

Youth Focus Groups: Appendix D

CODEBOOK

Codes are units of meaning found in the focus group conversation. Quotes that participants provided are labelled as certain codes based on the intended meaning by the participant. Each time one comment was made about a particular experience, that comment was marked with a code. The result was an accumulated number of quotes per code. Please note that the number of quotes per code may not necessarily represent the frequency of the issue occurring, but is still something important to note. As a fictional example, 40 quotes recorded for the code “need for ice cream” does not mean that there are 40 youth who experience a need for ice cream. Instead, it means that youth shared 40 pieces of information regarding how they experience a need for ice cream. It may also be that the need for ice cream was commented on more than the need for candy, which may tell us different things about how youth feel about ice cream versus candy.

Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 1: FACTORS IN THE COMMUNITY THAT SUPPORT SAFETY			
Locations and/or circumstances where youth feel safe in Chestermere	Locations (e.g., physical spaces) and circumstances (e.g., time of day) in and around Chestermere where youth experience feelings of physical and/or mental safety, along with the rationale. This does not include schools.	<i>“...the Chestermere library. I just find uh like the workers there are really nice. And if I ever needed help... [I feel like they] would provide that.”</i>	54

<p>Locations and/or circumstances where youth feel safe in Langdon</p>	<p>Locations and circumstances in and around Langdon where youth experience feelings of physical and/or mental safety, along with the rationale. This does not include schools.</p>	<p><i>"...someplace like Tim Hortons because everyone's basically there's just to get food, or hangout."</i></p>	<p>5</p>
<p>General locations and/or circumstances where youth do feel safe</p>	<p>Locations and circumstances that could apply to both Chestermere and Langdon or are outside of these communities (e.g., Calgary, Strathmore) where youth experience feelings of physical and/or mental safety. This includes the reasons why they feel safe in these locations. This mostly included homes.</p>	<p><i>"Yeah like home because like I'm surrounded by like peoples I trust and like people I know and I like I can trust them fully and I feel more [comfortable here] and I can express myself."</i></p> <p><i>"...I find that like other peoples houses, if you're close with them like friends or like friends like family friends like going there can also feel very safe."</i></p>	<p>50</p>
<p>People contribute to youth feeling safe</p>	<p>Individuals and/or characteristics of people that contribute directly to youth feeling mentally and physically safe.</p>	<p>P: <i>"I feel safe when I have a familiar face around."</i> F: <i>"Okay. And why does that familiar face make you feel safe?"</i> P: <i>"Because they're not a stranger to me and I recognize them"</i></p>	<p>31</p>
<p>Other contributors to youth feeling safe</p>	<p>Other factors that contribute to youth feeling safe.</p>	<p><i>"...just being in a closed space with like, like just thinking about the thing I'm about to do next and not like anything that's happened in the past."</i></p>	<p>9</p>

Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 2: FACTORS IN THE COMMUNITY THAT DO NOT SUPPORT SAFETY			
Locations and/or circumstances where youth do not feel safe in Chestermere	Locations and circumstances in and around Chestermere where youth experience a lack of physical and/or mental safety, along with other associated emotions such as fear or discomfort. This includes threats to safety or perceived threats to safety. An important aspect of this code is a feeling of decreased safety regarding people perceived as strangers.	<i>“Over in... Circle K... it just makes me feel uneasy with a lot of people there, and sometimes they get really violent...Like aggressive towards each other, calling people names, making fun of other people, harming other people.”</i>	64
Locations and/or circumstances where youth do not feel safe in Langdon	Locations and circumstances in and around Langdon where youth experience a lack of physical and/or mental safety, along with other associated emotions such as fear or discomfort. This includes threats to safety or perceived threats to safety. An important aspect of this code is a feeling of decreased safety regarding people perceived as strangers.	<i>“...there’s actually a little thing with the, uh, walking... I don’t feel safe honestly, um, um, ‘cause my parents don’t want me going far away alone, because someone could kidnap me. So I don’t feel very comfortable walking to someone’s house. And I might... look behind me a bunch ‘cause, yeah.”</i>	6

<p>General locations and/or circumstances where youth do not feel safe</p>	<p>Locations and circumstances outside of Chestermere and Langdon (e.g., Calgary, Strathmore) where youth experience a lack of physical and/or mental safety, along with other associated emotions such as fear or discomfort. This includes threats to safety or perceived threats to safety. This includes personal homes and any statements that do not identify a specific location.</p>	<p><i>"...maybe sometimes like amusement parks. Because like my parents have told me some stories about them going wrong and there's like really big crowds there."</i></p>	<p>15</p>
<p>People contribute to youth not feeling safe</p>	<p>Individuals and/or characteristics of people that contribute directly to youth NOT feeling mentally and physically safe. Actions of people such as following youth, kidnapping, harassment, along with fear of strangers are key aspects of this code. This code does not include teachers; they are included under perceptions and experiences of safety in schools.</p>	<p><i>"...strangers, like you don't know that person... Like, if you don't know them or something you may sometimes feel like like, they might like I dunno like... just... stuff to you that you don't like."</i></p>	<p>64</p>
<p>Other contributors to youth not feeling safe</p>	<p>These are other factors and their characteristics that contribute to youth not feeling physically and/or mentally safe. An important aspect of this code is perceptions of and reactions to unfamiliar vehicles. Note that this does not include locations or people.</p>	<p><i>"[I don't know if it's] physical but, um, I'm just personally scared of [vans]."</i></p>	<p>6</p>

Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 3: SAFETY IN SCHOOLS			
Perceptions and experiences of safety in schools	<p>This code includes information and stories about youth's perceptions and experiences of safety and wellbeing in schools.</p> <p>This does not include information about bullying that occurs in schools – see the <i>social relationships between youth</i> code for this information.</p>	<p><i>"...I go to a public school um and I don't feel the safest there just because it's like, I can't share myself, like I can't get into like stuff like, if I was in danger, or like, I like needed help or something. I wanted to talk to a teacher or something. It just, um, lots of the teachers, um, I don't think, they just don't seem like a comforting type of teacher. And the kids, they're their like you can't because everyone... you could get bullied. Or like, people won't like believe or it's just not a comforting place to be personally for me."</i></p>	78
Changes to schools	<p>Changes to how schools function, including structure, physical aspects, and the culture of schools. This also includes gaps/needs in the school system or other problems youth have identified as needing to be addressed.</p>	<p><i>"...in school I'd really like to see like us have more opportunities. Like when I was in grade three, I think it was we got the opportunity to go work at Cob's for a day and like see how it's like I'd love more opportunities like that. Like to really go out and see the world. "</i></p>	57

Changes to education	Changes to learning or the curriculum. These comments were not necessarily specific to learning in a school context, they were simply learning orientated.	<i>"...make the school curriculum fun. So it's just like, they actually will want to do their homework, and so they don't get in trouble. And they don't get bad grades, and they can actually learn something."</i>	12
Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 4: SOCIAL DYNAMICS			
Understanding of bullying	Youth's understanding and definition of bullying (e.g., bullying versus teasing). This understanding informed their attitude that bullying is wrong.	<i>"...that sometimes bullies just think-- like, they have a problem in, um, their life. And they, uh, they don't know how to, they just kind of take it out on others and basically bully them because they don't really know what to do. They take it out on others. Like it's their fault. But really, it's no one's fault."</i>	17
Social relationships between youth	This code describes negative relationships between youth. Youth described stories about bullying, how often it happens, and what the impacts are. Youth also shared stories that they didn't perceive as bullying, such as being teased, hearing rude comments, or peers and/or friends being mean. At a couple schools in particular, conflicts between friend groups were raised as a concern, along with weapons being brought to school at one.	<i>"...I wouldn't say really bullying, but just kind of like picking on and it kind of just keeps going. It's just like, you know, just little things. Like, it's like the name calling about my hair and stuff that I've heard and."</i> <i>"...it's like friend group versus friend group most of the time."</i>	105

<p>Bullying online</p>	<p>Experiences and stories related to bullying within online platforms. This includes direct responses to queries about bullying, as well as when participants directly stated the experience as bullying.</p>	<p>P: <i>"Some people can bully on games like cyberbullying"</i> F: <i>"Okay. And are there any games in particular where that happens?"</i> P: <i>"It sometimes happens in Roblox, or like bed wars. It's this game where you where these people [are on a team vs] other people and they sometimes talk trash."</i></p>	<p>20</p>
<p>Safety online</p>	<p>Strategies or stories about how youth stay safe online, and how technology and/or media impact their feelings of safety. This code acknowledges positive attributes of online platforms (e.g., connection).</p>	<p><i>"Well the way that I feel safe online like with Roblox or like texting I only text people I know that I trust or like on Roblox you can friend request people or if there's something going on in the game like I make sure to only friend the people that I know. And if I'm in a game and I feel unsafe, I just go out of the game and go into different server or different game"</i></p>	<p>32</p>
<p>Racism</p>	<p>Experiences about racism and prejudice against varying ethnic/racial identities directed towards youth.</p>	<p><i>"...saying racist stuff, like there is some racist things going on in games like that so I try to leave."</i></p>	<p>13</p>

Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 5: MENTAL HEALTH & WELLBEING			
Attitude towards mental health and wellbeing	Broad attitudes, perceptions, and understandings youth hold towards mental health and wellness. This does not include comments related to barriers of mental health; this is included in barriers to expressing needs.	<p><i>"And also, bringing that [mental health] up like a lot, and always using that as an excuse to do or not do something that's like, then people will like stop talking to you and wanting to talk to you."</i></p> <p><i>"Yeah, sometimes. Like, I feel like if you're more like a man, there's more around it. I think, I feel..."</i></p>	52
Suicide	Youth acknowledge that a youth died by suicide in their community.	<p><i>"...we can't forget that I believe a girl committed suicide because of bullying at school."</i></p>	2
Barriers to expressing needs	Barriers that youth experience when expressing needs, sharing personal matters, or asking for help. This includes the reactions and perceived stigma when youth express needs. Attitudes towards asking for help are another key aspect of this code.	<p><i>"Yeah, I feel like sometimes depending on the person it can be overlooked a lot. 'Cause they're like "oh well everyone kinda goes through things" and all that. But sometimes like when you're just trying to open up it's like you want someone to listen, but when people overlook it, it's kind of hard to get it through to them."</i></p>	33

Youth support characteristics	The individuals that youth identify as a support and characteristics of these individuals that contribute to safety. Lacking these characteristics may result in youth not seeking support. Some youth noted that they were unsure or did not have any supports in their lives.	<p><i>“When I do share with one of my friends something that I find is like experience because I've known them for a long time and like I know that they won't judge me or make fun of me. So like, just knowing them and having a certain level of trust with them, like makes it easier for me to share with them because like I know they won't use it against me or judge me.”</i></p> <p><i>Like my mom, we have like a very, very close bond with each other. Like I feel like, if I tell her something, then she'll like she'll agree with me and like give me good advice and stuff.”</i></p>	126
Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 6: GAPS & NEEDS			
Facility and amenity enhancements	Youth identify needs for facilities, amenities, and enhancements that build a sense of community belonging and provide activities.	<p><i>“...one big recreation center where there's like, just a ton of stuff you can do and there's like some sort of activity happening every day because I usually find myself bored at home.”</i></p>	Chestermere: 26 Langdon: 11

<p>Social, recreation, and special interest programming</p>	<p>Youth identify needs for social, recreation, and special interest programming that would provide support, activities, and a safe space.</p>	<p><i>"Maybe like some clubs... maybe, um, there could be a place in Langdon where a group gets together and does like gymnastics or something together."</i></p>	<p>Chestermere: 35 Langdon: 10</p>
<p>Social support services</p>	<p>Youth identify social support and professional support systems that are needed.</p>	<p><i>"...like a little like therapy building, like, in Chestermere or somewhere where there's a couple clinical psychologists um who can take, you know, maybe some students..."</i></p>	<p>Chestermere: 11 See adult focus group report for Langdon</p>
<p>Shift in culture</p>	<p>Youth describe a shift they want to see in the culture of their communities.</p>	<p><i>"...when you had something to share, they actually cared and listen and try to help you even though like even if you were like, you guys only each other like [that once], they would still, they'd still be kind to you and be like, um, I hope you're okay and stuff."</i></p>	<p>Chestermere: 10 Langdon: 1</p>
<p>A safe/hangout youth space</p>	<p>Characteristics of an intentional 'space' that youth desired to be designed in a way that creates safety and is a place where they could hang out. When youth simply acknowledged they wanted a 'space' for youth without a description of any characteristics, their comment was included here.</p>	<p><i>"...like a building where you can just talk to someone, and maybe try to solve your problem. And if they can't, you can just talk, because sometimes, when I have something to talk about, it's just, when I say it out loud, I feel a lot better about it... it doesn't have to be a huge building, just kind of like, kind of like the field house. Um, where—just a small place where there could be like a group of people in one spot at the room. And then you could just talk to them about the things you wanted to talk to people about"</i></p>	<p>Chestermere: 9</p>

Changes to education	Changes to learning or curriculum that youth view are needed. Does not need to be specific to learning in a school context, so long as it is learning orientated.	<i>"...make the school curriculum fun. So it's just like, they actually will want to do their homework, and so they don't get in trouble. And they don't get bad grades, and they can actually learn something."</i>	12
Food and businesses	Food businesses youth want to see in their communities and support for local businesses.	<i>"I would like to see more places for us to eat..."</i>	Chestermere: 5 Langdon: 6
Perceived safety improvements	Solutions that would improve perceived safety of their communities.	<i>"I would just say more cops around the area. [F: More than you see now?]. Yeah."</i>	Chestermere: 8