poor (Ross, Patel & Wenzel, 2006). Moreover, drivers in rural areas may be less compliant with road safety behaviours and may feel that they are more likely to get away with infractions such as speeding (Ross, Patel & Wenzel, 2006). Therefore, it is important to educate the youth about bike safety to reduce harm (Ross, Patel & Wenzel, 2006).

Second, some students reported that they knew someone who got hurt by riding an ATV or tractor. In Haldimand and Norfolk, the rate of hospitalization for other off-road Motor vehicles, which includes ATVs and tractors, on average

was approximately three times higher compared to Ontario over a five-year period (2000-2004) (Morris, 2006). ATVs are widely used in rural areas for transportation, occupation and recreation and are commonly used by children (Warda, 2004). Inexperience, speed, non-use of helmets, improper apparel, location and alcohol are risk factors that may increase exposure to injury (Canadian Safety Council, 2005; Warda, 2004). Therefore, ATV and tractor safety initiatives among southwest Norfolk youth are essential.

Third, students' risky behaviours were also demonstrated at bush parties. It was found that youth engage in high-risk behaviours including underage drinking and illicit drug use. The bush parties/bunches were at a parent's home or yard when the parents are away. Youth age 14 to 21 primarily attended the bush parties/bunches. It was suggested that students would rather have a skate park than attend a bush party. The students' choice to engage in a healthy behaviour suggests the possibility that providing the students with a skate park may reduce high-risk problem behaviours. Although bush parties/bunches may not be eliminated completely, it would provide students with a healthy alternative.

Overall, successful interventions that promote healthy behaviours and harm-reduction activities should also take a collaborative, community approach that includes youth, parents, teachers and members of government in the identification, design and implementation of programs in order to achieve health and well-being among southwest rural youth.

Engagement of youth in this kind of participatory approach is essential to understand further their needs and to develop appropriate interventions that demonstrate understanding and respect for our youth. Specifically, involvement in school health programs is important in shaping our youth. The students, particularly the low-German-speaking students, expressed a strong interest in having sports and recreational activities offered at school. It is apparent that the low-Ger-

man-speaking students recognized the need for an appropriate balance between education and physical activity. Currently, some low-German-speaking students are offered limited physical activity programs at school and health breaks that incorporate physical activity. This may be attributed to several factors. First, some low-German-speaking students who are in Grades 9 and 10 are situated within an elementary school that serves children from preschool to Grade 8. Community members expressed concern about the possible negative influences secondary students may have on the younger students. To address these concerns, a distinct separation of space and schedules of the two groups of students was arranged. Consequently, the secondary students are not free to wander about the school during their breaks.

Second, staffing changes happen at lunch, and as a result, supervision for outdoor activity is often unavailable. For this reason, students are provided alternative activities that often restrict them indoors. Finally, this is an alternative program that uses a quadmester-type system. Compulsory credits are the primary focus, and although the program is limited in terms of providing athletic teams, physical education and arts, it is designed to meet the academic requirements of students. Students were always encouraged to participate in main campus programs and extra-curricular activities. Although it is apparent that there are some challenges in providing physical activity programs to this population, it is suggested that school and health professionals should explore alternative options and strategies to address barriers that prevent the students from being physically active. The promotion of a healthy school environment that reinforces the importance of physical activity contributes to the overall health and well-being of youth. It is also suggested that low-German-speaking youth be at the forefront of planning and decision-making in order to respond to these unique challenges.

The discussion of a youth drop-in centre revealed that students were passionate about having a centre that was easily accessible and provided a vari-

ety of sports and recreational activities, mainly a skate park. A higher proportion of students felt that the centre should be located beside Houghton Public School or Valley Heights Secondary School. The centre would target youth, and youth would take a leadership role in several aspects of the centre. Although the students demonstrated enthusiasm, it became apparent that the committee requires a more comprehensive understanding of several aspects of the centre to respond better to the apparent challenges. The geographical issues of low population density and lack of public transportation prohibit a lack of social participation. These rural barriers are the main threats to the development and sustainability of a youth centre. However, investigating solutions to potential barriers would be advantageous in generating a well-defined plan that would provide direction for how to address these social disparities associated with a rural community.

Rural community asset identification is required to address some of the social inequalities associated with rural youth. Youth vocalized that southwest Norfolk has many strengths, including lots of space, the availability of existing sports and recreational activities and that everyone knew each other. Further research is needed to gain a more comprehensive understanding of the type of sports and recreational activities currently offered; of equal importance is learning how to use the assets to promote health among youth in the context of the communities in which they live.

The project used a participatory action research framework. The project provided a community development approach in identifying the needs of youth in southwest Norfolk. This information will be useful in the broader sense to solicit more youth to participate in the next step to develop, implement and evaluate interventions that respond to the needs of youth in order to achieve health and well-being.

To guide program planners, an Adolescent Rural Health Framework for southwest Norfolk was developed (see figure 4).

4.3 Recommendations

1. To continue to foster a participatory action approach and integrate researchers, health professions, schools, churches, youth, parents, governments, social service agencies, and other key stakeholders in every phase of the project.
2. To adopt and utilize the *Adolescent Rural Health Framework* for southwest Norfolk in program planning.
3. To promote harm-reduction activities among youth.
4. To explore the options of providing more facilities, sports, and recreational activities among low-German-speaking youth and English-speaking youth at and outside of school.

Selected Concrete Examples

1. To continue to foster a participatory action approach and integrate researchers, health professions, schools, churches, youth, parents, governments, social service agencies, and other key stakeholders in every phase of the project.
 - a. Create a youth action committee designed to increase self-efficacy and empowerment among youth in southwest Norfolk.
 - b. Designate youth as “rural champions.”
2. To adopt and utilize the *Adolescent Rural Health Framework* for southwest Norfolk in program planning.
 - a. Explore rural challenges and maximize community assets.
 - b. Conduct an environmental scan of existing programs and services targeting youth in southwest Norfolk.
3. To promote harm-reduction activities among youth.
 - a. Promote bike, ATV, and tractor safety.
 - b. Promote healthy lifestyle behaviours.
4. To explore the options of providing more facilities, sports, and recreational activities among low-German-speaking youth and English-speaking youth at and outside of school.
 - a. To investigate the development of a skate park.
 - b. To investigate the option of providing paintball to youth.
 - c. To investigate the development of a youth-drop-in centre.
 - d. To provide more art programs, gymnastic, karate or other group lessons outside of class.
 - e. To provide more physical activity programs to the low-German-speaking population in Grades 9 and 10.

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SOUTHWEST NORFOLK YOUTH STUDY

SECTION 1: ABOUT YOU

1. What GRADE are you in? (please check one)
 - ☐ Grade 7
 - ☐ Grade 8
 - ☐ Grade 9
 - ☐ Other (please specify:) _____
2. Are YOU...? (please check one)
 - ☐ Female
 - ☐ Male
3. How would you DESCRIBE yourself? (please check one)
 - ☐ English-speaking
 - ☐ Low-German-speaking
 - ☐ Other (please specify:) _____

SECTION 2: WHAT DO YOU DO

4. During a typical week, what DO YOU DO?... ?(please check one box that represents your opinion for each question)

	Yes	No	Don't Know
a) Play sports or do physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Play paint ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Take part in dance, gymnastics, karate or other groups or lessons, outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Take part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Do a hobby or craft (drawing, model building, sewing etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Hang out downtown or at the neighbourhood store, main corner, or school playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Spend time on the computer doing homework, playing games, e-mailing, surfing the web etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Look after a younger brother or sister while your parents are not home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Dirt Biking/Riding ATV's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	Don't Know
k) Watch TV or DVD's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Hang out with friends/relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Attend bush parties/bunches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 3: WHAT WOULD YOU LIKE TO DO

5. During a typical week, what do you LIKE TO DO THAT YOU DON'T DO ?.... (please check one box that represents your opinion for each question)

	Yes	No	Don't Know
a) Play sports or do physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Play paint ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Take part in dance, gymnastics, karate or other groups or lessons, outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Take part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Do a hobby or craft (drawing, model building, sewing etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Hang out downtown or at the neighbourhood store, main corner, or school playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Spend time on the computer doing homework, playing games, e-mailing, surfing the web etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Dirt Biking/Riding ATV's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Watch TV or DVD's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Hang out with friends/relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Attend bush parties/bunches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What is STOPPING you from doing what you want to do?
(please check all that apply)
- ☐ Nothing, I do what I want to do
 - ☐ No money
 - ☐ No time
 - ☐ No transportation
 - ☐ No one to go with
 - ☐ Parent's won't let me
 - ☐ It's not available where I live
 - ☐ Other (please specify) _____
 - ☐ Don't Know
7. What PROGRAMS or FACILITIES would you be interested in having in your community? (please check all that apply)
- ☐ Skate Park
 - ☐ Youth Drop-In (internet use, games room, air hockey, fuse ball, music, videos)
 - ☐ Fitness/Exercise Classes
 - ☐ Paint Ball
 - ☐ Art/Music Classes
 - ☐ Bowling
 - ☐ Different sports (soccer, basketball, shooting hoops, baseball etc.)
 - ☐ Other (please specify) _____
 - ☐ Don't Know

Thank-you for your participation.

SOUTHWEST NORFOLK YOUTH STUDY

The Haldimand-Norfolk Health Unit is conducting a research study to determine the needs of youth living in southwest Norfolk. Students in grades 7 to 9 from Houghton Public School, Valley Heights Secondary School, Turning Point Program, Pathfinder, Langton Public School, Port Rowan Public School and Courtland Public School will be asked to participate.

We are going to sit down with the students and talk to them for about an hour during lunch. Pizza and refreshments will be provided. We will ask them the following questions: What do you do in your spare time (i.e. sports)?; What would you like to do in your spare time?; What is stopping you from doing what you want to do? (i.e. no transportation).

Students will also be asked to complete a survey after the group session. The survey will take about 5 minutes to complete. The survey will include the same questions that will be asked during the group discussion. The information that the survey and group sessions provide will help us to better understand the needs of youth in southwest Norfolk, and to better address those needs.

Participation is completely voluntary. No individual information will be reported. Your child can refuse to answer and withdraw from the group and refuse to answer any questions on the survey. A one page summary of the findings will be submitted to the parents of the participating children, and staff involved. The results may also be published

Please contact, Deanna Morris, Epidemiologist, from Haldimand-Norfolk Health Unit at (519) 426-6170 Ext. 3215. Please complete and return form BY MARCH 26.

I give my child, permission to participate in the

1. Group Session ☐ Yes ☐ No
2. Complete the survey ☐ Yes ☐ No

For your child, the focus groups will be conducted on

Child's Name (please print):

Date

Parental/Guardian Signature

Thank-you

The Help Centre will be happy to interpret this form. Please contact (519) 875-4601.

Question #1: What do you like about your community?

THEME# 1: LOTS OF SPACE (25)

- **More Space (11)**
 - "More space here"
 - "Lots of space to do things like quading and dirt biking"
 - "If you have a quad or dirtbike can drive around"
 - "More spaced out"
 - "Space between houses"
 - "I like space, for more to do"
 - "I like space, for more to do"
 - "I like my space"
 - "Lots of space"
 - "Lots of space if you do want to build something"
 - "Houses have more property"
- **Not Crowded (6)**
 - "Not to crowded"
 - "I don't like to be crowded"
 - "Not crowded"
 - "Not crowded"
 - "Not as crowded"
 - "More room for dirt biking"
- **More Freedom (3)**
 - "Not a lot of people around you"
 - "Feel free here"
 - "More freedom"
- **More Open Areas (3)**
 - "Have open areas you can do stuff."
 - "Can play soccer in backyard, not stuck in building"
 - "Much easier to skateboard here"
- **Lots of Land (2)**
 - "Lots of land to do different things"
 - "Lots of land"

THEME# 2: THE SPORTS AND RECREATIONAL ACTIVITIES (22)

- **Biking (5)**
 - "Biking"(4)
 - "Biking"
- **Dirt biking (4)**
 - "Dirt biking"
 - "ATV's"
 - "Quading"
 - "Quading"
- **Paintball (2)**
 - "Paintballing"
 - "Paintball"
- **Hunting (2)**
 - "Hunting"
 - "Lots of places to go hunting, very

popular around here".

- **"Hockey"**
- **"Volleyball"**
- **"Baseball 20 minutes away"**
- **"Soccer 20 minutes away"**
- **"Golf"**
- **"Swimming"**
- **"Mini putt is good"**
- **"Yoga"**
- **"Karate"**

THEME# 3: KNOW EVERYONE (21)

- **"You know everyone" (19)**
 - "Like that everyone knows everyone"
 - "Because small little country town, everyone is in town"

THEME #4: RURALITY (10)

- **"Can see stars"**
- **"Beautiful"**
- **"Nature"**
- **"Like because it is farmy"**
- **"Outdoorsy"**
- **"Camping"**
- **"Nature"**
- **"Country"**
- **"Kind of country like"**
- **"Backus Conservation Area"**

THEME #4a: FELT SAFE (10)

- **Feel Safe (4)**
 - "Feel safe here"
 - "Feel safe"
 - "It is safe"
 - "Feel safe here"
- **No Violence (4)**
 - "Not a lot of crime like in the city"
 - "No shootings at schools"
 - "No violence"
 - "Like living here because used to live in the city and his moms car got smashed"
- **Roads are Safe (2)**
 - "You can walk on the road because roads not too busy"
 - "No traffic"

THEME #5: QUIET (9)

- **Quiet (5)**
 - "Quiet, not like city"
 - "Quiet"
 - "Its quiet (sometimes)."
 - "Nice and quiet"
 - "People not playing loud music"
- **Peaceful (4)**

"Really peaceful"

"Peaceful"

"Peaceful"

"Private"

THEME #6: PEOPLE ARE FRIENDLY (6)

- **"Not as much bullying or getting picked on"**
- **"People are very friendly"**
- **"Can have bonfires outside the town, and no one will complain"**
- **"Friendly community"**
- **"Everyone is friendly, you can say hi"**
- **"Lots of German people and they are German so they fit in"**

THEME #7: NO BAD INFLUENCES (5)

- **"Feel sheltered"**
- **"Don't have influence of teenagers"**
- **"Smoking"**
- **"Things inappropriate for age group"**
- **"Not bad influences of city"**

THEME #7a: THE BEACHES (5)

- **"By the water"**
- **"By the beach"**
- **"Lake"**
- **"The Bay"**
- **"Beaches"**

THEME 8: IT'S SMALL (4)

- **Small (2)**
 - "Like that it is a small community"
 - "Like that it is small"
- **Less Dangerous Because it is Small (2)**
 - "Small, can ride around on your bike"
 - "More dangerous to ride bike or skateboard in Tilsonburg because it is bigger"

THEME # 9: THE FACILITIES (3)

- **"The arena"**
- **"Race track"**
- **"There are tennis courts but no one really there, just go there to hit ball back & forth"**

THEME #10: CLOSE TO PLACES (2)

- **"Close to lots of places to go"**
- **You can walk everywhere, ,**

THEME #10a: LOTS OF CHURCHES AND YOUTH CLUBS (2)

- **"Have youth clubs at church"**

- “Lots of churches around here”

THEME #10b: OUTDOOR PARTIES (2)

- “I like it because of the parties”
- “Outdoor parties”

Other (5):

- “The weather is not too extreme”
- “You can always take your bike out”
- “Soccer net”
- “In a city it is all crazy, can walk dog in boxers here”
- “Its good, plenty of stuff to do”

Question #2: What do you not like about your community?

THEME #1: EVERYTHING IS TOO FAR AWAY (63)

- **Too far to go places (39)**
“Too far to go places” (39)
- **Most sports are in St. Williams and Langton (8)**
“Where are they located? St Williams – baseball
“Soccer – Langton (15 mins)”
“Most (sports) are in Langton”
“Most things are in Langton”
“Or don’t live in Langton”
“There is sports of all sorts in Langton, but have to drive about 15 mins”
“St Williams is just baseball but Langton has baseball too and hockey”
“Cant walk to practices, games”
- **Too far from town (4)**
“Too far away from town, I would never move”
“Too far from a town”
“Too far away from a town”
“I wouldn’t either but it is half an hour from town”
- **Too far from friends (4)**
“Can’t walk to friends house”
“Not close to friends”
“Sometimes far to friends”
“Don’t get to see friends in Tillsonburg”
- **Have to go to Simcoe or Tillsonburg for Sports(4)**
“Have to go to Simcoe for skatepark”
“The closest for basketball is Simcoe”
“Have to go to Tillsonburg”
“Hockey in Tillsonburg”

- **Other (4)**

“Live in the middle of nowhere”
“Takes ½ hr to walk home from school”
“Music lessons too far”
“Like scrapbooking but far to drive for supplies”

THEME #2: NO TRANSPORTATION (17)

- “Transportation is an issue here”
- “What is stopping you? Drive”
- “Parents drive them”.
- “No public transportation, just school buses”
- “Transportation”
- “No transportation, especially difficult for youth”
- “Transportation is an issue for doing things”
- “No transportation except parents”
- “Need a boat or a quad”
- “Can go anywhere on a quad. Can do jumps”
- “Parents are the only transportation, or you can bike if its not too far then you have to go home earlier”
- “Some people ride their bike in the dark to get places”
- “Hard to get places if you don’t have a ride”
- “No bus”
- “Transportation stopping”
- “Transportation is an issue”
- “Can’t get to Valley Heights in time to participate”

THEME #3: NO PROGRAMS AFTER SCHOOL (10)

- “No programs after school” (10)

THEME #4: TOO OLD FOR ORGANIZED SPORTS (8)

- “Can’t go to Langton because too old”(7)
- “Don’t make the team, too old for age restrictions”

THEME #5: NOTHING TO DO, IT’S BORING (7)

- “Crappy and boring”
- “Not much to do”
- “Nothing to do in the town”
- “But don’t like that not a lot of places to go”
- “Boring because nowhere to go”

- “Be bored”
- “Sit inside and do nothing”

THEME #5a: NO SPORTS OR RECREATION (7)

- **No Skate park(3)**
“No skate parks”
“Need skatepark”
“No skateparks”
- “No bike trails”
- “Not a lot of activities”
- “Don’t have pool”
- “No gym”

THEME #6: NO MALLS (4)

- “No malls”
- “Nowhere to go shopping”
- “Go to Toronto to shop”
- “No malls”

THEME #7: ORGANIZED SPORTS AND RECREATIONAL ACTIVITIES ARE TOO EXPENSIVE (3)

- “It costs money to join all these sports, over \$50”
- “Don’t join because of money”
- “Don’t join because of money”

THEME #8: SMELL (2)

- “Smell of tobacco not close to towns”
- “Manure smell”

THEME #8a: TOO QUIET (2)

- “Too quiet”
- “Its really quiet”

THEME #8b: TOURISTS (2)

- “Tourist”
- “Beach packed in summer”

- **Other (9)**

“Some of the roads need to be repaired, potholes”
“Neighbours annoying chickens”
“People beside are Menninites and mother yells at kids all the time”
“LCBO across from and park in their driveway”
“Shared gym and don’t have long enough time at gym”
“No, it sucks, rather live in Toronto”
“Bad about being small is that it gets crowded”
“No library”
“No access to internet”

Question #3: What do you do after school? Do you participate in any activities?

THEME #1: PARTICIPATE IN SPORT AND RECREATIONAL ACTIVITIES (114)

- **Golf (30)**
 - "Golf" (30)
- **Dirt Biking (19)**
 - "Quads"(10)
 - "Dirt Bike" (7)
 - "Quading"
 - "Ride dirt bike"
- **Bike(15)**
 - "Bike" (10)
 - "Biking"
 - "Biking"
 - "Biking"
 - "Ride bikes"
 - "I live just outside Langton, so I bike around Langton"
- **Hunt (14)**
 - "Hunt"(7)
 - "Hunting",
 - "Hunt" (6)
- **Organized Sports (5)**
 - "Organized Sports" (5)
- **Soccer (5)**
 - "Soccer"
 - "Soccer"
 - "Soccer"
 - "Soccer"
 - "Play soccer"
- **Baseball (4)**
 - "Baseball"
 - "Baseball"
 - "Baseball"
 - "Baseball"
- **Hockey (4)**
 - "Hockey"
 - "Play hockey"
 - "Hockey"
 - "Hockey"
- **Fishing(3)**
 - "Fishing"
 - "Fishing"
 - "Fishing"
- **Basketball(2)**
 - "Basketball"
 - "Basketball"
- **Bowling(2)**
 - "Bowling in Simcoe, many go to Simcoe, easy to get there b/c they have cars"

- "Bowling"
- **Skateboard (2)**
 - "Skateboard"
 - "Skateboard"
- **Figure Skating (2)**
 - "Figure skating"
 - "Figure skating"
- **Other (7):**
 - "Cheerleading"
 - "Trampoline"
 - "Mini golf"
 - "Paintball"
 - "Play pool"
 - "Badmington"
 - "Lacrosse"

THEME #2: GO TO BACKUS HERITAGE CONSERVATION AREA (50)

- **Go To Backus (50)**
 - "Backus" (50)

THEME #3: PARTICIPATE IN AFTER SCHOOL SPORTS (20)

- "After school sports"(20)

THEME #4: HANG OUT WITH FRIENDS (16)

- "Hang out"(11)
- "Friends house"
- "Friends"
- "Hang out"
- "Go to friends"
- "Hang out"

THEME #5: NOTHING (9)

- **Nothing (9)**
 - "Be bored"
 - "Nothing to do" (6)
 - "Do nothing"
 - "Nothing to go to"

THEME #5a: PLAY VIDEO GAMES (9)

- "Play video games" (9)

THEME #6: GO TO OR WATCH MOVIES (5)

- "Movies if parent are available to drive"
- "Watch movies"
- "Theatre"
- "Go to a movie in Tillsonburg or Simcoe"
- "There is Langton Theatre"

THEME #6a: BELONG TO YOUTH CLUB (5)

- "At the church have boys & girls club"
- "Junior and Senior Youth Clubs"
- "Junior Lions"
- "Tutoring club after school on Wednesdays"
- "12 & up program after school (Leos)"

THEME #7: WORK (4)

- "Work"
- "Not involved because of work"
- "Work during the day"
- "Work"

THEME #8: WATCH TV (3)

- "Sit on couch"
- "Watch TV"
- "TV"

THEME #9: DO HOMEWORK (2)

- **Homework (2)**
 - "Homework"
 - "Homework"

THEME #9a: GO TO NIGHT SCHOOL (2)

- "Night school"
- "School at night"

THEME #9b: HELP OUT AT HOME (2)

- **Help Out at Home (2)**
 - "At home, clean out the bush"
 - "Help out at home"

THEME #9c: GO OUTSIDE (2)

- **Go Outside (2)**
 - "Go outside"
 - "Go outside"

• Other (7)

- "Beach"
- "Go to London"
- "Have dance in St Williams"
- "Shopping"
- "Sleep"
- "Computer"
- "See family"

Question #4: What is Life Like at School?

THEME #1: NOT ENOUGH PHYSICAL ACTIVITY (8)

- “Can’t go outside because need supervision 24/7 because they don’t trust them with younger kids”
- “Stuck in 2 classrooms because of this”
- “Don’t like not being able to go to gym”
- “Don’t get physical exercise”
- “Stuck in 2 classes all day. This is because we need supervision”
- “Only get 15 minutes in gym”
- “Don’t have organized sports activities (just their group)”
- “Recesses too short”

THEME #2: LOTS OF RULES (7)

- “No skateboarding at school”
- “C’ant have electronics”
- “C’ant have hockey sticks”
- “C’ant have skateboards”
- “C’ant have scooters”
- “Too many rules”
- “Too strict”

THEME #3: BORING (4)

- “Not really that boring but nowhere else to go, have to stay at the school”
- “Have to create your own fun. ½ hr basketball at lunch then nothing else to do”
- “School is boring”
- “It is boring and I would rather do something I would like to do, too many people telling you what to do here”

THEME #3a: LOTS OF CLUBS AND ACTIVITIES (4)

- “A lot of clubs and sports”
- “Have computer club”
- “Key Bible Club (these are during school recess)”
- “Also have foul shooting”
- **Other(13)**
 - “Like that school is small”
 - “Teachers try to help and are friendly”
 - “Can have religious conversations at school”
 - “Grade 8’s have no equipment like

swings”

“Not enough dances”

“Yes, it is close to house”

“Like how they can have co-op and can still get credit”

“Like that they know everyone in Pathfinder”

“Can watch TV at lunch and break”

“School has huge pothole, they almost flip”

“Sometimes, a lot of work”

“I would rather work b/c I get money”

“This is my third school. Was bullied at first 2 schools but not at this one”

Question #5: Do you feel safe in your community?

a. The Community is Safe

THEME #1: EVERYONE KNOWS EACH OTHER (20)

- “Know a lot of people so you know what is going on, good to run into someone and just talk to them because you learn to trust them” (12)
- “Get along with neighbors”
- “Everyone know everyone because small community”
- “Everyone knows their neighbors”
- “Know everyone”
- “Everyone knows each other”
- “Borrow their stuff”
- “Because everyone is everyone’s friend”
- “Because it is small”

THEME #2: ROADS ARE SAFE (17)

- **Safe to Ride Bikes Particularly at Night (11)**
 - “Safe to Ride your Bike at night” (9)
 - “Safe to bike”
 - “The bike is safe with all the reflectors”
- **No Heavy Traffic (6)**
 - “Not a lot of cars”
 - “No heavy traffic”
 - “Walk at night”
 - “Walk to school”
 - “Down the road”
 - “Also walk to Walsingham”

THEME #3: NO CRIME (6)

- **No Gangs (3)**
 - “No gang fights, just the odd fight but

no real gangs here”

“No gangs, like in cities and stuff, very rare one, not like in the city, not like Detroit or the Broncs”

“Not enough people here to have gangs”

- “Not many people trying to commit suicide”
- “Low vandalism”
- “Never lock doors unless go away for 3 days”

THEME #4: WHY WOULDN’T I FEEL SAFE (2)

- “I haven’t had anything bad happen to me that I wouldn’t feel safe”
- “I do feel safe, why shouldn’t I?”
- **Other**
 - “Lots of cops that come in town”

a. The Community is not Safe

THEME #1: PEOPLE GET HURT BY TRACTORS OR ATVS (21)

- “Know someone who has been hurt by tractor or ATV” (20)
- “Little kids in fields and tractors all over”

THEME #2: PEOPLE DRIVE RECKLESSLY (12)

- “Most bikes don’t have reflectors. Because this is the country, people are not as cautious driving because they don’t expect a bike at night”(10)
- “A lot of fast and crazy drivers”
- “Drunk drivers”

THEME #3: PEOPLE LOCK THEIR DOORS (10)

- “Lock Doors” (9)
- “Don’t leave doors open”

THEME #4: PEOPLE TRY TO DAMAGE PROPERTY (2)

- “People try to damage your property”
- “Teenagers with baseball bats tried to hold up car”

THEME #4a: LACK OF ACCESS TO MEDICAL SERVICES (2)

- “Hospital far away”

- **“Should set up a clinic around here for medical services”**
- **Other(5)**
 - “Everyone has a shotgun out here”
 - “One girl knows a hunter who got shot”
 - “Because there are one kind of people, like German people”
 - “Tobacco farms, dangerous”
 - “Turkeys are dangerous”

Question #6: Do you attend bush parties? If so, please describe them.

THEME #1: WOULD RATHER GO TO “ANOTHER PLACE” TO HANG OUT LIKE A SKATE PARK RATHER THAN A BUSH PARTY (38)

- **Rather go to another place (38)**
- “Would rather go to ‘another place’ to hang out like a skate park rather than a bush party” (38)
- **Annoying places to be (4)**
 - “Annoying places to be”
 - “Dumb”
 - “Boring”
 - “Not everyone goes all the time”
- **Nothing else to do (2)**
 - “Nothing else to do”
 - “Gives people something to do”

THEME #2: POPULAR (22)

- **“Popular”(17)**
- **“A lot of friends”**
- **“It is very popular around here”**
- **“Yes” (they have bush parties (everyone laughs) Won’t say what happens there)**
- **“Big group of people go out”**
- **“Hang out with friends”**

THEME #3: WOULD RATHER GO TO A BUSH PARTY (13)

- **“Would rather go to ‘a bush party’ (13)**

THEME #4: PLACE TO ENGAGE IN RISKY BEHAVIOUR (10)

- **Drinking (4)**
 - “Drinking”
 - “Drinking”
 - “Drunk”
 - “Big bonfire and alcoholic beverages”

- **Drugs(2)**
 - “High”
 - “Sometimes drugs but not really”
- **“Yelling”**
- **“Couldn’t believe what you see there, yard full of cars, people doing things they shouldn’t be doing”**
- **“Do what they want”**
- **“They are really loud, music”**

THEME #5: TEENAGERS ATTEND BUSH PARTIES (AGE 14 TO 20) (8)

- **“Youngest girls 14, boys 16”**
- **“Goes up to people in their 20’s”**
- **“Kids”**
- **“Some go but mostly older kids from high school”**
- **“Range from 15-19”**
- **“Grade 7 & 8’s and high school”**
- **“Teenagers party in the bush”**
- **“Usually high school age”**

THEME #6: PARTY AT PARENT’S HOUSE (5)

- **“Parties at houses”**
- **“When parents go away kids party at their house”**
- **“Outdoor parties”**
- **“They are always at someone’s house when parents are not home, not in the bush”**
- **“Normally at someone’s property but in the woods”**

Question #7: If you had one wish, what would you like to have in your area?

THEME #1: ACCESS TO SPORTS AND RECREATIONAL ACTIVITIES (93)

- **Skatepark (37)**
 - “Skatepark (27)”
 - “Skate Park”
 - “Skatepark”
 - “Skatepark”
 - “Skateboarding park”
 - “Skatepark”
 - “Indoor skate park”
 - “SKATEPARK”
 - “Skate park” (St Williams has one and a lot of people live there) but ramps are rusty (5 mins away).
 - “New skatepark”
 - “Skate Park”
- **Volleyball (7)**

“Volleyball”(6)
“Volleyball”

- **Hockey(6)**

“Hockey”
“Hockey”
“Floor hockey”
“Hockey”
“Hockey”
“Hockey”

- **Basketball (6)**

“Recreational basketball”
“Recreational basketball”
“Basketball”
“Basketball team”
“Basketball”
“Basketball”

- **Football (6)**

“Football”
“Football”
“Football team”
“Football Team”
“Football”
“Football”

- **Baseball (5)**

“Baseball”
“Baseball”
“Baseball”
“Baseball”
“Baseball”

- **Soccer (4)**

“Soccer”
“Soccer”
“Soccer”
“Soccer”

- **Paintball (2)**

“Paintballing”
“Paintball”

- **Lacrosse (2)**

“Lacrosse”
“Lacrosse”

- **Bike Riding (2)**

“Bike riding”
“Biking”

- **Other (16)**

“Badminton”
“Archery”
“Fencing”
“Figure skating”
“Rugby”
“Rock climbing”
“Mini golf”
“Pool tables”
“Active things”
“Would like a big gym”

“Recreation Centre”
 “Ice rink (there is one by the fire hall
 but they only do it when they feel like
 it not all the time”
 “Tennis”
 “Cheerleading”
 “Skating”
 “Fitness Centre”

THEME #2: ART PROGRAMS (31)

- **Art and Drama Programs (28)**
 “Art or drama after school (27)”
 “Drama programs”
- **Music (3)**
 “Singing lessons”
 “Music lessons”
 “Music”

THEME #3: SPORTS AND RECREATIONAL ACTIVITIES AT SCHOOL (29)

- **Sports at Valley Heights (9)**
 “Sports at Valley Heights (9)”
- **Pool (2)**
 “Pool”
 “Pool”
- **Soccer (2)**
 “Soccer team for age group (soccer
 is only for 3 weeks) would like
 organized over summer”
 “Soccer nets”
- **Tennis (2)**
 “Tennis court”
 “Tennis”
- **Hockey (2)**
 “Hockey”
 “Hockey rink”
- **Other (12)**
 “Volleyball”
 “Basketball”
 “Fitness Centre”
 “Football”
 “Skateboarding”
 “Golf”
 “Dodgeball”
 “Badminton”
 “Figure skating”
 “School programs would like to have
 that don’t have”
 “Running track”
 “Go karting”

THEME #4 ARCADE (28)

- **“Arcade” (28)**

THEME #5: TEEN HANGOUT SPOT (27)

- **“Teen Hangout Spot” (27)**

THEME #6: ART PROGRAMS AT SCHOOL (19)

- **Music (8)**
 “Singing lessons” (3)
 “Music”
 “Music teachers”
 “Instruments for the school”
 “Singing”
 “You can get music lessons but
 school should do it for free”

Prompt: When should music lessons be?

Time?

- “Before school”
- “7:00 pm alternate days of the week”
- “2 hours would be good, between 6 & 8”

Day?

- “Only come Tuesday and Thursday in the evening”

Where?

- “During gym class”

Champion?

- “A motivator, someone like you”
- “Someone outside”
- “Youth”

Type of Art Program?

- **Drama (10)**
 “Drama Club (10)”
- **Dance Class (1)**
 “Dance Class”
- “Bring alcohol, talk about it?”

THEME #7: CHESS CLUB AT SCHOOL (10)

- **“Chess Club” (10)**

THEME #8 MORE RESTAURANTS (7)

- “Should build a restaurant here, not many around here (5)”
- “McDonalds”
- “More restaurants”

THEME #9 SWIMMING POOL (6)

- “Pool”
- “Water park”
- Swimming pool,
- Swimming pool (Backus has one).
- “Area swimming pool”
- “Swimming indoor pool”

THEME #10 MOVIE THEATRE (5)

- “Movie theatre” (4)
- “Movies”

THEME #11 BIKING TRAILS (4)

- “Trails to go biking”
- “More bike trails instead of along side of road”
- “Want more bike trails”
- “Trails”

THEME #11a BOWLING ALLEY (4)

- “Bowling alley”
- “Bowling alley”
- “Bowling”
- “Bowling”

THEME #12 SHOPPING MALL (3)

- “Shopping mall”
- “A mall”
- “A mall”

THEME #13 AUTO AT VALLEY HEIGHTS (2)

- “They should allow us to do auto and keep the garage open for us, there is auto during the day not for night school”
- “Also Auto at Valley Heights”

Question #9 PROMPT: If you had a Youth-Drop-in centre, what would it look like?

THEME #1 EASILY ACCESSIBLE (26)

- **Need A Later Bus (22)**
 “A later bus would work (19)”
 “Easy to get to school by bus”
 “Should have a web transportation like a bus”
 “Buses with TV’s”
- **Could Walk, Bike, or Use ATV (4)**
 “Can walk there from school. Parents cannot always pick up. We are bused here”

“Could walk”
 “Ride bike”
 “Ride quad”

THEME #2 SPORTS AND RECREATION (20)

- **Skate park (4)**
 - “Skatepark”
 - “Indoor skate park”
 - “Skatepark”
 - “Skatepark”
- **Trails (3)**
 - “More trails that are open”
 - “Have trails for bikes like they do with snowmobiles”
 - “Need to set up trails”
- **Basketball (3)**
 - “Basketball”
 - “Basketball”
 - “Have basketball”
- **Hockey (2)**
 - “Hockey table”
 - “Hockey”
- **Other (8)**
 - “Weights”
 - “Music”
 - “Pool table”
 - “Ping pong”
 - “Lacrosse”
 - “Paintball”
 - “Roller blading”
 - “Rock wall climbing”

THEME #3 FOOD AND DRINKS (4)

- **“Fast food places”**
- **“Like a community centre with restaurant”**
- **“Chips and Pop machines”**
- **“Somewhere to buy drinks”**

- **Other (11)**
 - “Should be very colourful”
 - “Use for different things on different days”
 - “Have a daycare”
 - “Community Centre Need shopping”
 - “Place to go and rent stuff for the day, dirt bikes”
 - “Arcade games”
 - “Where can have dances”
 - “Kids could get jobs there, stay out of trouble”
 - “Would like a big centre with lots to do”

“Maybe with a library inside”
 “Look like Belgian Hall in Delhi where they host dances”

Where will it be located?

THEME #1 BESIDE HOUGHTON PUBLIC SCHOOL (26)

- **“Houghton public school is more central” (25)**
- **“Beside the school” (Houghton)**

THEME #2 VALLEY HEIGHTS (12)

- **“Valley Heights is more central” (12)**

THEME #3 ON A FARM (2)

- **“Farms”**
- **“Buy a farm”**

THEME #3a AT SANDHILL PARK (2)

- **“ Sandhills”**
- **“Sandhill park”**

THEME #3b ON OPEN LAND (2)

- **“Open land”**
- **“ Field”**

THEME #3c ONE LOCATION (2)

- **“All these things should be at the same place”**
- **“All but one think all these things should be at one location”**

- **Other (2)**
 - “In between Fairground and Glenmeyer”
 - “Should be in Langton”

Who would be the target audience?

THEME #1 YOUTH (3)

- **“ Youth”**
- **“Ideal place where youth can go”**
- **“Somewhere where all the kids can go and hang out and have fun”**

THEME #2 TEENAGERS (2)

- **“Just teenagers so little kids don’t bug you”**
- **“For teens”**

THEME #2a EVERYONE (2)

- **“Everyone”**

- **“Should be for everyone”**

THEME #2b DIFFERENT AGES AT DIFFERENT TIMES (2)

- **“Open to youth more at night, and seniors during the day”**
- **“But certain ages at certain times”**
- **Other**
 - “ Kindergarten to end of teens”

What is a good name?

- **“Houghton Centre Place”**
- **“Fun Place”**
- **“Student centre”**
- **“ Teen centre”**
- **“ Fun fit”**
- **“Chilling spot”**

Is there a place already?

- **“Closest arena is in Langton”**
- **“There is a hall right beside the school right now that is used for other things” (Houghton Public School). “Building is too small though”**
- **“There is one in Langton – Lions. Locked up most of the time”**
- **“Look like Belgian Hall in Delhi where they host dances”**

Who would be in charge?

THEME #1 YOUTH (18)

- **Almost everyone would be “willing to be on a committee” (17)**
- **“Since it is teen stuff they should have a say”**

- **Other**
 - “The mayor”
 - “Think it should be an adult”

Figure 4: Adolescent Rural Health Framework for Southwest Norfolk

