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**Confident Communicators formerly known as
Gift of the Gabs**

Impact Report – Stage 1 and Stage 2

For

**Rhonda Reid, Director
Wellness Centre
Cambridge Bay**

**Stage 1 (October 2008)
Stage 2 (February 2009)**

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1. INTRODUCTION

Confident Communicators is a confidence and communication development programme aimed at helping individuals learn to make healthy choices. Healthy choices and authentic communication skills are taught through a variety of methods including classroom based activities, workshops and PSHE modules. Enabling individuals to have the confidence to make healthy choices involves two key elements – a) learning to deal with their ‘internal terrorists (sabotage healthy choices) and, b) developing authentic confidence (which empowers healthy choices) During voluntary work with young adults in Scotland and South Africa, when taken through the same methodology – using simple worksheets and short activities - their confidence improved. The impact of this was seen in a measurable improvement not only in oral literacy and interpersonal skills but behaviour.

Sustainability is ensured through Continuous Professional Development sessions for group leaders and training members of the community under Licence. After the delivery of the training, support is ensured through on-line material and access to Confident Communicators support staff.

2. AIM AND BACKGROUND OF THE REVIEW

An initial week of meetings in Cambridge Bay in February 2008 enabled community groups to learn about and experience how the Confident Communicators Programme positively impacts on individuals and the wider community. Meetings were held with elders, elementary and high school staff, youth leaders and business people. These meetings were facilitated by Rhonda Reid, Director of Cambridge Bay Wellness Centre (CBWC) and the reception was very positive. In addition, time was spent by Confident Communicators creator Libby Hammond and delivery leader Seth Gardner out and about in the community talking with people and getting a feel for the cultural context. It was felt that the Programme – which is designed to build healthy self-esteem, a sense of significance and strong communication skills - could be of significant benefit to the community, particularly those with addictions and disengagement. The Programme was introduced into the community of Cambridge Bay through CBWC and funded through the Solvent Abuse Fund.

The aim of this review is to provide a summary of the impact of Confident Communicators involvement, and Programme integration, as part of the solution to Solvent and Alcohol Abuse in the community of Cambridge Bay. Stage 1 of the Programme took place between 20 – 31 October 2008 and Stage 2 took place between 9-13 February 2009. Evidence of the Programme’s impact has been drawn from discussions with group leaders, trainers, counsellors and teachers as well as from evaluation sheets completed by programme participants. Participants received completion certificates which can be used as part of PLAR.

The key measurable elements reflecting participants’ engagement in making healthy choices, especially towards solvent and alcohol abuse are:

- raising self-confidence
- creating a positive attitude towards self and others
- encouraging respectful behaviour
- encouraging healthy decision-making
- encouraging an increased awareness of their own dreams, skills and abilities
- encouraging becoming contributors and re-engaging in the community.

Evidence of impact has been drawn from discussions with group leaders, participants own evaluation and observations from others in the community. Video testimonies were taken during the Programme along with statistics drawn from the participant’s own cognitive dissonance evaluation sheets. See full background information from Alice Isnor included in appendices.

3. METHOD OF RESEARCH

In conducting this study, a wide variety of research methods have been used. These have included the following:

Participants and Group Leader evaluation

At the beginning and end of the Programme, participants were required to complete evaluation sheets which were then translated into graph form. Some participants were videoed for evaluation on the benefits of the programme. Group leaders were asked to provide comments and evaluation in report form. The delivery team made observations as part of the evaluation process.

Survey by interview

This involved semi-structured survey interviews with Community Leaders, Wellness Centre Director Rhonda Reid and staff, teachers and Group Leaders:

Ermie LeBlanc (Teacher) – Mums for Credit/Circle of Support and Aulajaaqtut Groups

Jacques Gagnon (Teacher) – Pre-Trades Group

Alice Isnor – Co-ordinator Aboriginal Healing Programme – Restorative Justice Group

These survey interviews were predominantly concerned with exploring qualitative issues. Specific details of surveys are contained within the relevant sections of this report. We conducted interviews with 31 people.

Focus groups

Focus groups were held with group leaders, representatives of the community and young people using the format of a workshop session with time for questions and discussion.

Statistical analysis of participant evaluation

A detailed statistical analysis of evaluation sheets was undertaken. Where data has been used we believe we have used the most valid and reliable information currently available. Importantly, we were able to construct data for a variety of comparison groups, thus ensuring we achieved data comparability.

4. PARTICIPANTS IN THE REVIEW

Aulaajaqtut Group (12)

Pre-trades Group (7)

Moms for Credit/Circle of Support Groups(12)

Restorative Justice Group (5)

5 FINDINGS OF RESEARCH

Group Leaders

The introduction of Confident Communicators in Cambridge Bay has had the following impact on group leaders.

- *Benefits for healthy choices*
Group leaders found the material and activities helped the young people to understand why healthy choices would benefit their emotional and physical well-being.
- *Links to education and wider resources*
Creating Confident Communicators who made healthy choices had positive results for citizenship, community values and social responsibility. Participants were more receptive to engaging with education and other resources that could help them achieve their goal in life.

- *Ease of usage*
Programme material - leaders found that the key elements designed to develop healthy choices and communication skills could be integrated into any existing course. Training leaders through CPD (Continuous Professional Development) sessions ensured sustainability of the Programme elements.
- *Continued use of Confident Communicators resource material*
Group leaders continue to use the material with existing groups.
- *Benefits for community culture*
Improved confidence resulted in improved attitude, behavior and positive discipline. Young people have entered positive relationships with others and have begun to see themselves as positive contributors.
- *Presentations*
Participants were asked to give a short talk about themselves and group leaders found the young people willing to speak up.

Participants

For participants involved in the programme the key impact of the Programme has been the measurable growth in the individual's confidence and ability to think about making healthy choices. For some participants small measurable growth represented a major step forward.

- *Group Presentations*
Participants felt more confident about themselves and were more willing to participate in group discussions and help fellow participants.
- *Raised confidence*
Learning about eye contact, enthusiasm, and dealing with "internal terrorists" resulted in authentic confidence, developed self-respect and accountability for participants. They were better able to handle potential conflict and overall they became better communicators and felt more equipped for the world of work.
- *Increased awareness and development of skills, abilities & talents*
Positive peer and self-evaluation during sessions and the use of the Talking Triangle (a poster with Honesty Respect and Good Choices which is displayed in the classroom) engendered healthy self esteem and confidence. This resulted in participants being willing to take risks in talking and sharing in their group. Participants learned how to share their abilities to assist others who were not so able.

6. SUMMARY

The study shows from the evidence available that the main strengths of the programme are:

- Confident Communicators healthy choices impacts positively on participant behaviour. In addition it helps in restoring a sense of significance and healthy self-esteem in an individual which results in the development of authentic confidence, healthy choices and improved behaviour.
- Participants and group leaders felt the Programme has a positive impact on participants attendance and learning
- Both weak and strong participants benefit from the Programme's use.
- Participants are more motivated, enthusiastic and attentive in sessions.

- Develops confident communication in individuals so that they become influencers for positive change in the community.

7. WIDER APPLICATION

Confident Communicators has a schools programme which runs from 3 – 18 years. This successful Programme is designed to help younger people learn to make healthy choices so that they do not become substance abusers. See www.giftofthegabs.ca

8. APPENDICES

- a) Testimonials/ Evaluations (including Restorative Justice Group Observations)
- b) Stats showing response to questionnaire - Aulajaaqtut Group
- c) Stats showing response to questionnaire - Pre-Trades Group
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- e) Stats showing response to questionnaire - Life Skills Group
- f) Stats showing response to questionnaire - Mixed Group

TESTIMONIAL of

Rhonda Reid Director of Community Wellness Centre, Cambridge Bay, Nunavut, Arctic Circle

We had a meeting with the Dean of Nunavut Arctic College and the leader of all the health and wellness programmes running out of the college. We asked her what the number one barrier was for students coming into the college and she sat and thought for a moment and said 'confidence'. What I like about Confident Communicators/GOTG is that building confidence and not just building competence in people is what it is doing. I think even for people in positions such as mine, we can always do with a dose of confidence and that is what I see Confident Communicators/GOTG has done already here in the community of Cambridge Bay and will continue to do in the future as well.

I think one of the real examples that came true for me was when the team visited last time in February and Libby met a lovely lady by the name Molly. Molly came back when the team revisited Cambridge Bay so excited, to say she hadn't slept since 4am because she wanted to meet with Libby and Seth as well and I don't think Molly would have done that in the past. I think that we have seen such a shift even here in our staff. Libby ran a Values Workshop for the Wellness Centre and our staff are speaking a lot more directly and saying what is on their mind in a nice tactful way with integrity and with respect for each other as colleagues.

In my personal interactions with people who are in the community and who work with a number of different client groups in terms of ages and target populations, they are already beginning to see how they can incorporate respect and trust and honesty and healthy choices into their workplace and into the programmes that they are doing with the people in the schools or even in the day care. The Talking Triangle values of honesty, respect and good choices will help us continue to make an impact one act at a time and that is what we are trying to stress here. Don't give up hope, keep doing it one step at a time and each of us personally can make a difference to our community and the environment.

What I'd like to say is I see Confident Communicators/GOTG being two things, the programme and the people delivering the programmes. One of the methods of sustainability is to train the trainer and leave what you know behind so other people can do that, which, along with the material, makes it invaluable. I'd like to share it with Kitikmeot and everyone else.

It's been a great great pleasure meeting with you and working with you.

TESTIMONIAL of

Jacques Gagnon, Shop Teacher, Arctic College, Cambridge Bay

My name is Jacques Gagnon, I am shop teacher here in Cambridge Bay.

How do we get students to talk or express themselves and why do we find this difficult to achieve? With Confident Communicators/GOTG it is all about communication, being able to communicate verbally and non-verbally as well. Now with the students we are drawing out and brainstorming ideas on projects, we are getting so much more input now from each and every person who participated in the programme. So it is fantastic, really remarkable right off the bat. In the shop, on the floor I can see that communication improvement right away

As a shop teacher we are expected to teach them marketable skills so they can go out and get a job but I am finding out here that one of the big skills we really need to work on is teamwork - to get these individuals working together as a functional team, to help each other out and not put themselves or others down, basically learning social acceptance and social responsibility stuff. I find that a key impact of what the programme provided here, was that they were able to work together, joke around and still get everything accomplished.

The culture here is that you can't make a mistake, failure is not socially acceptable. It is better not to try something than to try and fail – there is loss of face. What I've been trying to drill into them is the only bad mistake is the one you don't learn anything from, but it didn't seem to get through.

The programme has created greater openness. Instead of losing face because they made a mistake, they understand now that making a mistake is part of the learning process. I make sure that I show the kids how I learn from my mistakes too and what is now happening is the kids are starting to understand that we make mistakes all the time, but, if I can understand better what my mistake is I can get in and correct that and make it better.

In terms of their communication abilities, they were very quiet and their communication was very limited. What I am finding now is they seem to have acquired certain tools to be able to communicate new ideas, what they think and even asking questions – “Do you have any idea how to do this job? How would you approach this project? And how would you find this?” and I am finding that now they are verbally communicating with me and the other young people and showing how they would do something, which is fantastic, which they've never done before.

There is one anecdote where a young man, who is one of the smaller boys in the class so he tends to shy away from the crowd was showing one of the bigger guys how to use a machine and “This is how we *properly* use this machine and this is how we *properly* maintain it.” and to have this other big guy listening and paying attention and saying “O thanks a lot, I appreciate that” - I thought that was fantastic. For little Kelly who is always in a corner doing his own little thing and shying away from everybody now showing the bigger guys this is how we do this and being listened to - this is just great!

I have learned since I have been up here is that the 'teenager' is a relatively new concept up here in Nunavut in the Arctic and we are not exactly sure how to handle a teenager. You were a child, you got married very young and you became a hunter and off you went, so the teenager concept is not more than 50 years old. The programme is meeting the need in our community on how to handle teenagers; this is how we talk to teenagers, this is how we react to teenagers, this is how we interact with them and I am sure this would really benefit other communities, as what the parents and elders in this community are saying is “this is a really great way of talking and communicating”.

In terms of benefits for the teaching staff, you know it is an excellent workshop when on Friday evenings you are sitting around with a bunch of people from work and we are joking and teasing each other over what we learned about personality types and it is obvious everyone had been paying attention. At night when nobody is expecting it, we are communicating and having fun and for me that is the sign of a very good workshop

I know that with the people I am close with on the staff I am now better able to identify what type of person they are and have learned to approach them in a slightly different way – when I want something from them. When I want them to go away I also know how to make them disappear, so it is really great.

I have a little personal anecdote - it was so funny, I laughed so much. Yesterday my guys, who are usually so so quiet had to do the worst job in the whole shop, which is the shop clean up. I called 'shop clean up' and *everybody* grabbed a broom and moved around and then all of a sudden stopped and one of them said “We should have a little clean up music like they have on 'Big Comfy Couch'.” Everybody started laughing that we should have this little kid programme stuff and they started jumping around and imitating the Big Comfy Couch clean up thing. That they would laugh *with* each other instead of *at* each other, it was so fantastic, so so great and that was a big plus and I could see that that came from those workshops - they would never have done that a couple of weeks ago.

EVALUATION BY GROUP LEADER - ERMIE LE BLANC

Moms for Credit Group

- Attendance was up
- Energy level of girls was up
- I noticed a gradual increase in their level of involvement
- A Special Needs Student actually was more “a part of the group than she is in other classes.
- One participant has not come to an early morning class in a year! (She was at this class Thursday morning @ 8:45am!)
- “I” enjoyed the experience very much. It was so good to be concentrating on positivity. Participants who are often dis-engaged, sleepy, non-communicative, were just the opposite!

Aaulajaqtut Group

Similar events happening here as happened with the other class – Moms For Credit. Something which stood out for me was the reaction of the librarian – she told me she was sceptical on Monday when I explained that Confident Communicators would be doing workshops. “Why do we have to bring them all the way from Scotland?”

At the end of the Thursday afternoon workshop with the Aula class (she could hear and also see some of what was going on at the back of the library) she literally grabbed my shoulder and skipped out to the front of the library saying how wonderful this was!

The lady in the Heritage Centre, Renee, was very impressed with what was happening. With the exception of 3 students”, all the others in this group are known to be problematic in a traditional classroom – ie cannot sit still, all sleeping, yawning, walking out, going for a drink, going to the washroom etc.

In this work with Confident Communicators they are active participants for the most part – this method spends more time on engagement and it obviously hits on “meaningful meanings” for the students.

End of Programme evaluation for all groups led by Ermie Le Blanc

I was a little hesitant about what impact the programme would have at first, knowing a little bit about the Inuit culture after three years of being here. I was really surprised that the young people enjoyed the experience so much but the programme really fits the values within the culture and brings values with it.

I have actually seen quite a bit of impact as I was lucky enough to have Confident Communicators/GOTG work with two of my groups. One was a senior group Grade 11 and the other was a female group called Moms for Credit, a programme we've just started. I guess the biggest thing I saw, actually two things, was how engaged the students were in what was happening and the other big one was that I had students, most of whom spoke very quietly or not at all. Part of that is the Inuit culture as they are very quiet, and then all of a sudden, two weeks later the same students are giving a little speech and talking to one another and interviewing one another and I thought that was phenomenal

One shift that I saw were in groups outside that community doing Confident Communication/GOTG, because of the engagement and fun, the other students were saying, “What's going on, what's going on – there seem to be fun things going on there.” For sure, engagement was one thing and also I saw a little bit more of assertiveness on the part of some of the students and by assertiveness I mean wanting to talk a little bit more. So far that is what I've seen.

After the staff CPD session, I got some positive remarks from the staff who did enter into it and again I think that speaks about the way you engage people. So what was being done with the kids was also being done with the staff. I know they want more and to be able to do some of these types of way of engaging with their students – I know they want to learn from Confident Communicators/GOTG.

One thing we plan to do is start a Confident Communicators club and use the things we have learned. I also think some of the teachers will use some of the resources, eg some of the games that will engage kids much better rather than standing up talking, talking, talking or giving out pieces of paper. That also fits the Inuit culture because it is an oral story-telling culture and they are much more involved with this type of method so I think that some, if not most of the teachers will use some of the resources you are leaving behind and that is a good way of continuing some of this process.

I thought the programme has an excellent focus and starting point with looking positively at themselves. At the start it was difficult for some of the students to say five things that they really thought made them amazing but with the workshop leaders and peer support, they ended up able to do that. What I like too is that there is a kind of group support built into this programme right from the beginning, so they are not alone which fits in with this culture. They can focus on the positives of their 'inner' self and be an individual, yet in community. I was amazed too at the dreams at how they entered into that and how even one of the students who is a special needs student did blend into the group doing these group processes and was able to give a dream that was hers. Usually those students are more isolated and that didn't happen here so I thought that was good.

Observer Evaluation - Marie Ingram, Life Management Co-ordinator

Confident Communicators: At the beginning of the week, many of the participants were very quiet and withdrawn. In the exercise when asked to tell why they were amazing people they couldn't reach within themselves and bring out the vocabulary to describe themselves. I also noticed that they were constantly inappropriately invading each other spaces (grabbing, pushing, bumping) while doing the exercises. These disappeared as they worked through the week. Also their posture was very poor - very slouched, shoulders drooped and this changed as well. The more Seth talked about the warrior the stronger their postures became.

The biggest change I saw was in their verbal skills. They gained a level of comfort within the group that was impressive. Even though they had been together since September they still didn't show that they were at ease with each other. Yet after two weeks they were speaking out clearly and concisely about themselves.

The biggest individual improvement was a young lady who at the first class didn't make eye contact with anyone and only mumbled when spoken to. When she participated in any activity, it was with little enthusiasm. At the end of the two weeks, she was actually giggling and spoke with great clarity. I've met her in the community since that time and she didn't only say 'hi' but asked how I was doing. She was very quick so that was very impressive to me, a major improvement in just one girl and that was indicative of the whole group - I could see a difference in all of them. A lot of change in confidence showed in posture and the way they reacted to each other. At the beginning of the two weeks I noticed they weren't very respectful to each other, they were always in each others' spaces, to me it was inappropriate. They did it as fun but in a class setting or even in a group it wasn't something you would expect and that kind of disappeared as the sessions went on so I was very impressed.

The main benefit without a doubt is how the program is designed to help people look inside and see what is good about themselves. One of the key things I heard Libby (Libby Hammond creator of Confident Communicators/GOTG) say on the very first day, and it always stood out on my mind, is that people have competence but they don't have confidence and I know that describes me. I know I have a lot of competence and I'm

building on confidence but the girls I will be working with they can't gain the competence until they gain the confidence. They need to open their minds to the fact that they are capable and worthy of learning and making a place for themselves in this world so that is why I am very much in favour of Confident Communicators/GOTG being one of the first programmes that they do when they come into this Life Management Programme. I come from Newfoundland and I've taught for 30 years and again I've seen a lot of students who don't know how to package themselves. They don't know how to sell themselves and they don't know - people, children and adults - what they are worth and they've never been taught that. I love your Talking Triangle because the triangle is the strongest shape in the world and if we could build the three things that you have in there that would be the strongest foundation for society and an individual. No matter who you are, if you've got healthy choices, good choices that is the bottom line for everything. If you can make good choices and, like Seth says, keep your arrow straight, everyone needs to straighten their arrow a bit - I think that is just a great message.

I personally benefited by realizing that I am an amazing person and why I was doubting that is because I thought I was not as competent as the people around me. I felt that people were judging me by the way I spoke. I have always had an insecurity about that because of several incidents throughout my life. Without doubt your statement that competence is nothing without confidence is surely the truest thing I've ever heard. If someone doesn't feel that they can do something then they never will. I have seen many things and many programmes and I've seen them in short periods of times and long periods of time but I have to say I am very impressed with this model and how quickly I saw results. I don't know why, because I've thought about it and it's not the most novel idea in the world. I've seen it in other literature before but the way that you have designed the programme and the way it is being delivered with energy and the rapport you set up with the young people is great. It takes a specific person to be able to speak to students and people about good choices when you know that they have made bad choices, but to steer them and say that it is okay, your arrow wasn't straight for a little while but now you can straighten your arrow again and keep your eye on your vision and keep your eye on your dream and work towards that dream, so I think your programme is fantastic and I think the programme would benefit everyone.

BACKGROUND TO RESTORATIVE JUSTICE GROUP SESSION

Alice Isnor, Co-ordinator of Aboriginal Healing Programme which deals with all the addictions, based at the Wellness Centre, in Cambridge Bay, Nunavut.

In the community of Cambridge Bay there are significant addictions issues. We have a high number of crime rates, family violence issues and on occasion we do have suicides. We have quite a number of troubled people in our community. There is also significant drug and gambling addictions as well.

Addictive substances and so forth can vary with each individual and overall we are hoping that the individuals will feel better about themselves and then become contributing members to the community in terms of how it is going, which is wellness.

Alcohol is an addiction for people where a lot of violence is included. People have a loss of memory from overuse of alcohol. They are doing things that they don't ever want to do when they are sober and we find that at the end of the day people really need help to get off alcohol.

Alcohol has a significant impact on your life. It impacts on your relationships, people lose their jobs. Young people drop out of school because they are unable to concentrate and people who are heavily addicted don't pay attention to their other needs such as health needs, food and finances and so on - alcohol abuse is a significant issue.

For many, substance abuse is an inter-generational problem because people will grow up to do things that they see are being done in their own community and their own family.

Delivery Team Observations – Restorative Justice Group

During the first workshop, participants began to engage with each other and focussed on looking at their strengths. Although most of them were quite shy, their natural humour and focus on their strengths – ‘I am wonderful because.....’ was very important in helping overcome lack of positive self-esteem. One participant who seemed to struggle slightly more with tasks than the others, engaged completely with the material and benefited from the positive affirmations.

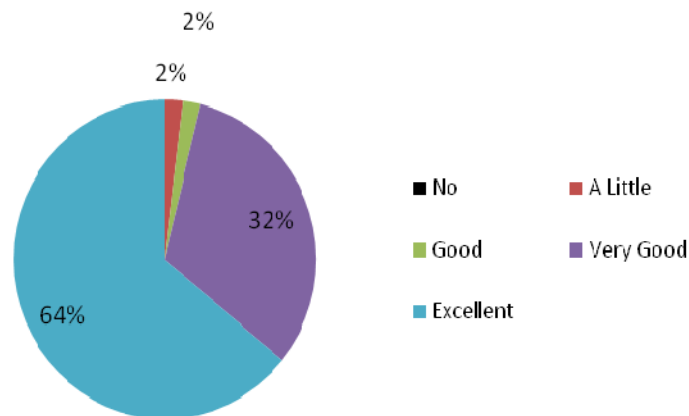
Initial body language reflected how self conscious some participants felt. However even by the end of the first session all were making more eye contact and visibly relaxing and allowing themselves to trust in the material, the delivery team and each other. Participants agreed to put their dreams down on paper and really concentrated on supporting each other through this activity.

Participants faced personal challenges in achieving learning to make healthy choices. One participant missed a session due to family problems but chose to give 100% to the other sessions and showed good leadership skills along with helping the other girls in terms of their confidence. Confident Communicators helped to bolster and develop what she already had in terms of personal skills. For another participant, an exercise which breaks down limitations and really looks at what is stopping an individual achieve their dream proved a real breakthrough point. She chose to stand and with real commitment stated her dream in front of the group.

Response to Questionnaire by Aulajaaqtut Group - October 2008

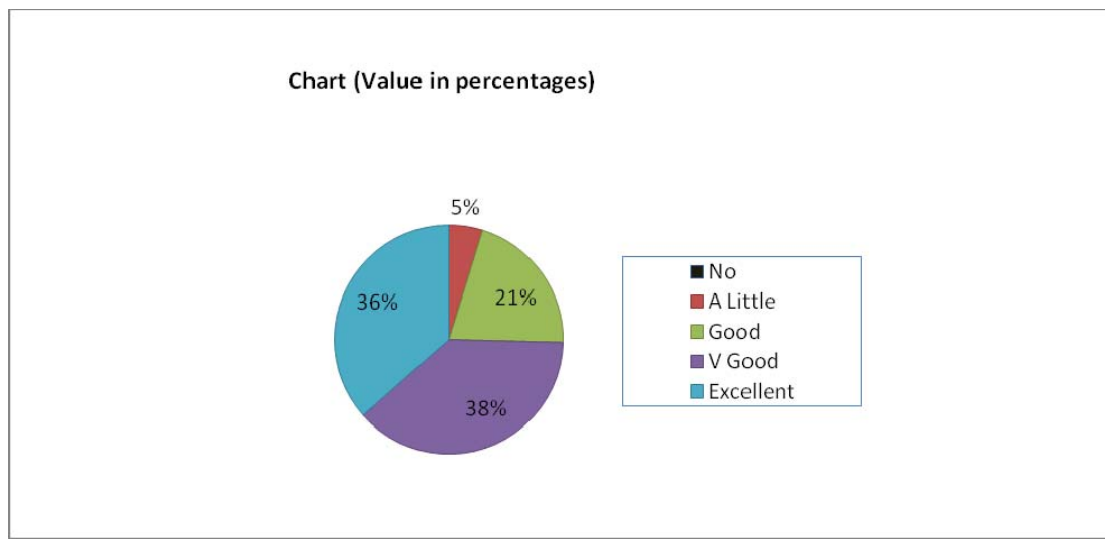
		No	A Little	Good	V Good	Excellent	Total
Q1	I feel my confidence has grown	0	0	0	2	4	6
Q2	I feel more positive about myself	0	0	0	0	6	6
Q3	I have found my goals for the future	0	0	0	1	5	6
Q4	I feel more positive about coming to school	0	0	0	3	3	6
Q5	I am more aware of my personal strengths	0	0	0	2	4	6
Q6	I have improved at giving class presentations	0	1	1	3	1	6
Q7	I feel more confident about going for an interview	0	0	0	2	3	5
Q8	I value myself more	0	0	0	2	4	6
Q9	I have got to know my fellow pupils better	0	0	0	2	4	6
Total		0	1	1	17	24	52

Chart (Value in percentages)



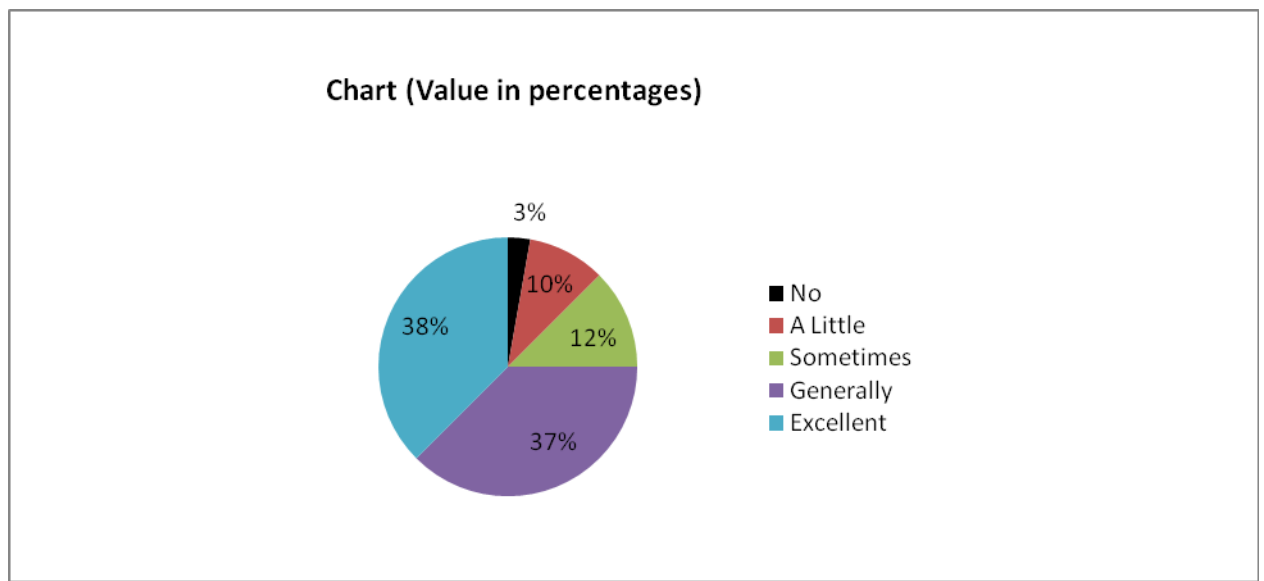
Response to Questionnaire by Pre-Trades Group - October 2008

		No	A Little	Good	V Good	Excellent	Total
Q1	I feel my confidence has grown	0	1	1	2	3	7
Q2	I feel more positive about myself	0	0	1	4	2	7
Q3	I have found my goals for the future	0	0	0	3	4	7
Q4	I feel more positive about coming to school	0	0	0	3	4	7
Q5	I am more aware of my personal strengths	0	0	1	4	2	7
Q6	I have improved at giving class presentations	0	1	2	2	2	7
Q7	I feel more confident about going for an interview	0	1	3	2	1	7
Q8	I value myself more	0	0	2	3	2	7
Q9	I have got to know my fellow pupils better	0	0	3	1	3	7
Total		0	3	13	24	23	63



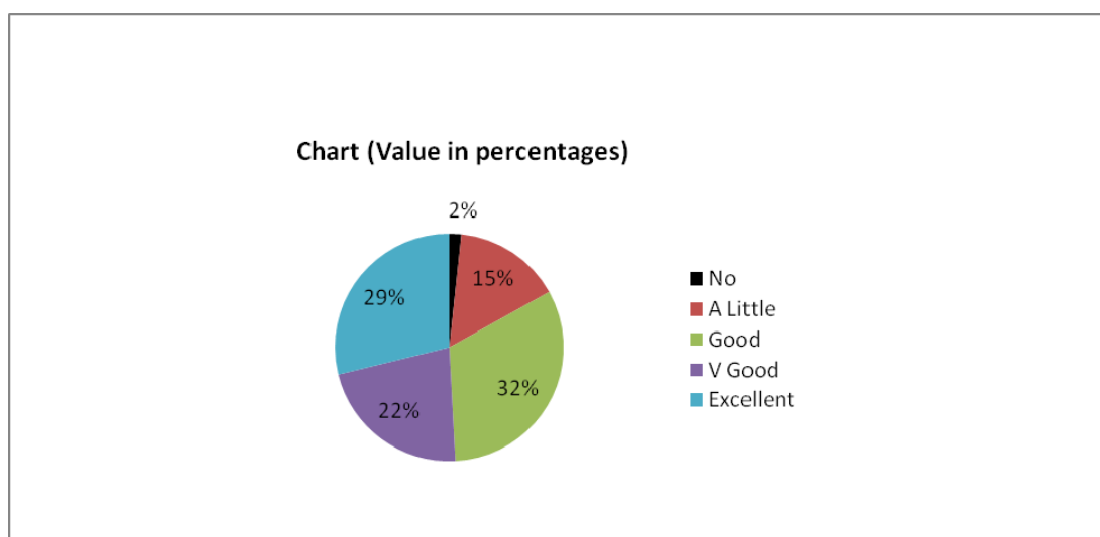
Response to Questionnaire by Moms for Credit Group – October 2008

		No	A Little	Sometimes	Generally	Excellent	Total
Q1	I feel my confidence has grown	0	1	1	4	2	8
Q2	I feel more positive about myself	1	0	0	3	4	8
Q3	I have found my goals for the future	0	1	1	4	2	8
Q4	I feel more positive about coming to school	0	1	0	2	5	8
Q5	I am more aware of my personal strengths	0	0	1	6	1	8
Q6	I have improved at giving class presentations	1	2	1	1	3	8
Q7	I feel more confident about going for an interview	0	1	1	3	3	8
Q8	I value myself more	0	0	3	2	3	8
Q9	I have got to know my fellow pupils better	0	1	1	2	4	8
Total		2	7	6	27	27	70



Response to Questionnaire by Life skills Group – February 2009

		No	A Little	Good	V Good	Excellent	Total
Q1	I feel my confidence has grown		1	3	1	1	6
Q2	I feel more positive about myself		1	2	2	1	6
Q3	I have found my goals for the future			2	1	3	6
Q4	I feel more positive about coming to the group		1		1	4	6
Q5	I am more aware of my personal strengths			4	1	1	6
Q6	I have improved at giving talks	1	3	1	1		6
Q7	I feel more confident about going for an interview		3	2	1		6
Q8	I value myself more			1	2	2	5
Q9	I have got to know my fellow students better			2	1	3	6
Q10	I would like to do more courses			2	2	2	6
Total		1	9	19	13	17	59



Response to Questionnaire of Mixed Group – February 2009

		No	A Little	Good	V Good	Excellent	Total
Q1	I feel my confidence has grown				1	3	4
Q2	I feel more positive about myself					4	4
Q3	I have found my goals for the future					4	4
Q4	I feel more positive about coming to the group					4	4
Q5	I am more aware of my personal strengths					4	4
Q6	I have improved at giving talks					4	4
Q7	I feel more confident about going for an interview					4	4
Q8	I value myself more					4	4
Q9	I have got to know my fellow students better					4	4
Q10	I would like to do more courses					4	4
Total		0	0	0	0	33	33

