

The Focus 3 Story

Appendix



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Design and illustrations by Todd Ward, with youth community members.

This tool was created by the Focus Three team: youth of Kugluktuk, Parma Court's Youth Vybes Crew, Kainai Youth Council and The Students Commission.





The Students Commission of Canada

Our Philosophy (The Four Pillars)

Respect, Listen, Understand, Communicate™

The Students Commission of Canada begins with respect. First, respect for young people, their idealism, their hope and their capacity to improve the world. Second, respect for the gift that each person carries within. We believe that by creating conditions of respect, we enhance the capacity of people to work together and improve their lives and the lives of others. Respect means respect for diversity and an effort to strive for diversity of people and experiences and expertise in all of what we do. Respect means actively seeking and valuing the gifts and experiences of all those with whom we work and live. Respect means reciprocity - that each person is an equal partner in our work. Respect means youth and adults working collaboratively as equals. Respect means that we have "commissioned" youth to carry out their hopes and dreams for a better world, and that as an organization we will facilitate, support, and assist them to our best capacity.

With respect as our foundation, we learn to listen. We listen not just with our ears, but with our heads, hearts and all our senses. We listen actively, intensely, not just to words, but to silences, to deeds, to experiences. We listen to the spoken word, the written word, and the image. We listen to learn, to gather information, to enhance our capacity to give and to receive. We listen to youth as experts, and we gather other information, other voices to ensure diversity. We listen because we are curious, because as people and as an organization we are constantly growing and changing through the input of others. We listen to truly understand who others are.

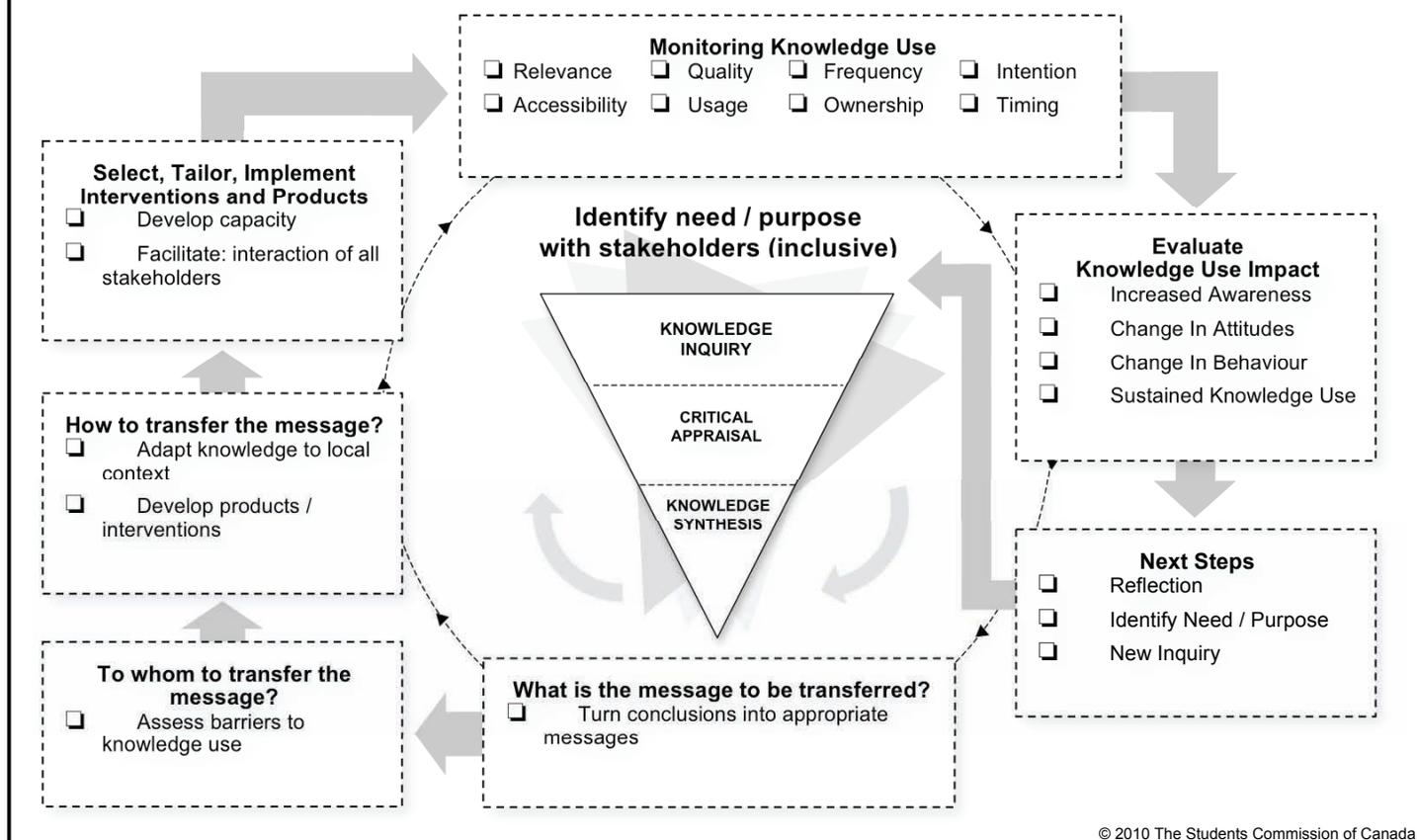
From listening comes understanding. To understand is to go beyond listening, to process what we have heard, and to reflect upon the new knowledge and gifts given to us. Understanding creates new knowledge, new skills. If we truly understand who others are, and who we are, we can work together as equals, valuing differences and building upon similarities and common goals. We understand the problems each of us faces, and the aspirations each of us has. Understanding creates the conditions for working effectively together.

If people really understand each other, then they can communicate – our fourth pillar. When people truly communicate, the obstacles fall away. Communication is the first action and creates the process for developing and taking all the actions we need to take, as individuals and as an organization to achieve our goals and dreams. With communication, we create action plans and implement them with practical projects that make a positive difference. With communication, we continue to reaffirm the respect and trust we have for each other and create the relationships with others who can help us achieve our goals.

Our belief is that this process and these four pillars – Respect, Listen, Understand, Communicate™ – create the foundation for taking action to improve lives and society. We give opportunity for young people to choose a positive path, to take action on the disadvantages, inequalities, the barriers so many face. We believe that this process and these values provide the structure for youth and adults to work collaboratively towards the elimination of poverty and all of the factors that create advantage for some and disadvantage for others. This process and these values create the space for youth to celebrate and develop their hope, skills and knowledge – and the space to impart that knowledge to adults. This process and these values help change lives, our country, and the world for the better and create what so many participants have called the magic of The Students Commission.

Welcome to the magic

Centres of Excellence for Children's Well-Being Knowledge in Action Model



This “Knowledge in Action” Model is an adaptation of existing knowledge transfer and exchange models. It has been created collaboratively by the four Centres of Excellence for Children’s Well-Being to describe the scope of their work as Centres.

The model was developed from a commissioned review of existing literature and models conducted by Maureen Dobbins, RN, PhD for the Centres. Her report, *Development of a Knowledge Transfer and Exchange Model: Promoting Evidence-Informed Policy in Children’s Well-Being* (2008), was reviewed by the Centres and a second suggested version of the model was prepared by Michael Saini, PhD in 2009. The final Centre’s model was simplified from the two draft models and approved by all Centres in January 2010.

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The Centre’s Knowledge in Action Model draws on the following:

Knowledge to Action

Graham, I.D., Logan, J., Harrison, M.B., Straus, S.E., Tetroe, J., Caswell, W. et al., (2006). Lost in knowledge translation: time for a map? *Journal of Continuing Education in the Health Profession*, 26(1), 13-24.

Knowledge Translation for Effective Consumers

Tugwell, P., Santesso, N., O’Connor, A., Wilson, A. (2007) Knowledge translation for effective consumers. *Physical Therapy*, 87 (12), 1728-1738.

Promoting Action on Research Implementation in Health Services (PARiHS)

Kitson, A.L., Harvey, G., McCormack, B. (1998). Enabling the implementation of evidence based practice: A conceptual framework. *Quality in Health Care*, 7, 149-158.

Evidence-Informed Policy and Practice Pathway

Bowen, S., Zwi, A., (2005). Pathways to “evidence-informed” policy and practice: A framework for action. *PLoS Medicine*, 2(7), e166

A Framework for Knowledge Transfer Strategy

Lavis, J.N., Robertson, D., Woodside, J.M., McLeod, C.B., Abelson, J., and Knowledge Transfer Study Group. (2003). How can research organizations more effectively transfer research knowledge to decision makers? *Millbank Quarterly*, 81, 221-48.

Application of the Knowledge In Action Model In Focus 3

Identify the purpose or need

In Focus 3 communities, people were struggling with adolescents disengaging from positive activities, dropping out of extracurricular programs, engaging in risky behaviours related to drug and alcohol use, lack of physical activity, civic disengagement, gun and gang related violence, and suicide.

Knowledge generation: inquiry, appraisal, synthesis, products, tools

Research in the field of youth engagement and participation had identified that youth engagement was associated with positive outcomes for youth and reduced risky behaviours. Parents and youth in the communities identified that they wanted positive opportunities for their youth. Community members explored the tools produced by the Centre of Excellence and the Students Commission.

What is the message to be transferred?

Youth engagement was identified as a cross-cutting intervention associated with healthy, positive development for young people and with a reduction in risk behaviours, ranging from violent acts, illegal substance use, teen pregnancy, and school dropout. In each community, members zeroed in on the messages that they wanted to communicate. This ranged from How to Work with Youth, How to Keep Young Dads Involved with their Children, How to be Safe, How to Talk to a Suicidal Friend.

To whom to transfer the message?

In each community, members identified the key audience for messages. This differed depending upon the message. In some cases, it was elders, in others parent, in others fellow youth.

How to transfer the messages?

Community members identified different approaches for each message: in some cases it was peer-to-peer, in others it was gathering together experts and community members in face-to-face encounters, in others it was through written communication. In other cases, it was decided to go out of the community for training.

Select, tailor, implement interventions

Various tools were developed to implement broader messages as a package “intervention”, so a symposium or a forum, would be linked to a series of community meetings or events or workshops, linked to products, such posters, flyers, pamphlets, tip sheets, and workshop booklets.

Monitor knowledge use

We looked for different types of knowledge use by community members. Symbolic use occurred when

community members used background tools on which they had been trained by The Students Commission (such as the definition of youth engagement and research around the effectiveness of youth engagement) to make presentations to Band Councils, funders and school authorities to move forward their project ideas. Instrumental or behavioural use was demonstrated when youth in the project reported changed and improved behaviours, and demonstrated improved leadership and organizational skills. Conceptual use, increased knowledge and awareness, was demonstrated when youth and adults were developing their own tools and events which included concepts like head, heart, feet and spirit, and adult ally training and information products. Collaborative community development helped monitor the relevance, the quality, the ownership and usage in the community.

Evaluate Outcomes

Each event and activity had an evaluation component that assisted community members in reflecting on what worked and did not work, and improving the next activity. Overall, a four day meeting of representatives from each community used a partnership evaluation and other tools to identify the strengths and recommendations for improvement in similar projects in the future. These have been incorporated in the overall toolkit and project documentation.

Sustain Knowledge Use

The tool kit has been made available publically through the internet and in each community. The relationships between community members and The Students Commission continue to foster knowledge exchange and opportunities for youth leadership development.

Sources of Models

- Bowen, S., & Zwi, A. B. (2005). Pathways to “evidence-informed” policy and practice: A framework for action. *PLoS Medicine*, 2, e166.
- Graham, I. D., Logan, J., Harrison, M. B., Straus, S. E., Tetroe, J., Caswell, W. et al. (2006). Lost in knowledge translation: Time for a map? *Journal of Continuing Education in the Health Professions*, 26, 13–14.
- Kitson, A. L., Harvey, G., & McCormack, B. (1998). Enabling the implementation of evidence based practice: A conceptual framework. *Quality in Health Care*, 7, 149–158.
- Lavis, J. N., Robertson, D., Woodside, J. M., McLeod, C. B., Abelson, J., & Knowledge Transfer Study Group. (2003). How can research organizations more effectively transfer research knowledge to decision makers? *Milbank Quarterly*, 81, 221–248.

This tool was created by the Focus Three team: youth of Kugluktuk, Parma Court's Youth Vybes Crew, Kainai Youth Council and The Students Commission.



The Young Decision Makers Project Model

Young Decision Makers (YDM)

Project:

LEGEND

- Completed
- Underway
- Not started

Decision Making

- Deciding how we decide.
- YDM positions on topics.
- Defining our voice to others.

Discussing Issues

- Materials for young people to inform and explore with others.
- Space for exploring and communicating ideas.

CHILDREN AND YOUTH CONSTITUENCY BUILDING

- Choosing how youth participate and/or are chosen as Reps.
- Ensuring Reps consult and represent diverse youth.
- Creating action opportunities to involve other youth.

Inform Policy Makers

- Recommendations to governments, businesses and youth organizations.
- Reporting responses back to members.

Studying Issues

- Identifying the issues related to the topic.
- Gathering research: our own experience, others' experience and science.

WIDESPREAD PARTICIPATION

Action : Child and Youth Programs

- INITIATOR:** Action or idea identified by a young person or organization to explore.
- SUSTAINER:** Acting upon some of the recommendations and evaluating.

SUPPORTS

Sustainers: new action steps



Focus Three Organizational Partnership Support Survey

Directions: For each statement below please circle the number that best conveys how strongly you agree with each statement. (1= I strongly disagree, 5= I strongly agree.) **Adapted from Acton Youth's Chance for Change Committee Partnership Evaluation*

	Strongly Disagree				Strongly Agree
	Evaluation Scale (circle one number)				
Shared Vision					
1. Partners aimed for the same goals and were highly committed to the partnership's mission.	1	2	3	4	5
2. Partners believed that a partnership approach was the best way to achieve the objectives of this project.	1	2	3	4	5
Partnership/Roles & Responsibilities					
1. I felt I was fully accepted as a member of the partnership.	1	2	3	4	5
2. I felt all partners were treated and acted as equals around the table.	1	2	3	4	5
3. Partners were clear about their individual roles on the partnership.	1	2	3	4	5
4. Partners were effective liaisons between their home organization and the group.	1	2	3	4	5
5. Partners felt a strong sense of responsibility to help the partnership be successful.	1	2	3	4	5
Resources					
1. Partnership meetings were timely and productive.	1	2	3	4	5
2. Partnership Partners had adequate equipment, sources and skills to accomplish project goals.	1	2	3	4	5
3. The partnership's tasks were reasonable in light of the partners' outside workloads or responsibilities.	1	2	3	4	5
4. Our partnership capitalized on one another's differences, strengths and unique capabilities.	1	2	3	4	5

	Strongly Disagree				Strongly Agree
Planning/Decision-Making					
1. Project partners were engaged in joint planning and decision-making.	1	2	3	4	5
2. The partnership's work was planned, organized and carried out in an effective way.	1	2	3	4	5
3. Consensus was reached without sacrificing quality.	1	2	3	4	5
4. Partners were actively involved in monitoring the implementation of the project.	1	2	3	4	5
5. The partnership was able to successfully manage conflict.	1	2	3	4	5
Communication					
1. Partners were kept well-informed about events, meetings, information and ideas.	1	2	3	4	5
2. Partners actively listened to one another and strived to fully understand one another's views.	1	2	3	4	5
3. Partners trusted one another; communication was open and unguarded.	1	2	3	4	5
4. Partners gave and received feedback from one another in a caring and constructive way.	1	2	3	4	5
5. Partners had fun being part of this project and partnership.	1	2	3	4	5
Outcomes					
1. The partnership and its project have fostered positive change in the community.	1	2	3	4	5
2. The partnership helped the project achieve its key objective of supporting grassroots, community organizations and addressing the needs of those in crisis.	1	2	3	4	5
3. Overall, this partnership was the right mix of people and expertise to create a successful event.	1	2	3	4	5

This tool was created by the Focus Three team: youth of Kugluktuk, Parma Court's Youth Vybes Crew, Kainai Youth Council and The Students Commission.



The Engagement Portrait: A Snapshot of Your Involvement

This survey is about youth engagement. Here is what we think “youth engagement” means:

Youth engagement is the meaningful participation and continuing involvement of a young person in an activity, which has a focus outside of him or herself.

We think youth engagement has four parts:

1. HEAD ~ thinking, such as learning about the activity, and
2. HEART ~ feelings, for example, having fun doing the activity,
3. FEET ~ spending time doing the activity, and
4. SPIRIT ~ meaningfulness and connection to other people or a higher power when you are doing the activity.

We believe that there are lots of ways youth can be engaged. Engagement could come from spending time with friends and family, playing music in a band, being on a sports team, volunteering in the community, and lots of other ways too. The questions on this survey ask about an activity that engages YOU ... head, heart, feet, and spirit.

Let's get started! In the box below, please describe one activity you do that most closely fits the definition of youth engagement shown above.

Please write the FULL NAME of the activity (and not just the initials):

Please tell us a little about what YOU do in this activity:

For the next two statements, please circle ALL of the answers that fit your activity.

Where do you usually do this activity?	At my home	At my school	Other place (where?): _____
Whom do you usually do it with?	By myself	Other youth	Adults _____

The next three questions are about the FEET part of your engagement. Please circle ONE answer for each question.

How often do you do this activity?	Done it just once	Few times a year	Every month	Few times a month	Once a week	Several days a week
How long have you been doing it?	Just started doing it	1 to 5 months	6 months to 1 year	2 to 3 years	4 to 5 years	More than 5 years
How much longer do you think will you stay involved?	Less than 1 more month	1 to 5 more months	6 months to 1 year	2 to 3 more years	4 to 5 more years	More than 5 more years

Please turn the page over

Now we would like to learn about the HEAD, HEART, and SPIRIT parts of your engagement. Please circle ONE answer that best matches your opinion for each statement below. There are no right or wrong answers!

About the HEAD part of your engagement:

1. I really focus on this activity when I'm doing it.	Not at all	Little bit	Somewhat	Quite a bit	A lot
2. I am interested in learning more about this activity.	Not at all	Little bit	Somewhat	Quite a bit	A lot
3. I lose track of time when I'm doing this activity.	Not at all	Little bit	Somewhat	Quite a bit	A lot

About the HEART part of your engagement:

4. I enjoy doing this activity.	Not at all	Little bit	Somewhat	Quite a bit	A lot
5. This activity is an important part of who I am.	Not at all	Little bit	Somewhat	Quite a bit	A lot
6. It would be very hard for me to give up this activity.	Not at all	Little bit	Somewhat	Quite a bit	A lot

About the SPIRIT part of your engagement:

7. This activity helps give my life meaning.	Not at all	Little bit	Somewhat	Quite a bit	A lot
8. This activity connects me to other people.	Not at all	Little bit	Somewhat	Quite a bit	A lot
9. This activity helps me connect to something greater than myself.	Not at all	Little bit	Somewhat	Quite a bit	A lot
10. I help other people when I do this activity.	Not at all	Little bit	Somewhat	Quite a bit	A lot
11. Overall, I think this activity is very engaging.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Here are some other questions about you. We plan on using this information to help us understand how youth engagement may be similar or different depending on age, gender, and in what part of the country you live.

How old are you? I am _____ years old.

What is your gender? male _____ female _____ transgender _____

What city and province do you live in? City _____ Province: _____

Finally, here's your chance to tell us what YOU think about this survey: What questions did you like? What questions did you think we should not have asked? What else would you like to tell us about your activity or youth engagement?

Thank you! Want to learn more about youth engagement? Check us out at www.engagementcentre.ca



The Engagement Landscape: A Snapshot of Your Activity

Note: This version of the survey assumes it is being used together with the Portrait Snapshot Survey. If it is not, we recommend adding the activity name, description, and demographic sections on the Portrait Snapshot to this survey, in addition to the contact information for the Centre of Excellence for Youth Engagement website.

1. Does this activity meet at a regular time?	Yes	No				
2. Who leads this activity?	Youth by themselves	Mostly Youth	Youth & Adults Equally	Mostly Adults	Adults by themselves	
3. Do youth have to show they are good at this activity before they can join? (e.g., pass an audition or be at a certain skill level)	Yes	No				
4. In this activity, how many <u>different</u> kinds of things do you do?	One thing	A few different things		Many different things		
5. In general, how many other young people do this activity with you?	I do it by myself	With 1-5 other youth people	With 6-10 other young people	With 10-15 other young people	With more than 15 other young people	
6. How competitive is this activity (for exp., is winning an important part of this activity)?	Not at all	A little	Somewhat	Quite a bit	A lot	
7. Do youth tend to stay in this activity for a long time?	Not at all	A little	Somewhat	Quite a bit	A lot	
8. Do youth have a chance to learn how to make decisions in this activity?	Not at all	A little	Somewhat	Quite a bit	A lot	
9. Does this activity include youth who are from different groups (for exp., come from different countries or have different ways of doing things?)	Not at all	A little	Somewhat	Quite a bit	A lot	
10. Do other youth look up to people who do this activity?	Not at all	A little	Somewhat	Quite a bit	A lot	
11. Do people in this activity cooperate with each other?	Not at all	A little	Somewhat	Quite a bit	A lot	Does not apply (I do this activity by myself)
12. How much <u>free time</u> do you have in this activity, when you can choose what to do?	Not at all	A little	Somewhat	Quite a bit	A lot	

Please turn the page over...

13. Do you feel safe when you do this activity?	Not at all	A little	Somewhat	Quite a bit	A lot	
14. How much structure and guidance is there in this activity	Way too little	Not enough	Just the right amount	Too much	Way too much	
15. If you do this activity with other people, how supportive and caring are these people?	Not at all	A little	Somewhat	Quite a bit	A lot	Does not apply (I do this activity by myself)
16. Do you feel included by other people in this activity?	Not at all	A little	Somewhat	Quite a bit	A lot	Does not apply (I do this activity by myself)
17. If you do this activity with other people, do these people show positive values?	Not at all	A little	Somewhat	Quite a bit	A lot	Does not apply (I do this activity by myself)
18. Do you think you can get things done in this activity and make positive things happen?	Not at all	A little	Somewhat	Quite a bit	A lot	
19. Are there opportunities for you to learn new things in this activity?	Not at all	A little	Somewhat	Quite a bit	A lot	
20. Is involvement in this activity connected to your family, school and community?	Not at all	A little	Somewhat	Quite a bit	A lot	

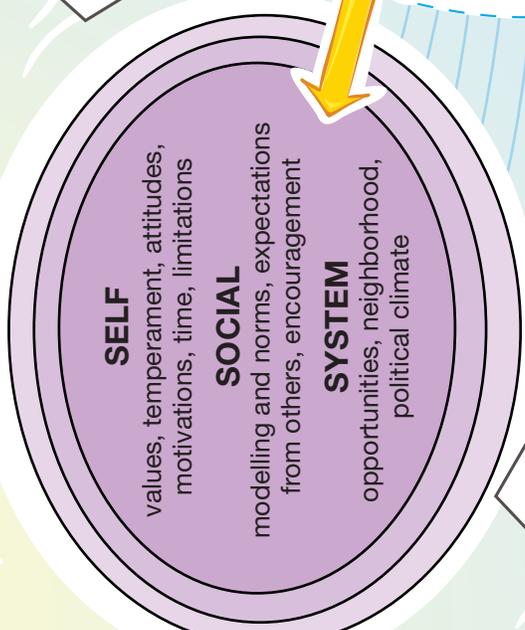
If there is anything else you'd like to tell us about this activity, please write it in this box.

Thank you!

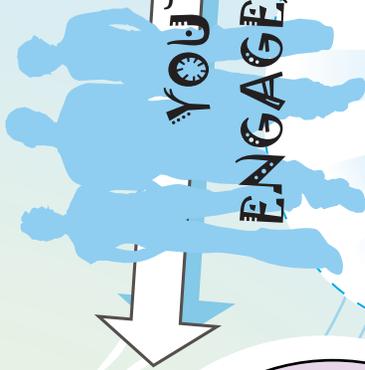
Want to learn more about youth engagement? Check us out at www.engagementcentre.ca

YOUTH ENGAGEMENT SURVEY MAP

Initiating Factors



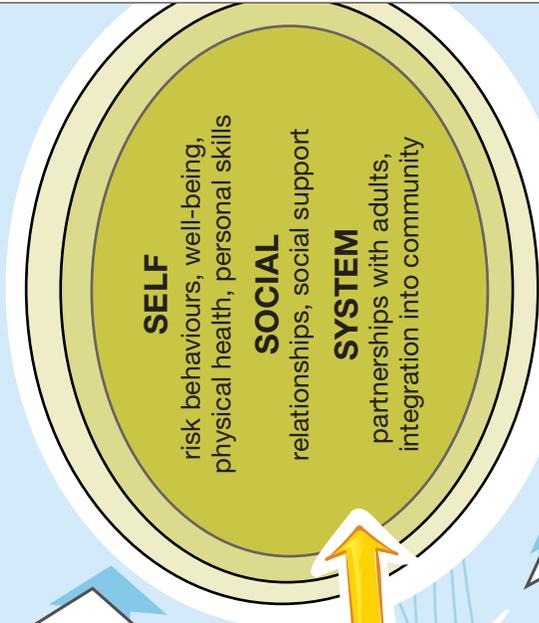
Sustaining Factors



YOUTH ENGAGEMENT

breadth of involvement,
intensity of involvement, duration of involvement, quality of experience, location / setting, co-participants, motives and goals, positive features

(Perceived) Impact



DEMOGRAPHICS

age
gender
living situation
parental education
parental employment
ethnicity
employment
financial risk
education

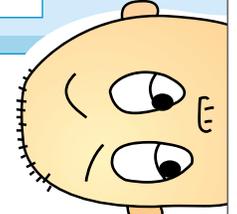
DEVELOPMENTAL STATUS

SELF
risk behaviours, well-being, physical health, personal skills, educational goals

SOCIAL
relationships, social supports

SYSTEM
partnerships with adults, integration into community

Positive Youth Development
thriving indicators



YOUTH ENGAGEMENT SURVEY MAP



CENTRES OF EXCELLENCE FOR CHILDREN'S WELL-BEING

Youth Engagement

Initiating Factors

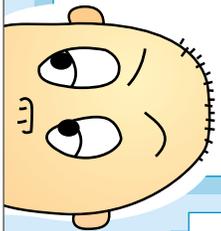
(Perceived) Impact

YOUTH
ENGAGEMENT

Sustaining Factors

DEVELOPMENTAL STATUS

DEMOGRAPHICS



THE ONTARIO TRILLIUM FOUNDATION
LA FONDATION TRILLIUM DE L'ONTARIO

CEYE 2006

HEAD HEART FEET AND SPIRIT

Name:

Write a couple of sentences about your day under each heading below.

HEAD – What have I learned today?

HEART – How do I feel about today?

FEET – What will I do with what I've learned today?

SPIRIT – How did I connect today?

