

RCMP



ROYAL CANADIAN MOUNTED POLICE



ROADMAP

to Youth Engagement

for Law Enforcement



Royal Canadian Mounted Police Gendarmerie royale du Canada

Canada



Prepared for the
Royal Canadian Mounted Police by
The Students Commission of Canada

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Introduction

Those who are effective at youth engagement exhibit specific skills, knowledge, behaviours and beliefs. This resource is designed to help law enforcement professionals strengthen their skills and acquire additional competencies to engage young people.

The Roadmap to Youth Engagement was created in consultation with police officers from across Canada and is based on a comprehensive review of academic and organizational literature.

What is Youth Engagement?

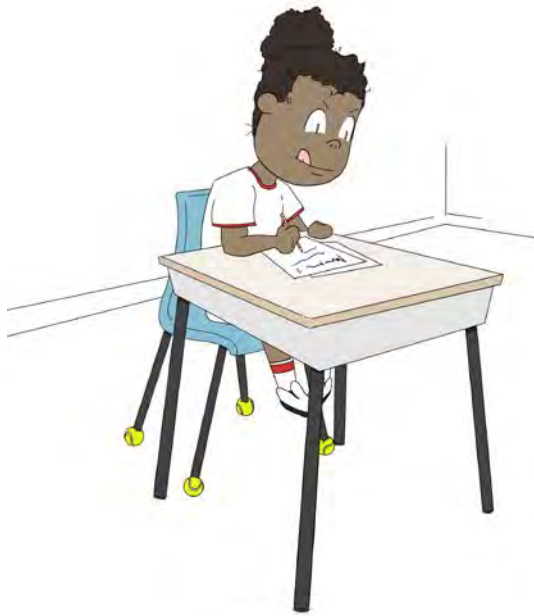
The Centre of Excellence for Youth Engagement (CEYE) defines youth engagement as “the meaningful participation and sustained involvement of a young person in an activity, with a focus outside of him or herself”.ⁱ For a young person to be engaged, their participation needs to be:

- Meaningful; relevant to their interests and concerns
- Sustained; based on relationships that are maintained and activities that continue over a period of time
- Focused outside of themselves; connected to something that is greater than their personal wants and needs.

Why is youth engagement important for law enforcement?

Youth who are meaningfully engaged with community institutions, including law enforcement, are more protected from risk and involvement with criminal activity.ⁱⁱ Youth engagement is a proven approach to effectively prevent crime and build healthy, inclusive communities.ⁱⁱⁱ





When youth have meaningful opportunities to belong and contribute to their community, they are^{iv}:

- More likely to stay in school and have improved academic achievement;
- More likely to commit to others and to society;
- Less likely to use violence or to be involved in delinquent or criminal behaviours; and
- Less likely to misuse substances.

Law enforcement education activities are more effective when they engage youth, particularly when police create partnerships with youth. The evaluation of a three-year anti-guns and gangs project (Project Peace) showed that students reported learning significantly more from joint presentations by police and youth, versus presentations delivered by either youth or police alone. Joint youth/police-produced videos were also deemed more effective than police-produced videos.^v



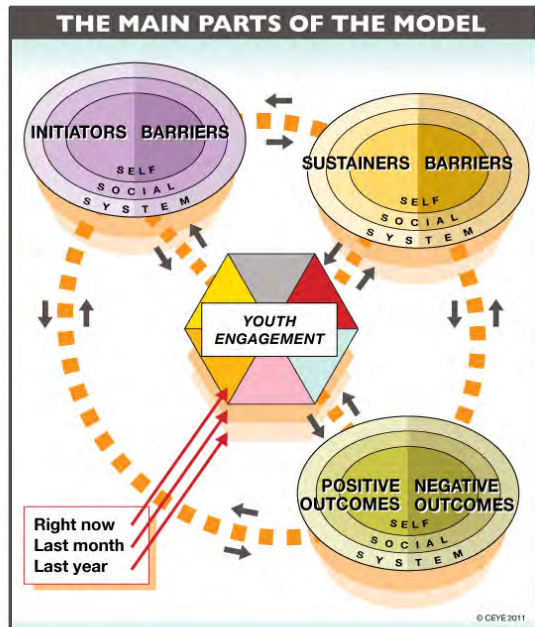
Youth engagement framework

The CEYE's framework^{vi} provides a useful way to think of youth engagement, including the various factors that lead to positive outcomes.

1. **Initiators:** The factors that encourage a young person to become engaged in an activity (e.g., personal interests and values)
2. **Sustainers:** The factors that keep youth engaged over a period of time (e.g., making friends, family support)
3. **Qualities of youth engagement:** How an activity or program is carried out (see the 10 evidence-based practices on page 12)
4. **Outcomes (positive and negative):** The impacts on youth, adults, programs, institutions, and communities as a result of the engagement process.

The youth engagement framework occurs at three levels:

1. **Individual or "self" level:** For example, a young person's values and interests.
2. **Social level:** For example, the influence of friends, family, teachers, community.
3. **System level:** For example, institutional policies.



When planning a youth engagement activity or initiative, be deliberate about addressing all three levels. You can use the [CEYE Survey Map](#) (see Appendix - B) to consider what needs to be put into place.



Head, Heart, Feet, Spirit



Participation is the simple act of showing up; engagement occurs when head, heart, feet and spirit are involved^{vii}:

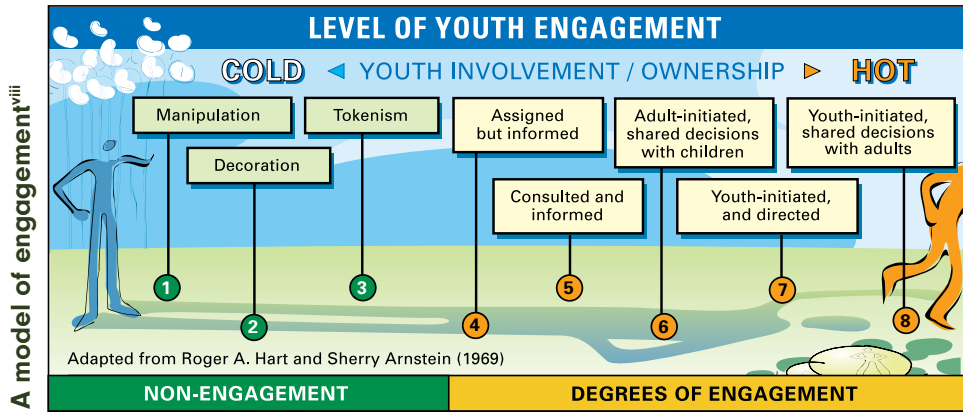
1. **Head:** learning
2. **Heart:** feeling
3. **Feet:** doing
4. **Spirit:** connecting

Adults and youth can reflect on their engagement experience and provide their feedback using the [CEYE's Head, Heart, Feet, Spirit tool](#) (Appendix - A). It can be used on paper, or as a verbal check-in about how things are going.



Degrees of engagement

Youth engagement is on a continuum; depending on the situation, resources available, and who is involved, achieving the highest degree of engagement may not always be possible. However, wherever you start, there will be benefits for youth, yourself, your organization, and the community.



Non-engagement

1. **Manipulation:** Adults use young people to support causes and pretend they are lead or inspired by youth.
2. **Decoration:** Young people are used to help a cause indirectly, but adults do not pretend they are lead or inspired by youth.
3. **Tokenism:** Young people appear to be given a voice, but have little or no choice about what they are doing or how they participate. This may also occur when only one young person is invited to the table.

Engagement

4. **Assigned but informed:** Youth are assigned a role and informed about how and why they are involved.





5. **Consulted and informed:** Youth provide advice on projects and programs run by adults. They are informed about how their input will be used and that the decisions are made by adults.
6. **Adult-initiated, shared decisions with young people:** Adults initiate projects or programs and share decision-making with youth.
7. **Youth-initiated and directed:** Young people initiate and direct a project or program. Adults should only have a supportive role.
8. **Youth initiated, shared decisions with adults:** Young people initiate projects or programs and share decision-making with adults (e.g., youth-adult partnerships).

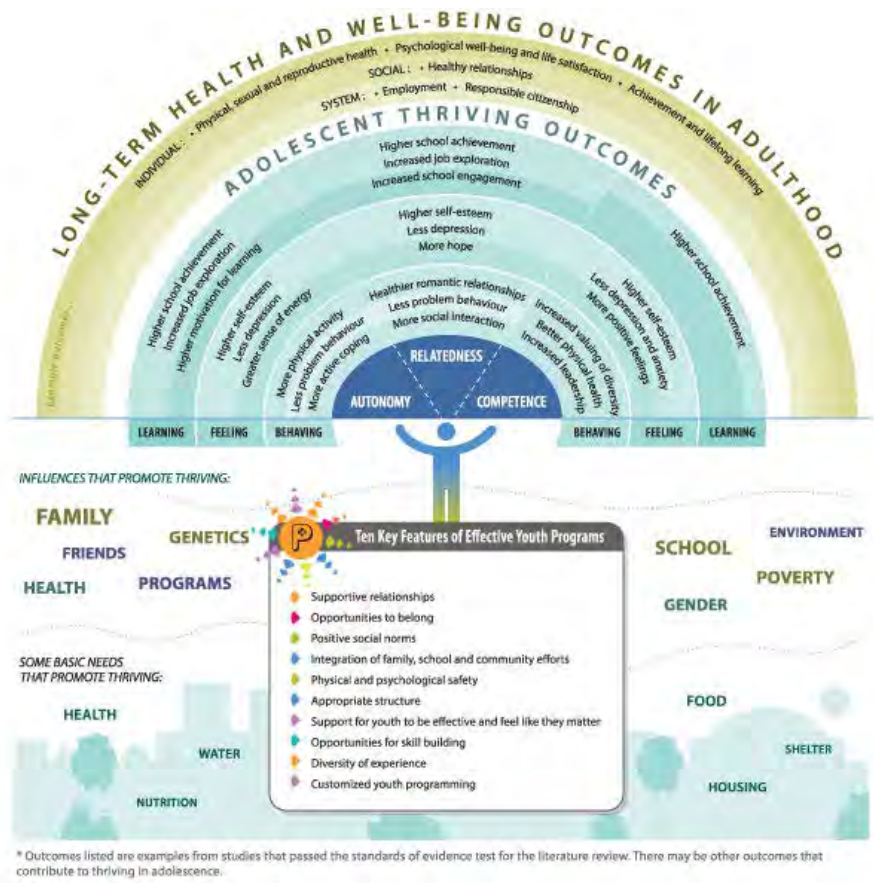
No matter where you start, it's possible to move along the continuum to higher degrees of engagement. For example:

- If you are doing presentations in schools (assigned but informed), consider whether there are ways to consult youth about key messages to share with their peers (consulted and informed).

- To move to higher degrees of engagement, consider inviting a diverse team of young people to collaborate on co-developing and co-delivering the presentations with you (adult-initiated, shared decisions with youth).
- Youth in your community may already be initiating social change. Ask them how you might amplify or support their work (youth-initiated and directed).
- Together, identify a shared goal to work on together as partners (youth-initiated, shared decision-making with adults).



Critical factors for positive youth engagement outcomes: ARC Model



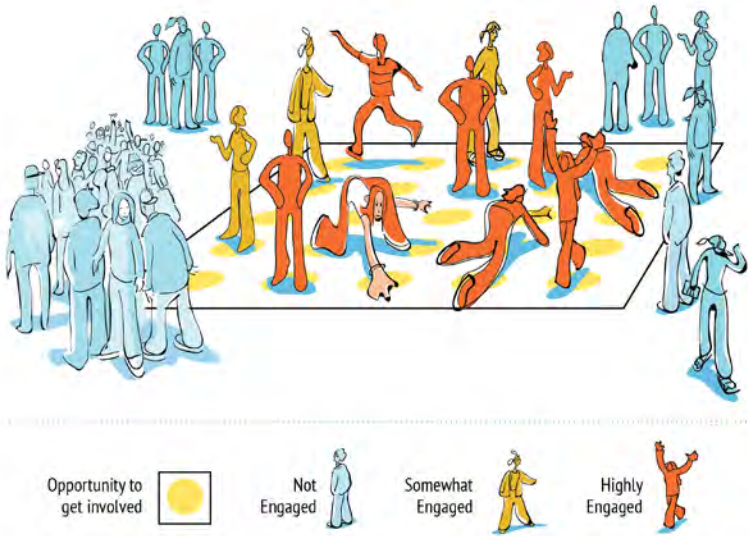
Youth engagement includes three critical factors that are associated with positive outcomes for youth thriving and their communities^{ix}:

1. **Autonomy:** Young people have input, voice, or agency in determining their own choices and acting upon personal interests, values, and goals.
2. **Relatedness:** Young people have a sense of belonging and connection with others.
3. **Competence:** Young people have the skills to achieve their desired goals.



Who is not engaged?

Often, youth who are well-resourced and easily recognized as leaders by adults are engaged in many activities and take up most of the opportunities. Working with engaged youth to make space for others and personally inviting youth who are disengaged can help to reach those who might benefit the most from engagement opportunities.^x



📍 Evidence-based Practices for Youth Engagement

There are many ways to engage youth, and different activities may appeal to different youth. For example, sports, community change projects, peer leadership initiatives, cultural journeys, social activism, art-based activities, and youth conferences can all be contexts of youth engagement. These engaging activities share common characteristics. There are ten effective evidence-based youth engagement practices that foster autonomy, relatedness, and competence^{xi}:





1. **Build physical and psychological safety**

- ✓ Acknowledge youth perspectives and experiences without judgment.
- ✓ Work with youth to develop group guidelines and values (ground rules) and make them visible in the space.
- ✓ Be aware of who is in the room and ensure that it is accessible to everyone (consider disability, race, class, gender, etc.).
- ✓ Provide easy and non-judgmental ways to opt-in or out of any opportunities.



2. **Develop supportive relationships**

- ✓ Provide emotional support, particularly when youth are going through difficult transitions.
- ✓ Be responsive to young people's interests and encourage initiative.
- ✓ Build a partnership with youth that is characterized by power-sharing.
- ✓ Ideally, sustain relationships with youth for at least 6 months, especially if you are in a mentor role.



3. **Provide opportunities to belong**

- ✓ Engage in community-building activities that facilitate belonging and connection.
- ✓ Integrate elements that acknowledge and strengthen young people's cultural identities.
- ✓ Demonstrate how much you value young people by implementing procedural justice in every interaction (i.e., high-quality respectful treatment and fair decision-making).





4. **Integrate appropriate structure**

- ✓ Offer more structure and guidance to young people who are dealing with a high level of responsibility in other parts of their lives.
- ✓ Provide intentional unstructured time that is supported by positive social contexts (i.e., positive norms, supervision).



5. **Combine family, school and community efforts**

- ✓ Engage families whenever appropriate (with youth's consent).
- ✓ Coordinate with the community to pool resources and efforts to achieve shared goals.



6. **Develop positive social norms and networks**

- ✓ Identify shared values with youth to guide your interactions to integrate them into the ground rules.
- ✓ Provide a rationale for rules and explain which decisions cannot be made by youth.



7. **Provide opportunities to build skills**

- ✓ Offer challenging opportunities for skill-building based on young people's interests.
- ✓ Integrate teamwork skill-building.
- ✓ Foster emotional skill-building so youth can understand, identify and regulate emotions.
- ✓ Encourage critical thinking skill-building so youth can counter social pressures.





8. Support young people to feel effective and like they matter

- ✓ Invite youth to consider, share, and develop personal and group goals.
- ✓ Sustain young people's engagement by focusing on the changes they want to make.
- ✓ Encourage youth to problem solve.
- ✓ Encourage youth to reflect on and acknowledge individual and group achievements.



9. Involve youth in decision-making

- ✓ Provide opportunities for youth involvement in planning and decision making so that activities are relevant to them.
- ✓ Ensure decision-making opportunities are meaningful, but not too stressful.



10. Intentionally expose youth to diversity

- ✓ Provide opportunities for youth to interact with people who have diverse perspectives and backgrounds.
- ✓ Provide opportunities for youth to build attachment and friendships, and share interests with a diverse range of peers.
- ✓ Provide opportunities for new experiences (e.g., new activities, travel).



Evidence-based guiding principles to engage youth in culturally diverse communities

The following principles are particularly important for engaging youth from various backgrounds and cultures.^{xii}

PRINCIPLE 1:

Build understanding and integrate cultural identity

- ✓ Learn about the specific histories and cultures of youth in your community, including their protocols and history.
- ✓ Follow and incorporate community protocols, when appropriate (e.g., removing shoes, bringing an appropriate gift).
- ✓ Ensure that all the media in the activity culturally reflects the youth in your community (e.g., images, videos, language).
- ✓ Attend to young people’s intellectual, emotional, spiritual, and physical needs and realities^{xiii}:
 - » Basic physical needs
 - » Emotional wellness and needs for healing from trauma
 - » Spiritual trauma from ongoing impacts of discrimination, racism
 - » Personal interests
 - » Commitment and availability

APPROACHES TO INTEGRATING CULTURALLY-RELEVANT CONTENT ^{xiv}	
Contributions approach	Focuses on heroes, important historical moments, and discrete cultural elements
Additive approach	Content, concepts, themes and perspectives are added to the youth engagement activity without changing its structure
Transformation approach	The structure of the engagement activity is changed to shift to a diversity of perspectives and culturally relevant worldviews
Social action approach	Involves decisions on important social issues affecting youth and actions to solve them



PRINCIPLE 2:

Increase youth leadership and empowerment

- ✓ Select cultural activities that strengthen young people's cultural identities.
- ✓ Start from young people's strengths and resilience: acknowledge systemic barriers and discrimination in ways that are empowering, and acknowledge the richness of young people's lifestyles and experiences without judgment.
- ✓ Meet youth where they are, geographically and experientially (i.e., consider young people's lived experiences and what they might need in order to participate).
- ✓ Move to higher degrees of youth engagement by providing opportunities for youth leadership and decision-making.
- ✓ Empower youth to identify and achieve their personal and collective goals.

PRINCIPLE 3:

Establish and maintain effective partnerships with family and social networks

- ✓ Build relationships with family, elders and other community members (including kinship networks). If family/elders/community members are not involved, youth will not benefit from their involvement.
- ✓ Engage cultural community partners, advisors (including youth) and elders to integrate cultural knowledge and ceremonies.
- ✓ Involve a broad age range of community members for effective intergenerational and cultural knowledge sharing.
- ✓ Acknowledge the historical and intergenerational harms of discrimination, racism and ongoing assimilation policies.
- ✓ Collaboratively develop clear roles for youth, adult community members, yourself, and other representatives from your organization.



PUTTING PRINCIPLES INTO PRACTICE^{xv}

<p>Start Off on the Right Foot</p>	<ul style="list-style-type: none"> ✓ People who already have relations with youth should approach them. ✓ Ensure expectations and commitments are clearly communicated to youth. ✓ Give youth time to think over expectations and commitments.
<p>Be Youth Centred</p>	<ul style="list-style-type: none"> ✓ Ask youth for their input on activities. ✓ Balance work (i.e., towards a shared goal) and fun, including outings. ✓ Support youth with their ideas. ✓ Plan or choose activities that are interesting and meaningful to youth.
<p>Incorporate and Share Diverse Cultures</p>	<ul style="list-style-type: none"> ✓ Include traditions, food, music, ceremonies. ✓ Encourage sharing and knowledge of various cultures.
<p>Build Trust</p>	<ul style="list-style-type: none"> ✓ Build a comfortable atmosphere where youth are comfortable speaking about and for themselves. ✓ Maintain ongoing communication.
<p>Be Flexible</p>	<ul style="list-style-type: none"> ✓ Incorporate convenient program times and flexible structures. ✓ Include various opportunities that have different duration of commitment.

F.A.Q.

What are inclusive practices?

To build an inclusive and safe(r) space, it's important to consider how young people's backgrounds, privileges and barriers (i.e., social location) shape their experiences and affect their engagement. In practice, here are examples of questions to consider^{xvi}:

- If you are sharing food, are there any particular dietary needs (e.g., Kosher or Halal) or restrictions about when to eat (e.g., Ramadan)?
- Is the space/activity accessible for youth who are disabled (e.g., is there room for mobility devices, are there non-stimulating and quiet spaces, are there American Sign Language interpreters if needed)?
- Can youth afford to travel to the space or take part in special outings?
- Are time and space for prayer made available?
- What religious or cultural holidays and events should be taken into account in scheduling?
- Does the activity make assumptions that everyone is heterosexual or belongs to one of two genders?^{xvii}
- Are there ways for youth to give feedback anonymously?
- Are multiple types of participation encouraged and valued (e.g., verbal, written, creative, physical)?



- Are multiple types of knowledge or experience recognized and valued (e.g., land-based)?
- Are there opportunities for youth to explore and strengthen their cultural identity?

What is social location?

Young people who choose to join your activity may have a very different social location than you, and from each other. For example, they may have a different socio-economic status, race, religion, sexual orientation, gender, and/or ability. The way you're located in society powerfully shapes the way you move in it - some parts of your social location may make navigation easier, harder, or different.

Tips:

- When youth share experiences of oppression make sure they are not made to soften their experience for those who are privileged.
- Do not try to relate, just listen.

Consider the following reflection questions to meet youth where they are:

- How is your social location similar or different from theirs? What are some of the ways you are able or unable to relate to their experiences?
- In what ways do you experience privilege/power and oppression? How does this impact how youth see you and how you see them?



As a police officer, should I wear my uniform?

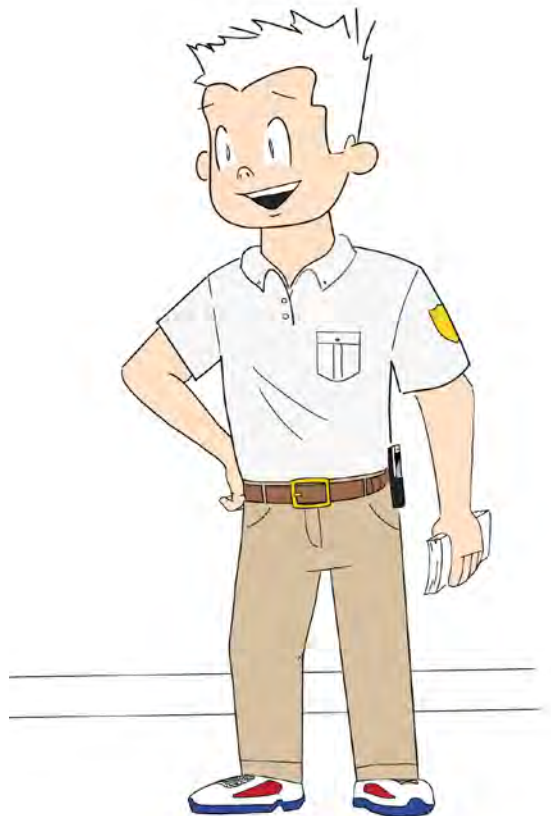
Informal clothing that identifies you as a part of your law enforcement organization is more conducive to youth engagement than your formal uniform; it is less intimidating, but still transparent and it allows young



people to identify you.^{xviii} Also, it is best not to bring equipment that could be perceived as threatening (i.e., sidearms, armoured vehicles, handcuffs).

Even without the uniform, young people may still feel intimidated. Here are some recommendations that can help to put young people at ease and build informal relationships^{xix}:

- Be relaxed
- Sit with/beside youth, and do not stand over them
- Share moments from your personal experiences when you were their age
- Avoid teaching, but share explanations as required
- Appear without the full uniform for most activities
- Be an active listener
- Be patient
- Encourage young people to share and discuss their own ideas
- Find opportunities for one-on-one connections with youth
- Have fun
- Engage in team-building activities
- Avoid being competitive
- Recognize individual contributions to the team
- Be yourself





How can I engage youth online?

The majority of young people have mobile devices such as smartphones and tablets.^x They mainly use their devices to connect over social media platforms and text. Depending on the young person, they may use different social media for different purposes. However, they tend to spend their time where adults are not present, and they disengage if they feel as though adults are trying to infiltrate their world.

Every young person is different: some may or may not want to connect online, and if they do, they may each have a different way they want to connect with you or your organization more broadly. The most effective online engagement is the one that young people choose, so just ask.

It's important to consider the implications of connecting online, and to respect the privacy of young people. The goal is connection and relationship-building, not surveillance. If your detachment has an approved social media account, one that respects organizational/divisional social media policies, ensure that youth have ways to communicate with you. If a relationship is established, offer a personal way that young people can connect with you directly.



What is the best way to educate youth and help reduce or prevent cannabis misuse?

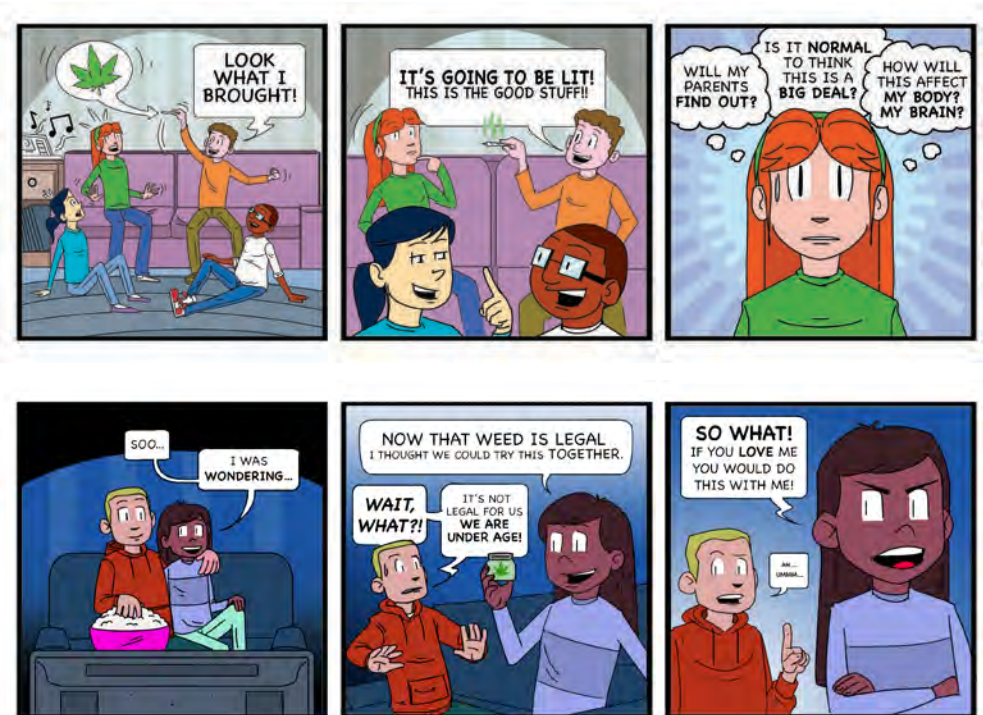
Evidence-based practices^{xxi}:

- Engage youth as partners in program development, decision-making and program delivery (including online initiatives).
- Choose representatives who have had a personal, legal, or social experience with cannabis and are similar in age to your audience –they are more relevant and relatable.
- Try to feature speakers who are not in a position of authority, as much as possible. The evidence indicates that police should not be involved in delivering youth geared cannabis prevention programs, especially in school settings.
- Facilitate interaction amongst peers.
- Engage in non-judgmental dialogue rather than preach abstinence.
- Incorporate principles of harm reduction where appropriate (e.g., safer consumption methods).
- Present scientific research - it is taken more seriously and has credibility.
- Start educating youth at an early age (early adolescence) and use age-appropriate content.
- Tailor your approach to specific youth in the audience by engaging them in the planning and development of initiatives.
- When planning your approach, consider the intersecting issues of racism, social justice, and stigma.
- Engage families to improve parental support and increase youth engagement.
- Offer online knowledge and skill development, and combine both online and offline opportunities for peer connection.



- In your initiatives, include the development of:
 - » Life skills that support the youth’s resistance to social pressures;
 - » Personal management skills that enable youth to set goals and analyze problems; and
 - » General social skills and assertiveness.
- Combine school-based and family components, mass media campaigns, public policy initiatives and other community activities for broader community-based prevention.
- Integrate the prevention of multiple interrelated risks, rather than focusing solely on cannabis use.

Visual materials, such as comic strips (as shown below), may resonate with youth and help facilitate interactions.



📍 Tools for reflection and evaluation

There are a number of existing tools that can be used to evaluate your youth engagement initiative. Some of these can be found on the Sharing the Stories (StS) evaluation platform (www.sharingthestories.ca/en/sts) which includes reliable and valid quantitative and qualitative evaluation tools. These tools focus on evidence-based practices on youth engagement. More importantly, StS tools are managed by a team of analysts who support organizations to effectively communicate their youth engagement activities and programs.

StS is based on a membership model. Members can have the data they collected analyzed in a anonymized database. The data will be compared with data from other programs that are using similar evaluation tools, processes, and measures. Therefore, you can compare your data with other youth engagement projects, and with programs in other organizations and communities.

The following tools may be useful for self-reflection and program evaluation, and to gather youth feedback:

1. Leadership qualities (Appendix C): This survey can help you learn about the way you work with young people and assess whether you support their leadership development.
2. Youth-adult survey (Appendix D): This survey can be done by adults and youth to reflect and provide feedback on youth-adult partnerships.
3. Head, Heart, Feet, Spirit (Appendix A): This open-ended questionnaire provides an opportunity to reflect on the learning, feeling, doing, and connecting aspects of the engagement experience.



Endnotes

- ⁱ Pancer, S. M., Rose-Krasnor, L., & Loiselle, L. D. (2002). Youth conferences as a context for engagement. *New Directions for Youth Development*, 96, 47-64.
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- ^{iv} CEYE, 2003.
- ^v Alcalde, J. & Tieu, T. T. (2010). Evaluation report for project PEACE 2007-2009. Toronto: Centre of Excellence for Youth Engagement.
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- ^{viii} The Students Commission of Canada. (2002). Level of youth engagement. Toronto: The Students Commission of Canada. Adapted from: Arnstein, Sherry R. (1969). A Ladder of Citizen Participation. *JAIP*, Vol. 35, No. 4, 216-224.
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- ^{ix} For more about the ARC model, please see the Youth Who Thrive website for practitioners at: www.youthwhothrive.ca
- ^x The Students Commission of Canada. (2007). How much "space" is available? (graphic). Toronto: The Students Commission of Canada.
- ^{xi} Khanna, N., MacCormack, J., Kutsyuruba, B., McCart, S., Freeman, J. (2014). *Youth Who Thrive: A review of critical factors and effective programs for 12-25 year olds*. Report to YMCA of Greater Toronto and United Way Toronto. Toronto, ON: YMCA GTA. Available online: <http://www.youthwhothrive.ca/resources/Critical-Factors-for-Youth-Thriving-Report.pdf>
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- ^{xiii} Crooks et al., 2009.
- ^{xiv} Adapted from Crooks et al., 2009, p. 76.
- ^{xv} Adapted from Crooks et al., 2009, p. 34.
- ^{xvi} Adapted from Girls Action Foundation. (2009). *Amplify: Designing spaces and programs for girls. A Toolkit*. Montreal: Girls Action Foundation. Retrieved online at: <https://www.girlsactionfoundation.ca/manuals>
- ^{xvii} The gender binary (boy/girl) is an imposition of European colonization, which denied a broader spectrum of genders.

^{xviii} Alcalde, J. & Tieu, T. T. (2010). *Evaluation report for project PEACE 2007-2009*. Toronto: Centre of Excellence for Youth Engagement.

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^{xix} Adapted from The Youth Development Training and Resource Centre. (N.D.) *Keys For A Successful Police And Youth Program: Connecticut's Police and Youth Program*. Retrieved from www.act4youth.org

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Appendices

- A. Head, Heart, Feet, Spirit
- B. CEYE Youth Engagement Survey Map
- C. Leadership qualities
- D. Youth-adult survey

Appendix A

Sharing the Stories

ID:



Head Heart Feet and Spirit

Activity/Day#: _____

Write a couple of sentences about your day/activity under each heading below:

Confidentiality: Your answers are confidential; only your organization, program and activity will be entered with your answers, not your name.

Consent:

- Your participation in this survey is voluntary. Not participating in the survey won't affect your participation in the program.
- You can choose not to participate at any time until you hand in your survey.
- You can choose not to answer any questions if you do not want to. Leave them blank.

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?

More questions on back



Your Feedback

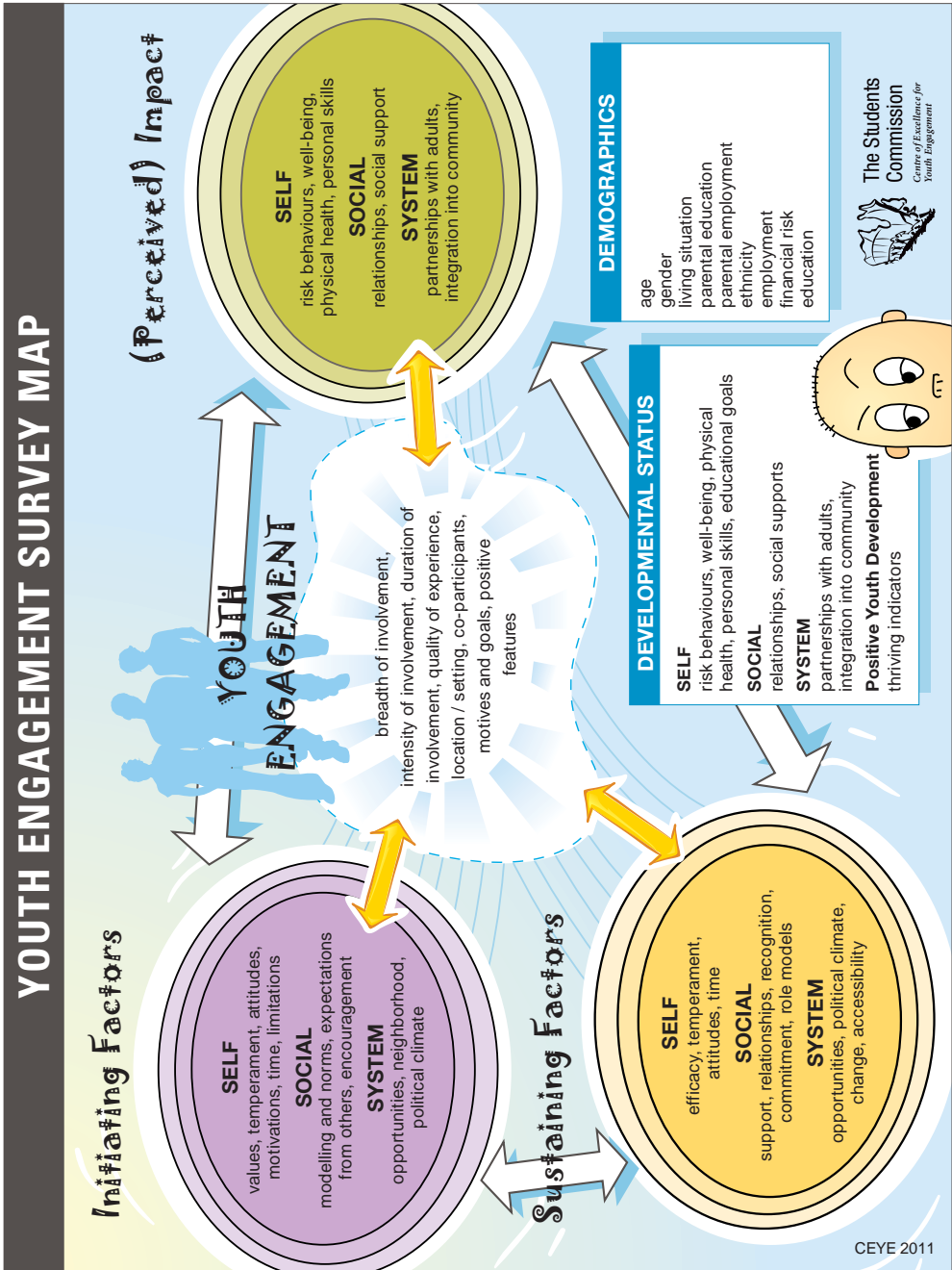
If you would like to, please give us your feedback, suggestions, comments on this survey/tool.

Organization:

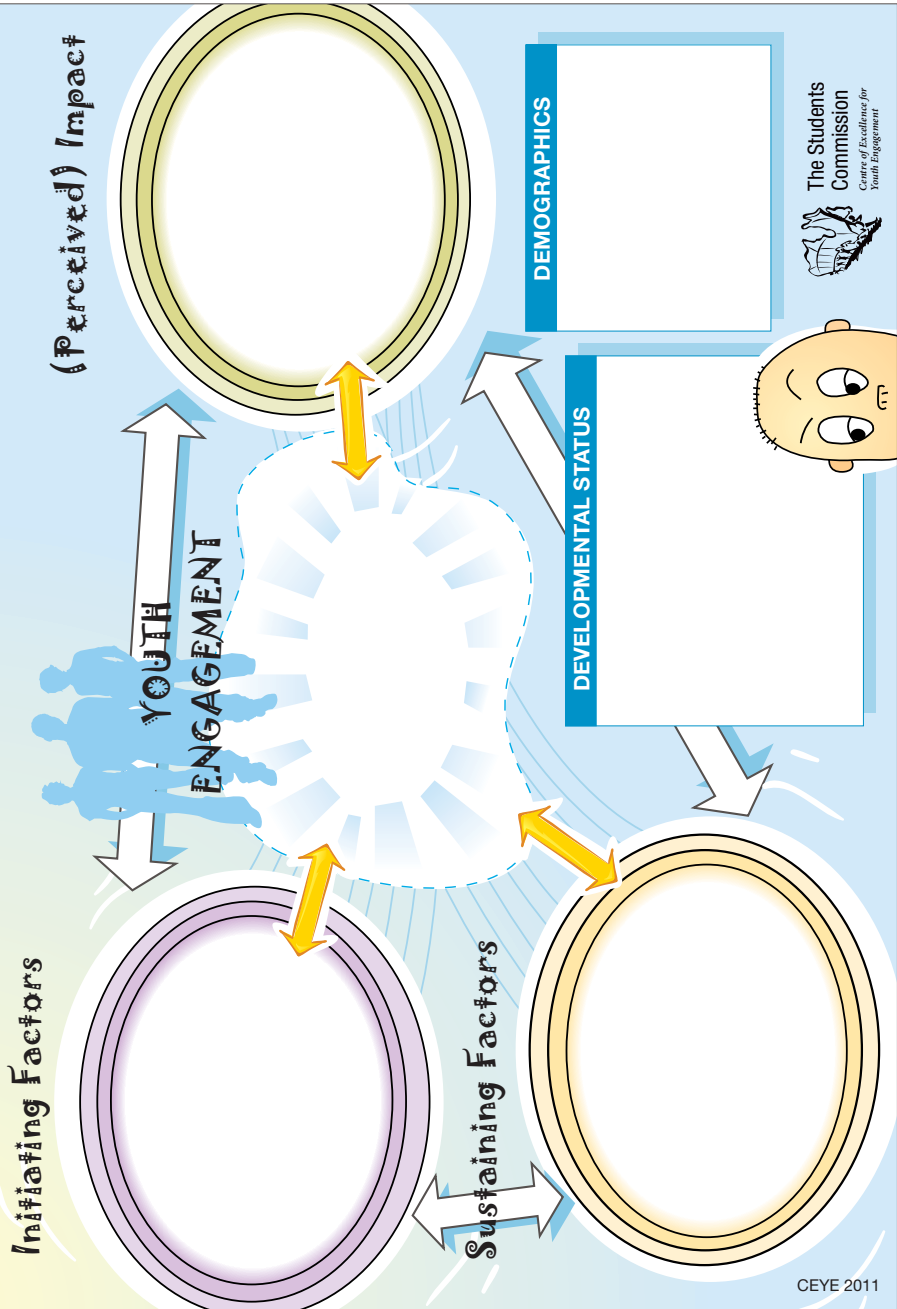
Program:

Activity:

Appendix B



YOUTH ENGAGEMENT SURVEY MAP



Appendix C

Sharing the Stories

ID:



Leadership Qualities

Confidentiality: Your answers are confidential; only your organization, program and activity will be entered with your answers, not your name.

Consent:

- Your participation in this survey is voluntary. Not participating in the survey won't affect your participation in the program.
- You can choose not to participate at any time until you hand in your survey.
- You can choose not to answer any questions if you do not want to. Leave them blank or choose the "No Answer" option.

This module will take you about 10 minutes to fill out. It has 15 questions.

These questions are for Young Adult Leaders and Adult Allies. They help us to learn about the way you work with young people in your event/activity/program.

Please rate each of these statements.

When working with young people...	Not at all	A little bit	Moderately	A lot	Completely	No Answer
1. I ask the youth what activities they would like to do before I plan them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I find myself making negative assumptions about youth, I ask myself why I am thinking this way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am careful to talk in ways that youth can understand and are comfortable with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I encourage group members to discuss things and ask questions of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I encourage and support the youth in my group to solve problems in new ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel like I am teaching the youth new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel like I am learning from the youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Decisions about the activities of the group are made with the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The group participates in setting its own rules and guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. If the group wants to do an activity that for some reason isn't appropriate (e.g., too expensive, ruled out by the organization), I tell them right away and explain the reasons why.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I create opportunities for youth to learn on their own (e.g., when I see the potential for a mistake I try to start a discussion about the issue, rather than telling them what to do).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I make sure that everyone knows that all group members have a say in laying out our purpose, expectations, motivations and roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am not afraid of discussing issues of respect, conflict, or discipline with the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I actively seek opportunities to support youth without being condescending or assuming that they need or want my help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Is there anything else you want us to know about how you work with young people? If so, please let us know in this space.

Your Feedback

Organization:

Program:

Activity:

Appendix D

Sharing the Stories

ID:

The Youth Adult Survey is used with permission from Dr. Kenneth R. Jones.

Youth Adult Survey

This survey will take you about 30 minutes to fill out. It has 39 questions.

Confidentiality: Your answers are confidential; only your organization, program and activity will be entered with your answers, not your name.

Consent:

- Your participation in this survey is voluntary. Not participating in the survey won't affect your participation in the program.
- You can choose not to participate at any time until you hand in your survey.
- You can choose not to answer any questions if you do not want to. Leave them blank.

This survey helps us go deeper in exploring youth-adult partnerships in our organizations and programs.

Below are a series of contrasting statements representing how youth and adults are working together in your program and organization. Each pair of statements is presented on a 5-point scale. Please choose one of the five points that most clearly reflects your opinions.

For each scale below, numbers 1 and 5 indicate opposite points of views. Numbers 2 and 4 indicate more moderate opinions. Number 3 indicates you are undecided.

There are no right or wrong answers.

Youth Involvement:	1	2	3	4	5	
1. Youth take lots of initiative in working on projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth take little initiative in working on projects.
2. Youth are sitting around with nothing to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth are busy with several tasks.
3. Youth arrive to meetings/programs on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth arrive to meetings/programs late.
4. Youth are given major responsibilities for specific tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth are given few responsibilities for specific tasks.
5. Youth rely on themselves to make key decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth rely on adults to make key decisions.
6. Youth have full access to information needed to make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth have little access to information needed to make decisions.
7. Youth always have opportunities to discuss their concerns of group decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth never have opportunities to discuss their concerns of group decisions.
8. Youth frequently share ideas about things that matter to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth rarely share ideas about things that matter to them.
9. Youth have an equal vote in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth do not have an equal vote in the decision-making process.
10. Youth help one another in developing new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth do not help one another in developing new skills.
11. Youth are fully committed to their duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth are not fully committed to their duties.
12. Youth are excited in their involvement with this project/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth have little interest in their involvement with this project/program.
13. Youth are concerned with community change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth are not concerned with community change.

Adult Involvement:	1	2	3	4	5	
14. Adults display a willingness to accept and nurture youth leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults control youth leadership.
15. Adults tend to want to guide youth leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults tend to want to be followers of youth leadership.
16. Adults always listen to the suggestions of youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults never listen to the suggestions of youth.
17. Adults never totally take over when working on projects with youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults always totally take over when working on projects with youth.
18. Adults learn new skills from one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults do not learn new skills from one another.
19. Adults always take the ideas of youth seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults never take the ideas of youth seriously.
20. Adults encourage youth to come up with their own ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults do not encourage youth to come up with their own ideas.
21. Adults are excited in being involved with this project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults have little interest in being involved with this project.
22. Adults are very concerned with community change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults are not concerned with community change.

Youth-Adult Interaction:	1	2	3	4	5	
23. Youth and adults get along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth and adults argue.
24. Youth appear comfortable around adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth appear uneasy around adults.
25. Adults appear comfortable around youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults appear uneasy around youth.
26. Adults actively and consistently consult with youth on project activities/programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults do not actively and consistently consult with youth on project activities/programs.
27. Adults provide direction and mentoring for youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults do not provide direction and mentoring for youth.
28. Youth always go along with the decisions of adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth never go along with the decisions of adults.
29. Youth and adults often agree on most decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth and adults rarely agree on most decisions.
30. Youth rely on adults' experiences when making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth rely on their own experiences when making decisions.
31. Youth and adults work together on project tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth and adults work separately on project tasks.
32. Youth and adults indicate mutual learning from one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth and adults learn little from one another.
33. Youth and adults frequently help one another develop new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth and adults rarely help one another develop new skills.
34. Adults are very considerate of youth opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults are not at all considerate of youth opinions.
35. Youth are very considerate of adults' opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth are not at all considerate of adults' opinions.
36. Youth and adults always engage in respectful conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth and adults never engage in respectful conversations.
37. Youth trust adults to handle power responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Youth do not trust adults to handle power responsibly.
38. Adults trust youth to handle power responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults do not trust youth to handle power responsibly.
39. Adults rely on youth's experiences when making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adults rely on their own experiences when making decisions.

Source: Jones, K. R., & Perkins, D. F. (2005). Determining the quality of youth-adult relationships within community-based youth programs. *Journal of Extension*, 43(5).

Your Feedback

If you would like to, please give us your feedback, suggestions, comments on this survey/tool.

Organization:

Program:

Activity:

Visit the RCMP Centre for Youth Crime Prevention

rcmp-grc.gc.ca/cycp-cpcj

Free tools and resources available:

- lesson plans • presentations • posters
- brochures • videos • and more

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