



Youth Engagement

Summary of Classroom Activities

As part of the Comox Valley's Regional Growth Strategy, we have been working with schools to find out about some of the issues affecting youth. Through timeline reconstructions, asset mapping, and photography we have enabled youth to communicate about their environment and their ability to change it. We have reproduced the outcomes of these activities on the following panels.

There is also a DVD that we invite you to watch that documents the final class presentations that occurred in Ms Nicole DeLuca's Grade 7 class at Brooklyn Intermediate, and at Mr. Kochanuk's Grade 10 Honours Social Studies class at Highland High School.

As you learn about youth issues, try to relate this information back to your experience and understanding of some of the Valley's strengths and challenges.



Timeline Reconstruction: Students were divided into groups and asked to piece together the 'broken' timeline, matching dates with their correct statements and images. The timeline combined important events from the Valley's history with significant episodes in Canadian history. The purpose of the activity was to reinforce the importance that history plays in our lives, and to explore the relationship between photography and the historic record



Asset Mapping: Students were asked to draw an outline of their body. In the inside of their body they were asked to write or draw the things that made them unique, the activities they were good at; their passions. We then asked the students to write in the exterior of their body the places and people that supported their activities, interests, and passions. The students then linked these interior assets with their exterior assets. The purpose of the activity was to enable youth to understand that their world originates from their identity.



Community Investigating with Photographs: As a homework assignment students were given disposable cameras. They were asked to photograph places they liked and disliked, and to write down the location of their photographs and observations. Their photos were developed, and the students color coded each photograph. In small groups, each student presented the story behind two of their photographs to their group. A wide selection of these photographs and student comments have been included in the photo album, available at this meeting.



Photograph Selection and Presentations: Students worked together in groups to select two photographs that they felt were important to share with the community. One student from each group presented the photographs to the rest of the class and to the video camera. These presentations are on the DVD which is screening during this meeting. Presentations are un-edited, and each person who presented in class appears on the DVD.