



## Acknowledgements

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## Executive Summary

The Renfrew County Youth Network (RCYN) is a collaborative of youth, community members, agencies, and organizations with the vision to support all young people 12-25 years, living in Renfrew County and the Township of South Algonquin, to become healthy and resilient. The RCYN has grown from 16 partners in 2013 to 52 partners in 2018.

Since 2013, the RCYN with leadership from the Renfrew County and District Health Unit (RCDHU) has been striving towards the development, implementation and sustainability of a Renfrew County Youth Engagement Strategy. The strategy would provide a framework for decision makers and community organizations to inform decision making to meet the needs of local youth.

- In 2013, the RCYN contacted Three Things Consulting and the Students Commission of Canada for their expertise to ensure the process would utilize youth engagement principles in a rural setting. In the past the RCYN applied to the Youth Opportunities Fund for support with development of a Renfrew County Youth Engagement Strategy but were unsuccessful with these applications. However; the RCYN identified the need to move forward with the development of a county-wide strategy.
- In August 2017, youth RCYN members with the support of an adult ally provided a delegation to the County of Renfrew. A RCYN youth member also provided a presentation to the RCDHU Board of Health along with a Public Health Nurse in her role as the RCYN Adult Co-chair.
- In December 2017, the RCDHU supported the RCYN by contracting Three Things Consulting in collaboration with the Students Commission of Canada to complete a Renfrew County and District Youth Needs Assessment and Report as an initial step in the process to develop a Renfrew County Youth Engagement Strategy. Throughout this report the reference to Renfrew County is inclusive of Renfrew County and District.

The report intends to:

- Provide a summary of survey feedback collected through online surveys of youth aged 12-24 years of age and RCYN members and a series of youth sharing circles hosted by RCYN members throughout Renfrew County.

- Provide insight to readers about the current lived experience of young people in Renfrew County, highlighting their needs, views and ideas on how to create a more youth friendly place to grow up.
- Provide recommendations and actionable steps that can be taken should there be a desire to create a Renfrew County Youth Strategy.
- Elicit further involvement and collaboration of key stakeholders with an interest in standing alongside youth in Renfrew County to create communities where young people know they matter, they are important, and they belong.

Key overarching themes suggested by the data include:

- Young people enjoy growing up in Renfrew County and all that it offers.
  - We heard overwhelming appreciation for the strong sense of community found within Renfrew County, the access to the outdoor activities and the connection rooted in growing up in small communities.
- There is great concern about the mental health and wellness amongst young people in Renfrew County.
  - Adults and young people surveyed both identified substance use/abuse, depression and anxiety as the three most pressing issues facing young people.
  - Many young people felt that an increase in diverse activities and space for youth to connect and use their voice along with additional resources would all contribute to healthier young people.
- There is a lack of diversity within Renfrew County and young people know that this is not representative of the world they live in.
  - Young people shared that being different, (in whichever way an individual identifies that) in Renfrew County can be challenging. This can include race, culture, language, gender, sexual orientation, (familial) economic status or in personality and interests.

## Key Recommendations

These recommendations were developed based on the key overarching themes found in the survey responses and are intended to help the RCYN move forward on this journey. They are summarized as follows:

**Recommendation 1:** Create a movement, one rooted in shared values and shared goals. A movement will help ensure that a youth strategy not only is authored but breathed life into. A movement is the collective power of diverse partners (youth, adults, organizations, governments, systems, business, community members, etc.) who rally behind a cause: and this cause is the well-being of all young people in Renfrew County and their successful and healthy transition to adulthood.

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**Recommendation 2:** Build on the strength of the RCYN and its membership to work collaboratively on the development of a youth strategy. Members can identify how/what they can share (resources, in-kind, time, space) to help create a movement. Shared responsibilities and clear roles can help leverage the expertise that exists within RCYN members.

**Recommendation 3:** Continue to create space for youth to share ideas and experiences to influence a youth strategy. Recruit and engage diverse youth with a focus on those who traditionally do not engage in activities such as this. Keep checking in to ensure that all voices have space to participate in their own ways. Be creative. Be respectful. Be intentional.

**Recommendation 4:** **Have fun.** This journey is one where relationships will be developed, some life-long. Not just amongst the young people but between adults and youth. Allies and champions will emerge, and relationships will be reciprocal. The creation of a youth strategy is one where people will learn together, share together, grow together and, hopefully, have fun together. There is serious work to be done and that can be done in a way where regardless of age or role, the process can be looked back upon filled with gratitude for the long car rides, deadlines, stressful meetings and the final outcome, a Renfrew County Youth Strategy.

## Introduction

The creation of a youth strategy for any community or region is filled with learning, laughing, listening and leading. Collaborators come together from diverse organizations, systems and governments, along with young people themselves to determine what steps need to be taken to create communities that are youth friendly and positive and where adults and youth can walk together to achieve this.

The process of creating a youth strategy begins with executing what the goals of such a strategy may include, such as creating space for youth voice and decision making, the building of relationships between adults and young people and ensuring that young people know they matter.

In recently released research commissioned by a coalition of Canada's leading youth-serving organizations, (collectivity known as the National Youth Serving Agencies), and conducted by Abacus Data, polling finds Canadian adults don't believe youth are as prepared as they should be to become active civic leaders and most feel youth don't have the influence they should on government decision makers. Most importantly, this view is held by Canadians of all ages, not just youth.

The research highlighted that the majority of those surveyed believed providing more experiences that allow youth to interact with people from different age groups and backgrounds and providing more opportunities generally would help prepare youth to be civic leaders. One of the paths that can be taken to shift this from concept to reality is the development of meaningful, influential youth strategies; developed in partnership between young people, adult allies and community organizations, systems and governments.

The work of the Renfrew County Youth Network, both adult and youth members, have laid out a framework of engagement, relationship building and space for youth voice and leadership to grow. This report builds on this important work and commitments demonstrated to date.

Rooted in our experience and current knowledge, there are Key C's to be mindful of when exploring development of a youth strategy.

**Communities:** Developing a strategy representative of the diverse communities that make up Renfrew County: the geographical area, age of youth, focus of interest of organizational partners and young people, background/cultural and language groups, social groups.

Creating space for community building between adults and young people is essential. These spaces/activities allow for people to share, learn and develop relationships that will be the

strength of the youth strategy community. Having both structured and unstructured spaces allows for the engagement of diverse participants, rooted in what and how they connect best.

**Capacity and Competence:** The relationship between organizations, between young people and organizations and young people themselves with a focus on the existing and inherent skills, as well as policies and processes that support meaningful youth engagement. Capacity exists inherently in many people and can be developed in others, often simply by doing and experiencing. It is supported by youth positive policies and procedures that allow for healthy relationship development between youth and adults and a commitment to long term learning through experience. Competence speaks to the qualifications and learned skills of the adult and youth leaders: and though areas of competence may differ between the two groups, they are both equally important and critical to the success of creating a strategy that can be acted upon.

**Collaboration, Cooperation and Coordination:** Recognizing the difference in these three ideas and that no one is more important than another is essential.

1. Collaboration has been defined by us, rooted from the culmination of our experience and expertise along with other's ideas and insights as a process or activity that is the result of an ongoing process to attempt to address, with action, a shared resolution of a problem, working together as a whole, each contributing and sharing where they can. They are walking down a path together as one.
2. Cooperation is demonstrated when people are walking along the same path but might be going at it in their own time or way; where people/systems take on a portion of a process, singularly and not necessarily in concert with others.
3. Coordination is the glue that brings this all together. A key component in the development of a successful strategy is having a backbone organization or individual(s) who drive the first two parts to work. Organizing, liaising, communicating and facilitating the process is what will drive it forward and cement genuine collaboration, ensuring the needs of all are met.

**Cost:** It is important to be mindful and creative when thinking about the financial, in-kind and human resources required to create a strong strategy. At times the absence of funding prevents these processes from moving forward, though it doesn't have to. Each RCYN member can begin by exploring how they can support the process, either with focused funding, staff and volunteer's time or resources, (transportation, meals, space, communications etc.). We found on our visits to Renfrew County that each business we visited was genuinely interested in the concept and could provide an excellent resource moving forward. Local governments, community/service groups can be engaged, and young people can play an active role in helping plan and execute ways to gather needed resources to move forward.

# Methodology for Hearing Youth Voices

We worked closely with The Renfrew County and District Health Unit and in collaboration with the Renfrew County Youth Network (RCYN) along with adult allies within these organizations to engage and encourage youth between the ages of 12 and 24 to share their voices, experiences and ideas through an online survey and Community Sharing Circles that explored further some of the questions from the online survey.



*In this report we use the terms 'adult ally / allies' to describe adults who work in partnership with young people and help them have their voice heard through meaningful engagement.*

The survey asked demographic questions as well as key questions about their experiences with existing activities (structured and unstructured), issues of importance to them, their opinions on engagement, communication and growing up in Renfrew County.

Three Things Consulting shared the survey online, promoting it on their website and with a targeted social media strategy using Twitter, Instagram and paid marketing on Facebook. The survey was open on January 9<sup>th</sup>, 2018 and closed March 8<sup>th</sup>, with a French version of the same survey being available for just a shorter period of time, (due to time for translation). We were appreciative of the RCYN members who assisted with the translation.

RCYN members shared the survey with youth they serve and visited schools within Renfrew County to promote the opportunity. The latter was a very successful component and generated



*In this report we use the terms 'youth' and 'young people' to represent those between 12 and 24 years old.*

a great deal of interest amongst young people. Engaging youth, providing on the spot incentives and access to fill out the survey, all contributed to an increase in the number of youth engaged.

RCYN members were also encouraged to take part in an online survey designed to gain their insight and expertise. Key questions were

asked on both surveys to gauge similarities and differences in youth and adult responses. 18 adult respondents took part in this survey.

655 young people participated in the youth survey, (in French and English), with 463 respondents having answered all required questions and clicked 'Done' on the last page of the

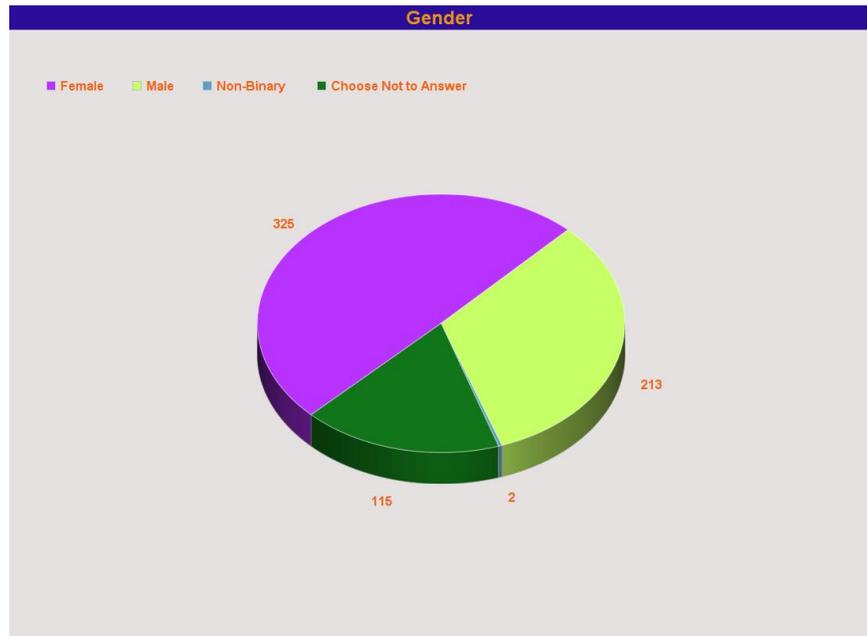
survey. Our scan shows the remaining 192 contributed varying degrees of input – with approximately 500 respondents answering questions on 80% of the six pages of the survey.



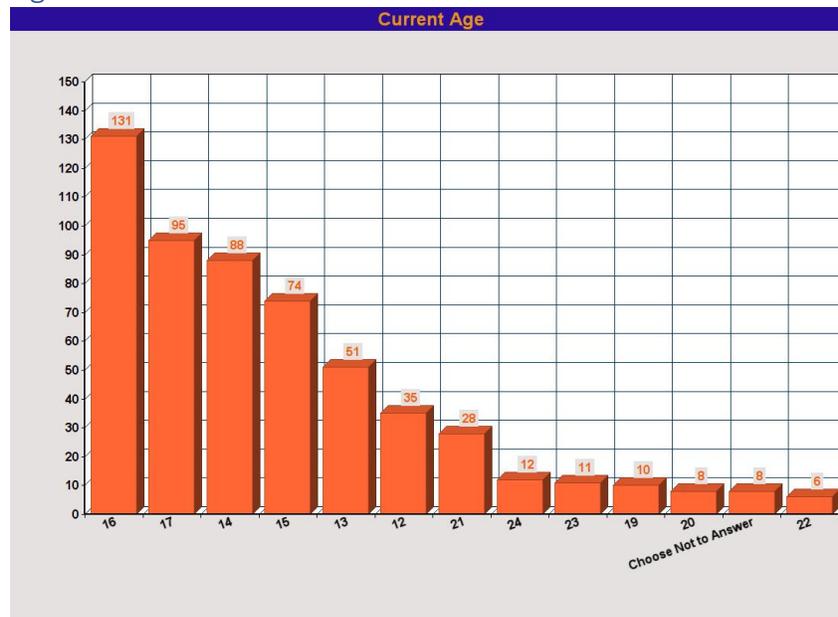


## Gender Identity Sensitivity

While the majority of respondents identified as female, it's important to recognize how many simply, did not answer, and why not. One respondent shared, in place of self-identifying, 'Gender is a social construct' while another shared, '(it) depends'. The increased awareness amongst young people regarding gender identity and how they no longer feel bound to identify themselves with either male or female speaks to the importance of any process moving forward to be responsive to this.

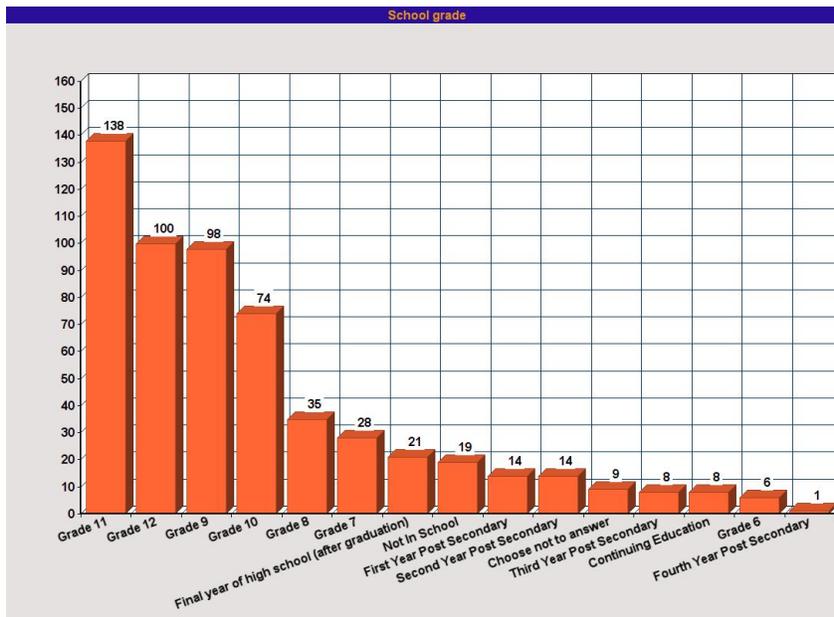


## Age Profile



With the majority of the respondents being high school aged, between 14 – 17 years old, this could have been a result of the successful engagement at local high schools. These were also the average ages of those who took part in the Sharing Circles. Moving forward there may be a need or interest to have a focused effort to engage young people between 19 – 24.

## School Grade Profile



Similarly, the majority of school grade responses were those in high school, though with almost 10% representing grades 7 and 8. This is promising as the engagement at that earlier age can provide a long lasting experience and opportunity for leadership development. 95% of respondents who identified they were not in school, were between 18 – 24 years old. It does suggest that the voices of those young

people, under 18 and not in school was not heard in this process. It would be recommended to explore this further in the development of the strategy.

## Working, Not Working?

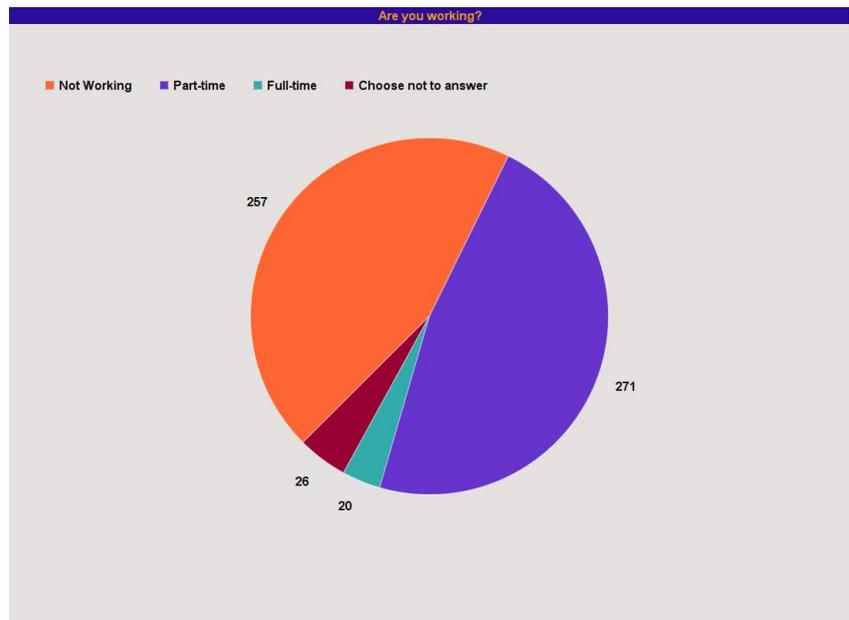
We wanted to determine if young people surveyed were currently working, and if so how much, (or little), and if they worked for their family or family business (for example, farming, restaurant, taking care of siblings, etc.).

The majority of respondents, at 51% were working, with most, 47% working part time. A small number, 3% were working full time. 30% of those working full time identified as being between 13 and 17 years old. This may or may not be an accurate representation of these six respondents.

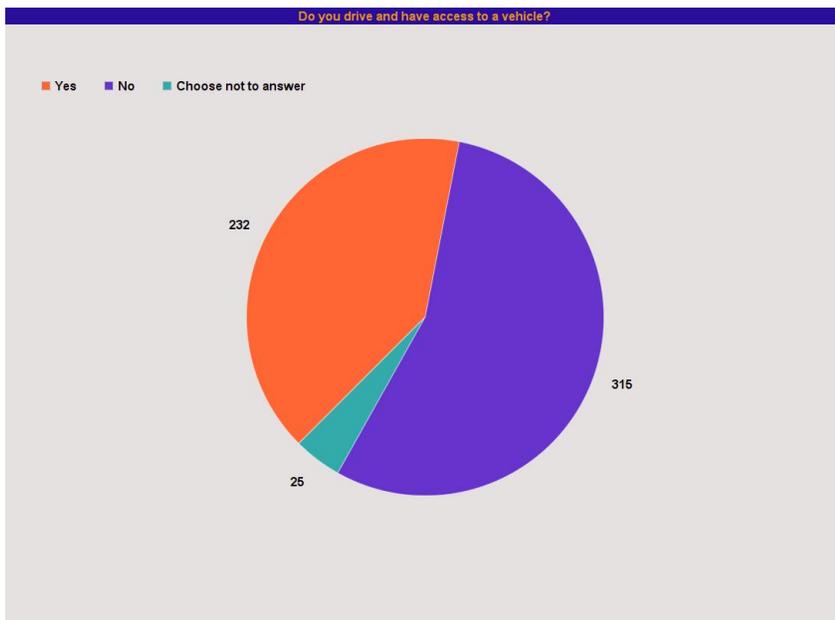
25% of respondents identified that they currently work for their family or family business.

While 40% of respondents identified that they are looking for work, 46% identified that they were currently volunteering.

These numbers suggest that it is important to consider for many young people in Renfrew County, when planning how to manage their time, particularly out of school, that existing volunteering, work schedules and commitments to family-based work will compete with opportunities and structured activities.



### Access to a vehicle



The majority of respondents do not drive or have access to a vehicle. This was something we heard in the Sharing Circles as well, reinforcing what is already known regarding the challenges transportation plays in engaging young people in Renfrew County.

### Indigenous Participation

The 2016 Canadian Census reported 4.9% of the country's total population identified as Indigenous. In contrast, more than 8% of youth self-identified as Indigenous in this survey. With Bonnechere Algonquin First Nation, Algonquins of Pikwakanagan First Nation and other Indigenous youth and families living in Renfrew County there is great opportunity to create partnerships and relationships with service providers, community leadership and young people. None of the adult respondents in the Network survey identified as Indigenous. It is important in the development of the strategy to recognize the traditional Algonquin Territory that communities in Renfrew County settled upon and engage Indigenous adult allies to support the engagement of Indigenous youth.



### Francophone Participation

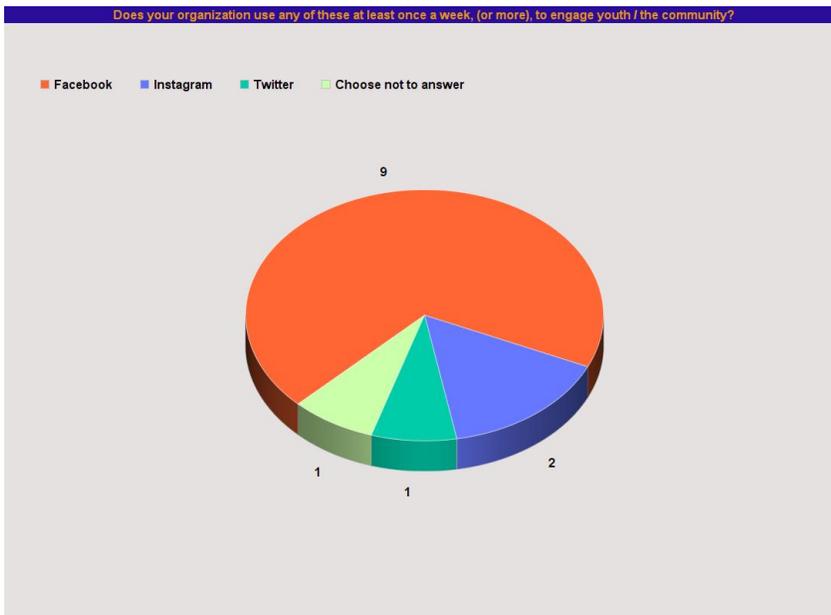
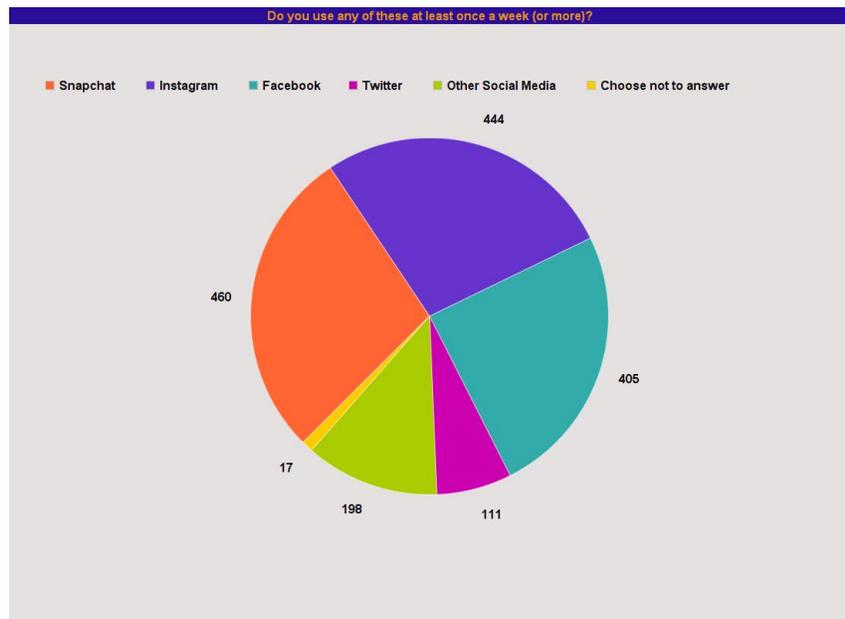


Similarly, according to the 2016 Canadian Census, 4% reported French as their mother tongue in Ontario and identified as Francophone, while 8% of youth surveyed in Renfrew County identified as Francophone. One of the adult respondents in the Network survey identified as Francophone.

### Types and Use of Social Media

Young people in Renfrew County, not surprisingly, are active on social media. It is important to note that we heard in the Sharing Circles from a number of youth, particularly those who lived in more rural areas of Renfrew County about the reliability, cost and access to the internet outside of school. Youth shared, *“The lack of high speed internet. It’s not unlimited. Effects the quality of life for youth, especially if high school expects school work online. Sometimes you tell teachers and they don’t believe you.”* Though often seen as the way to communicate with youth, for those with limited access to the internet, it is important to have a diverse approach to communicate and share opportunities.

Snapchat is the most commonly used social media tool by respondents, with 82% report using it at least once a week. This is followed closely by Instagram, at 79%. Though reported that Facebook is no longer the social media choice of young people, 72% of respondents still are active on this platform on a weekly basis. Twitter was not identified as a tool used by young people, with only 20% reporting using it once a week.



These numbers contrast with research conducted by Pollara Strategic Insights, SOCIALscape, in late 2017, in particular to the activity of online adults in Canada. The greatest gap is seen with users of Snapchat, with only 21% adult online Canadians have a Snapchat account. Not surprising, in their survey they found Snapchat’s membership notably younger, with almost half under the age of 35 of those surveyed. Just 17% read Instagram daily and only 25%

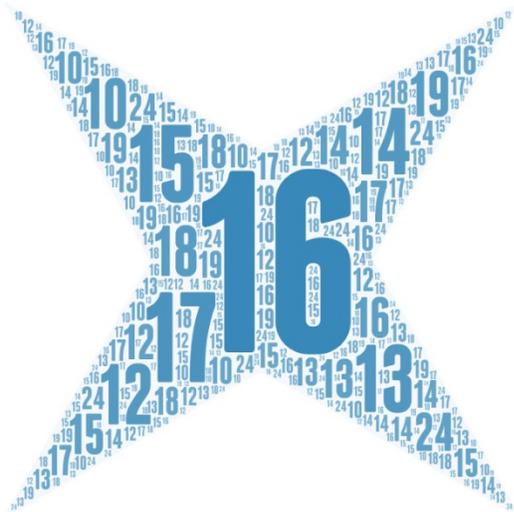
do so at least once a week. This is relevant when thinking about how adults and organizations communicate with young people in Renfrew County. Of the 18 RCYN members who took part in the Network survey, none identified that their organization used Snapchat with the majority using Facebook as the primary social media tool.

## Face to Face Sharing Circles

In addition to the online survey we conducted six Sharing Circles, with 77 youth participating. With the support of RCYN members we hosted Circles at:

Fellowes High School (Pembroke)  
Yakka Youth Centre Pembroke/Petawawa  
Youth Centre (Petawawa)  
Petawawa Predators Swim Club

Arnprior District High School (Arnprior)  
Renfrew Collegiate Institute (Renfrew)  
Madawaska Valley District High School  
(Barry's Bay)



### Introduction to Sharing Circles

The majority of participants in the Sharing Circles were 16, though they ranged between 10 and 24 years old.

In each session we opened exploring why we were sitting in a Circle and how we were going to walk together on this path. We used The Students Commission of Canada's Four Pillars as a guide for the Circle.

- 1. Respect:** We start with respect for the gift and strength that each person carries within: for young people, their idealism and their capacity to improve the world.
- 2. Listen:** With respect as our foundation, we learn to listen. We listen not just with our ears, but with our heads, hearts and all of our senses. We listen actively, intensely, not just to words, but to silences, to deeds, to experiences.
- 3. Understand:** To understand is to go beyond listening, to process what we have heard from others, to reflect upon the new knowledge and gifts given to us.
- 4. Communicate:** The beginning of action, this is when the obstacles fall away. We create plans with others and implement them to make a positive difference in our world.

We talked about what a youth strategy is and how youth and adults could design one for Renfrew County. We explained that a youth strategy isn't that much different than Google Maps. You input where you are right now and add the location you want to be, click a button and Google tells you the best way to get there; it highlights the time it will take, any obstacles that might be present and offers some alternate routes.

That's what a youth strategy will do as well. It will be a map that can be used by youth, adult allies, organizations and governments over a period of time to ensure your community is best able to support youth, their friends and family members.

Using this metaphor throughout the Circles was a helpful guide to determine the steps required from young people's perspective. We were grateful to have RCYN members join us for the Circles, including both youth and adult members. They provided an introduction to the Network and the overall goal of the project. The young people who participated, high school students themselves, were identified as strong leaders in the Circles by their peers and their presence strengthened the outcomes of each Circle.

We used a physical activity, *The Web of Strength*, to ask key questions and begin exploring young people's ideas and experiences, while building their comfort in participating. They included:

1. How do you influence your friends to do something you want to do?
2. What matters most to you as a young person growing up in Renfrew County, and why?
3. Have you ever had an experience where you felt genuinely heard?
  - a. If so, how did it happen?
  - b. If not, what would need to happen for you to feel that way?
4. What does a leader look like?



### Influencing Friends

When we asked youth about how they influence their friends, we heard the importance of being encouraging, persistent and highlighting what the benefits of being involved would be. These messages are key for adults looking to influence youth to be engaged in designing a youth strategy. Some of their thoughts also included:

- Talk, share, invite them to join me at events – this works best.
- Ask them. Be persistent. Encourage them and give reasons why they would want to take part.
- Tell them how great something is. Tell them they will have fun and it's a good experience.
- Explain benefits but do not pressure them and respect their opinion.

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- I tell them to focus on the good stuff and not what could go wrong.
- Persuade them that's the best decision.
- One way is by helping them see what a good choice it is.
- I participate in committees, student centre, student committees, sharing youth perspectives. Hope others follow.
- Talk and give advice; explain how it will help them and other people.
- Get more information on it (so I can share it with them).

One of the key answers we heard was referred to as simple: and it is. **“Ask them.”**

### What Youth Value in Renfrew County

We heard from youth in the circles how much they value growing up in rural and small communities. Safety, access to the outdoors, the closeness of people and the freedom that is felt were all highlighted as things that mattered to them about growing up in Renfrew County. School and family were also mentioned in each Circle with great passion.

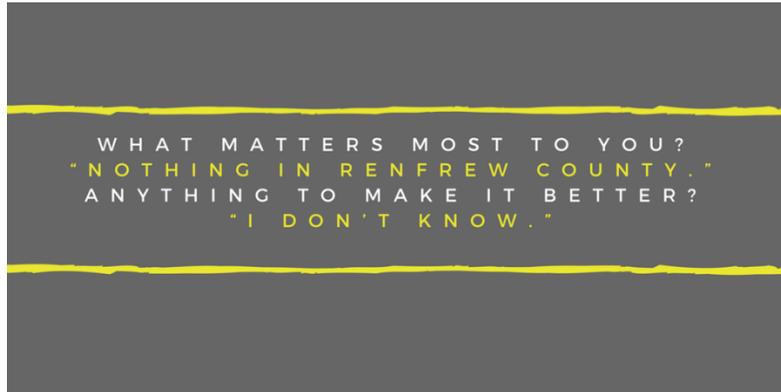
- Friends and family; without proper support, I would not succeed and get good grades.
- School, I want to graduate and move on with life; also, family, I would do anything for them.
- Support of people in things you do, for example school.
- (It's a) Small place. I am from a big place (Fredericton) and I like it better here.
- Friends and people to rely on.
- Freedom, like being free, not worry about many crimes and being safe
- People to talk to – friends.
- Close to everything. No restrictions to where I want to go. (Small community)
- My job.
- Relaxing, not big city problems, tight-knit, sometimes peaceful.
- Everyone knows each other.
- A lot of outdoor activities – fishing, snowmobiling, hunting.

Some shared what mattered to them in what they would like to see enhanced for themselves and others. These ideas included:

- Not dying, access to food banks and nice things (Food bank tough to access around school hours).
- That everyone is involved in something.
- Places to hang out; Timmy's/little restaurants – not too expensive places to lounge out.

- Services available to adults and youth to support mental health – ENOUGH and easy access.

Not all young people know what can be done to address the challenges they feel and see in Renfrew County. Not all young people can put words to what they are feeling – yet their voice matters. The interaction below highlights this.



### Being Heard, Not Heard

One constant we heard from young people was the importance of being heard, and the hurt caused when they felt that they were not. Young people are looking to be understood and have space to speak out; and for those who have had this experience, it mattered. They felt good, empowered and happy. We did hear from some youth who shared that their past behaviours or choices made being heard harder, and though these stories were primarily referencing school settings, could apply to all youth processes. Creating spaces for youth to be heard, genuinely and meaningfully is one component of sustaining their engagement in helping develop youth strategies.

- Understand me and takes things into consideration.
- (I was) Not heard as I was trying to get the school to believe in me but just because I had gotten into some trouble they were reluctant.
- Yes, and I felt empowered. It's important to be heard and I try to remember that when talking to my friends.
- I am pretty quiet; not heard because I am quiet but I don't really care...
- Feels really good, (when I'm heard).
- With other youth and as youth co-chair I have felt heard; and it feels really good!
- Kind of happy because the person understood.

### **Walking in a Good Way: The Path to A Youth Engagement Strategy**

## Youth Views on Leadership

Having young people who are involved in the RCYN participating and present at the Circles, as mentioned above, was powerful and mattered for the youth participants. It's important to hear what they have to say regarding leadership – as these are the qualities that they are looking for in youth (and adult) leaders while developing and executing a youth strategy. Youth said that leaders can speak up and take responsibility — all while not being a boss: in fact, the young people talked about a range of leadership styles; those at the front of the room and those who stand in the back and encourage other youth to stand up and speak out. The young people shared:

A leader...

- Tries their best to bring people together in different situations and speak up for themselves.
- Talks without being nervous, open.
- Acts like a role model to younger children.
- Knows what to do/say and keeps an open mind.
- Is someone who is followed.
- Stands back when needed, takes lead when needed and accomplishes goals.
- Is someone who runs a program by themselves; develops a program by themselves without too much help of an adult.
- Is someone who is good at delegation and doesn't pawn everything off on someone else.
- Is powerful, trustworthy, normal leadership qualities.
- Believes in themselves and speaks up.
- Takes the lead but stays at same level as the team.
- Is someone who takes responsibility and helps others toward their goals.
- Doesn't back down, is strong in what they believe and helps others do good.
- Is someone who steps up to do something and isn't afraid - doesn't back down.

## Ideas for Engaging Youth in Developing the Strategy

As the youth participants became more comfortable and engaged, their participation in the discussions increased. We wanted to know how they saw that youth could be involved in the creation of a youth strategy. Although it was a challenging question, particularly separating the ideas about how they could be involved and what they actually wanted to see, many important ideas were shared. This is where we started hearing about space: meaning both those opportunities for their voices to be heard, as well as a literal understanding — somewhere where youth can gather/meet to work together as part of the planning process. It was also

echoed at each Circle where youth talked about the importance of youth using their voice: speaking out and ensuring that adults heard them. Their ideas included:

- (Help with) Awareness campaign of things that already exist.
- Circles (like this) could become a communication to those organizations that already exist.
- This group could continue to meet.
- Youth could speak up and create new things.
- Talking about our experience.
- Figure out what is affecting youth; find out problem and then talk to actual youth and turn to high risk youth.
- Ask youth what they want.
- Target problems of youth.
- More activities for teens and younger – at no cost/cheap (as a way to get more youth involved).
- Normal kids are left behind – those that are not religious/not into sports ... (make sure everyone can participate).
- Creating opportunities for young people to teach young people – leadership roles.
- Get my friends involved.
- Advertise more things.
- Join Renfrew County Youth Network.
- State your opinion but be respectful.
- Create places in schools to create approach to voice opinions. For example, petitions, annual referendums, committees.
- Give the information (to others). We are the experts.
- Speaking out/Circles.
- Acting out (Young people taking action).
- Give (youth) voice to traditional adult group.
- Connect with youth and bring opinions forward.
- Research on youth engagement and bring to meetings and (explore) if they would work/not.
- Bring youth voice to Network.
- Engage student councils in schools (elementary and high school).
- Engage student senate.
- Senior students have a natural leadership role: therefore mentoring and influencing younger students.
- We can use social media and tag RCYN.
- Put up opinion boxes.

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- Finding ways to get voices heard – board meetings at school boards
- Join planning of strategy.

Reaching out to those youth who took part in the Circles will help recruit diverse youth with varied lived experiences to be involved in the development of the youth strategy.

Several shared what could be used to engage youth. They shared:

- Advertising to youth so they actually see it.
- Have the chance to do things during school time, so youth get out of class, (as an incentive to be involved).
- Class dedicated to community events at school.
- Raffles and draws.
- Something for all kids (more diverse activities and ways of being involved.)
- Free food.

The youth shared what they felt needed to change in order for youth to be involved: easier and more accessible transportation, mental health supports, addressing issues related to poverty, (as many youth HAVE to work and this prevents them from being involved), and lastly, existing departments and programs need to ‘pull up their socks and work harder to listen to youth’.

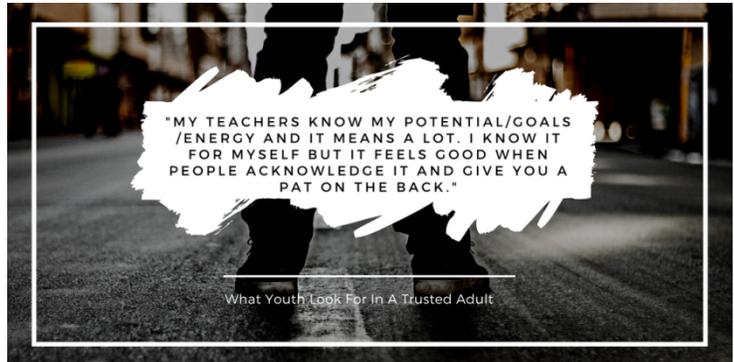
### What Youth Look for in Adult Allies

We know from existing research and practice that youth and adults who develop strong, healthy and reciprocal relationships are more equipped to work in partnership. Youth were asked about their relationships with adults, in particular an adult they trust. We wanted to learn what qualities and approaches the adult demonstrated.

They shared:

- When someone takes the time to specifically come to ask me, it matters.
- Help even when I make a bad decision/mistake. Supportive; If I have an issue I tell them, and they help solve it. Also respect that I am my own person and don’t get mad if they suggest something and I don’t do it. Unconditional support.
- Knows how to talk to you and be there.
- Respectful, friendly and they listen. (They like to listen!)

- They don't put youth down and believe in what youth do.
- Fun, nice, supportive, strong willed.
- Listens to me, drive me around, supportive even when I am not too nice.
- Approachable and have a good connection.
- Relatable, easy to talk to, shared interest with youth.
- Know when to back off.
- Invest time in you.
- Asks me how I am doing.
- When I feel upset (she) lets me go there and talk to her and sit in the back room till I cool down; makes time and quiet safe space.
- Having a safe and positive room. Makes you want to do stuff when you are part of a family. Gives me a feeling of belonging.
- See a vision when you tell them something, then help to make it happen.
- Trustworthy and understanding. They respect my opinions.
- Listens and helps; tries to understand what I am saying.
- Harsh but sometimes tell you what you need to hear. (Someone who is straight forward/truthful).
- Supportive, caring and reliable.
- Realistic and can guide, but then know when to step back and let young people move forward.



*Youth Participant*

The youth spoke about the unconditional support they have received, including when they felt they may not have been deserving of the support. Standing alongside youth, being respectful, creating space for them to be supported and spending the time needed were all important qualities in trusted adults.

### Youth Ideas on Steps to Move Forward

Lastly, the young people mapped out the steps they felt were needed to move forward in designing a youth strategy for Renfrew County.

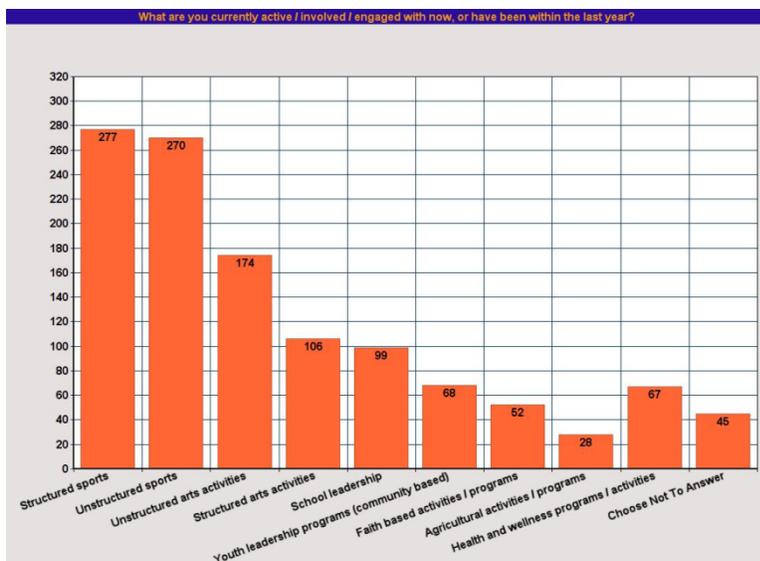
- This circle group keeps meeting to discuss changes and ways to improve.
- Fundraisers (to support the strategy).
- Telling adults who share the common interest at the (youth) club or (youth) center.

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- Motivational speakers from organizations like Tedtalk, Postsecret or create our own, (to inspire others).
- Identify best way to communicate with youth to support their ideas.
- Artistic introduction activities, such as dance, art shows and concerts (as a way to engage youth).
- Telling parents and coaches (about what is happening).
- Systems to connect youth with caring adults in school and out in the community.
- Advertisements – giant posters or banners downtown.
- Community activities with activities during the summer.
- Give more youth an opportunity to run programs for other youth.
- Have more youth summits and have youth speak rather than adults.
- More training for “heads” of organizations and decision makers.
- Build on the work -of the existing RCTB.
- Collaborate on resources.
- Training opportunities.
- Job opportunities (paid or volunteer).
- Actually, letting youth voice their opinions without getting mad.
- Words of power! Let youth know that their voices are powerful and can make a change.
- Giving educators more training on supporting youth in a positive way focusing on their strengths.
- Surveys (more of them).
- The school also needs to let students know that they can speak up.
- Remember to let kids/youth be kids and not “adultify” youth activities (asking kids to act, think, train ... like adults).
- Young adults should be able to attend certain “meetings” when the outcome will affect them.
- Young adults should be able to feel self-appreciated when doing “things.”
- For adults to make a paradigm shift (perspective) into our eyes to see our point of view.
- Youth need to find what they want to do and be encouraged to pursue it.
- One thing that youth need from adults is for them to give us time as we are starting to figure out our lives.
- Adults should listen and respect kids/teens wants and needs.
- For adults to listen to us.
- Young people/kids need a break sometimes too.
- Adults could try to not let kids feel uncomfortable.
- Food. (Have it at things so youth attend.)
- Adults should listen to kids and respect them.







skateboarding, snowboarding, going to the gym, hunting/fishing etc.) at 55%. Unstructured arts activities (poetry, playing an instrument, music, video making, drawing) 35%. Structured arts activities (school bands, theatre, choir, dance) were selected by 22%.

School leadership engaged 20%, and youth leadership programs that are community based engaged 14%, as did health and wellness programs / activities at

14%. Faith based activities / programs were attended by 11%, and agricultural activities / programs 6%. Nine percent selected, Choose Not to Answer.

To review all of the specific activities listed, please see Appendix D.

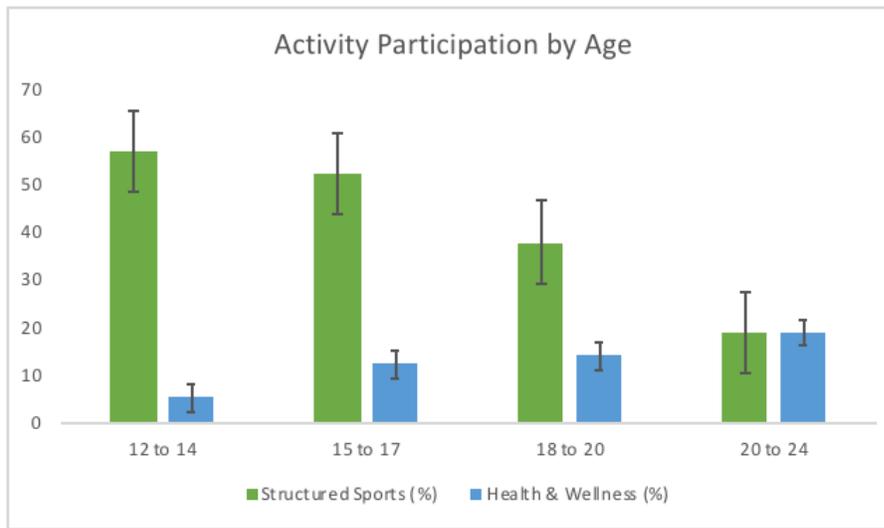
Some more specific analyses of the correlations between the demographics and the activities that they participate in reveal some important findings for the development of the youth strategy. The key finding is that the younger youth are, or the lower the school grade they are in, the more likely they are to participate in structured sports, structured arts, and unstructured arts. Also, if youth do not work they are more likely to participate in unstructured arts. On the other hand, if youth report that they work, they are more likely to participate in a leadership activity in their schools. Age, however, did not seem important to their engagement in community; no significant correlations were found between age and community engagement scales. For details on this statistical analysis, please see Appendix D Question 18.

This relationship between age and activity suggested that younger youth were more likely to participate in activities such as structured sports and conversely, older youth were more likely to participate in activities such as health and wellness. To test this further, the age of participants was gathered in 4 groups (1= 12-14, 2= 15-17, 3= 18-20, 4= 20-24) in order to tell us where exactly we saw the significant differences. For example, do 12-14-year olds participate in more structured sports than 15-17-year olds.

Within structured sports, the group with the highest participation rate was within the 12-14 year olds. They were participating significantly more than both the 18-20 group and the 20-24

group, but not significantly more than the 15-17 group. When it comes to health and wellness activities, the individual difference between age groups were not statistically significant, but the trend was towards increased participation as youth got older. The highest participation was seen among the 20-24 group. If Renfrew County is similar to other jurisdictions that we have conducted strategy survey work for, a review of the numbers of programs being offered by institutions and organizations would show that fewer programs are offered for older youth and young adults.

Presented below is a graph of the percentage of participation in each age group per activity. This gives us a visual representation of the change in participation across age groups.



This finding has some important implications for the strategy in terms of exploring why the drop-off in structured activities as young people age and whether this drop-off has implications for physical and mental health, and specific actions that might address this.

### How Youth Feel: The Qualities of Favorite Activities

We then asked a series of questions regarding their experiences in their favorite identified activities using a set of qualities that research has shown are the characteristics of effective programs for youth (See youthwhothrive.ca/Khanna 2014). We also asked them the same set of questions about the qualities of their favorite on-line activities. The results demonstrate that the qualities of off-line activities generate more positive experiences for youth than on-line. This suggests that a reliance on on-line activities as they currently exist for mitigating the challenges of rural environments is not the best solution, and that on-line environments need to be improved for young people.

Quality	Scale	Off line	On line
<b>Feeling Safe</b>  How safe do you feel when at this event or activity?	Not at all	2%	2%
	A little bit	1%	7%
	Moderately	8%	28%
	A lot	22%	34%
	Completely	63%	23%
	Did not answer	4%	6%
<b>Structure And Guidance:</b>  Is there the right amount of structure and guidance in this activity?	Not at all	1%	5%
	A little bit	7%	14%
	Moderately	15%	35%
	A lot	27%	24%
	Completely	45%	15%
	Did not answer	5%	7%
<b>Supportive and Caring</b>  How supportive and caring do you think the people there are?	Not at all	2%	3%
	A little bit	6%	12%
	Moderately	15%	32%
	A lot	33%	31%
	Completely	39%	16%
	Did not answer	5%	6%
<b>Included and Belonging</b>  Do you feel included by the group and that you belong?	Not at all	4%	4%
	A little bit	5%	12%
	Moderately	14%	30%
	A lot	26%	28%
	Completely	46%	21%
	Did not answer	5%	5%
<b>Positive Values</b>  Do you think the people in the group show positive values?	Not at all	3%	3%
	A little bit	4%	12%
	Moderately	19%	33%
	A lot	34%	30%
	Completely	35%	15%
	Did not answer	5%	7%
<b>Get things done</b>  Do you feel that you can get things done in this organization?	Not at all	3%	7%
	A little bit	3%	14%
	Moderately	13%	33%
	A lot	34%	24%
	Completely	41%	15%
	Did not answer	6%	5%
<b>Learn new things</b>  Do you think there are opportunities to learn new things	Not at all	2%	6%
	A little bit	4%	13%
	Moderately	10%	26%
	A lot	27%	30%
	Completely	54%	19%
	Did not answer	3%	6%

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Quality	Scale	Off line	On line
and develop new skills?			
<b>Connected</b> Is your involvement connected to your family, school, or other work you do in your community?	Not at all	11%	9%
	A little bit	12%	13%
	Moderately	17%	30%
	A lot	21%	24%
	Completely	31%	15%
	Did not answer	8%	9%

There is room in all of these qualities of the off-line experience for improvement, with most of them scoring 70%-75% in terms of “a lot/completely.” Learning new things and developing skills, getting things done were the top qualities youth experienced in their favorite activities. A focus for creating efficiencies and effectiveness of the Strategy might focus on improving the lowest score; connecting activity involvement to other aspects of a young person’s life: family, school and other work in the community. This can create synergies that leverages resources, improves communication and provides a more holistic comprehensive approach that improves outcomes for youth and the community.

**Learning About Opportunities**

Although the qualities of the on-line experience are less than favorite off-line activities, on-line does play an important role, roughly equal to family and friends for learning about the opportunities for youth that exist in Renfrew County. School as a source edged out all of the above by 5-6%.

- A total of 56% said School (teacher, announcement, poster).
- A total of 51% said Friends tell me / encourages me.
- A total of 50% said Family tells me / encourages me.
- A total of 50% said Social Media.
- A total of 25% said Media (Newspaper, News).
- A total of 25% said Media (Newspaper, News).
- A total of 24% said Adult ally tells me / encourages me.
- A total of 19% said Community organization.
- A total of 10% Choose Not to Answer.

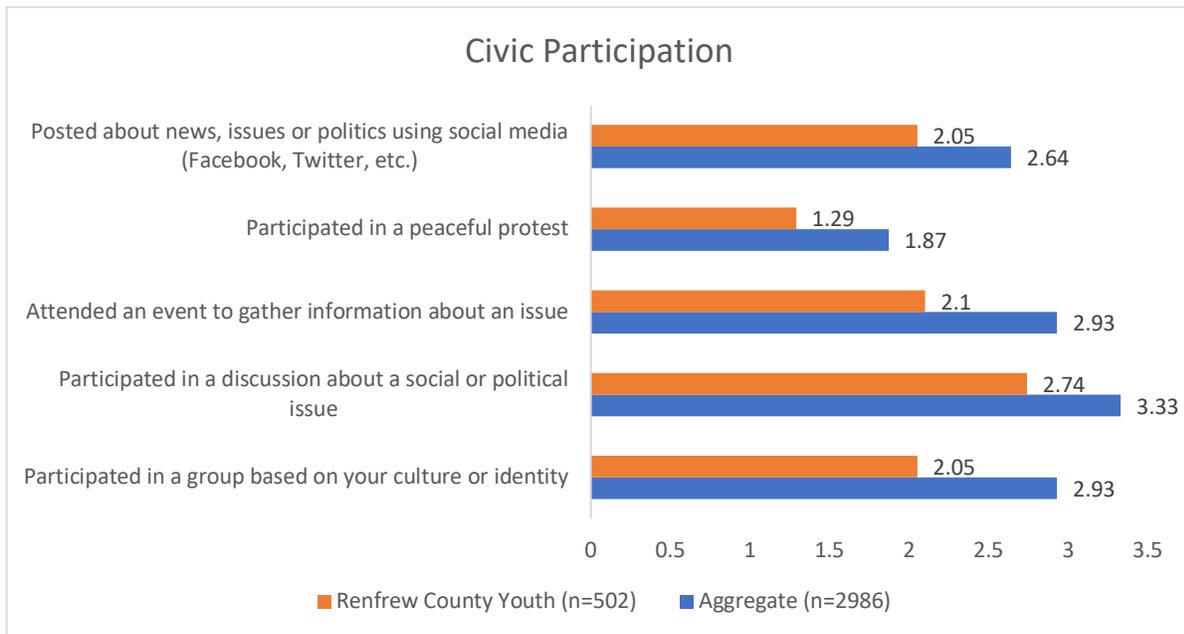
**How Does It Compare (Sharing the Stories)**

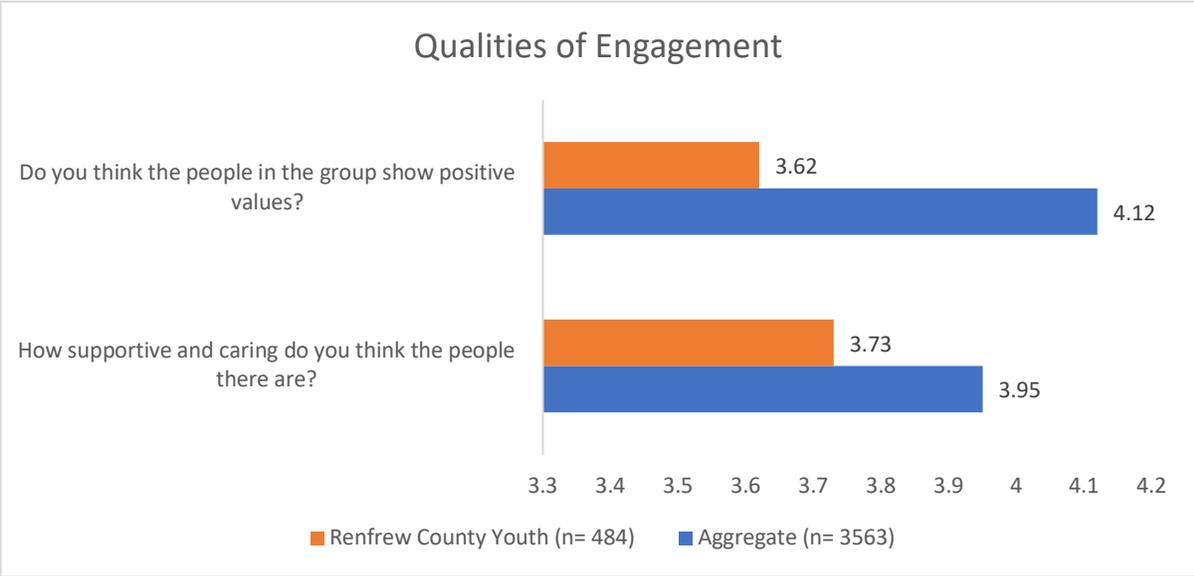
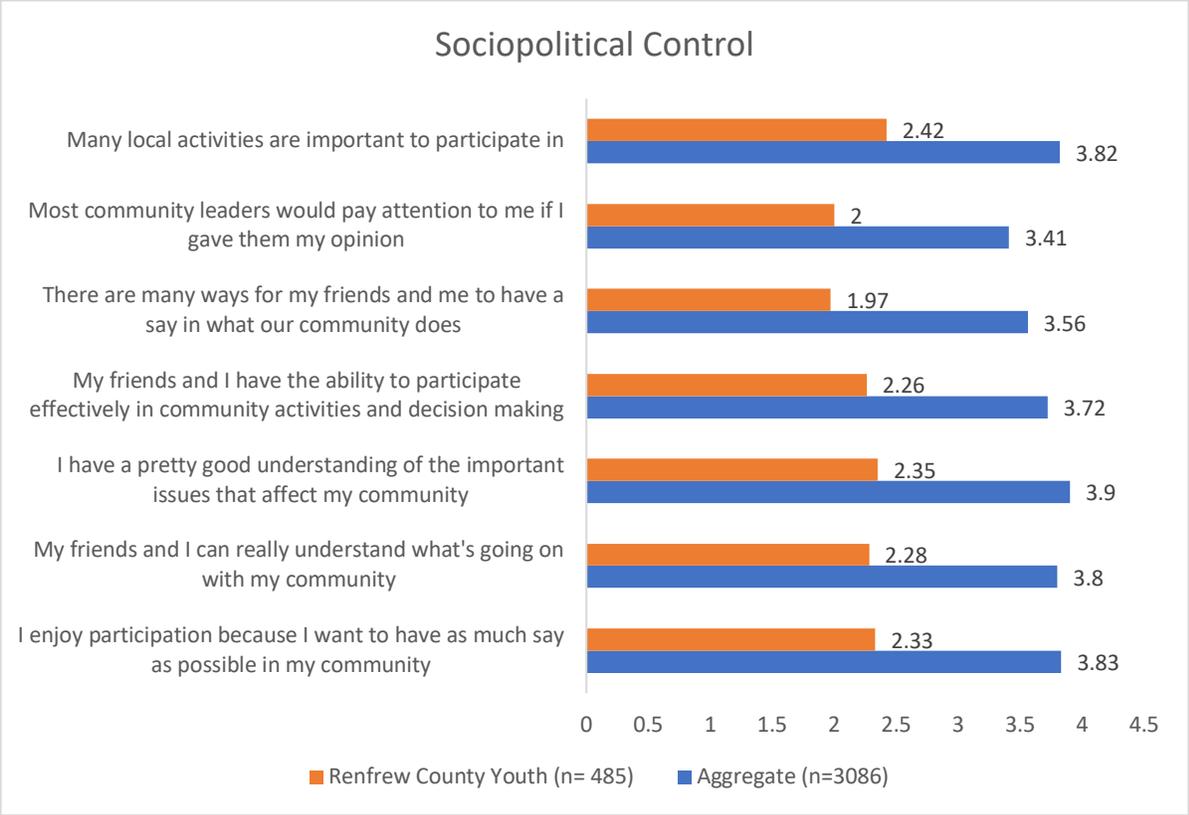
The objectives for the Strategy as identified by youth should also be examined in terms of what the research evidence indicates are important for youth to thrive and transition successfully into adulthood. Prosocial experiences, being engaged in community, feeling like you belong, feeling like your ideas and opinions matter, that you have some sense of control in your life, that people care about you — these factors matter. Developing **A**utonomy, **R**elatedness and **C**ompetence (ARC) as you grow makes for a successful adolescence and an effective transition

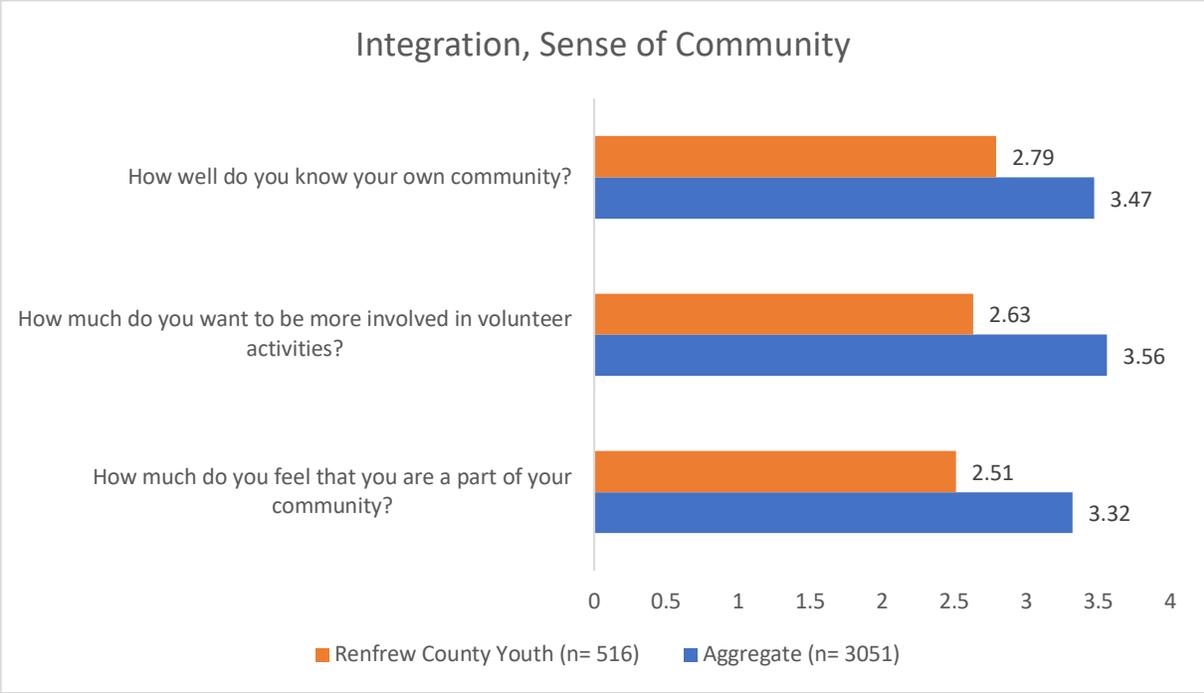


into adulthood (Khanna, 2014 youthwho thrive). The Ontario Government has developed ~~Stepping Up~~ an evidence-based strategic framework called **Stepping Up**, for improving youth outcomes to guide its youth funding programs and measure impact.

The following charts illustrate some of the Stepping Up **framework** outcomes as answered by the Renfrew County youth survey participants illustrated in orange. The blue is a comparison to an aggregate data set on the same measure from The Students Commission’s Sharing the Stories (StS) database. StS has collected data from more than 300 youth programs primarily in Ontario, but also nationally and internationally. It is important to note that the Renfrew County survey differs from the StS aggregate in that the aggregate was primarily from youth engaged in specific programs using StS to evaluate those programs while the Renfrew County survey is a general population survey. However, it will provide an excellent baseline to monitor impact of a Renfrew County Youth Strategy and it suggests that the focus a Youth Strategy will provide may generate important improvements in outcomes for Renfrew County youth aligned with the research evidence and the Stepping Up framework.







**Issues a Strategy Might Address**

Adults in the RCYN member’s survey and youth were asked what the most pressing challenges or issues youth between 12 – 24 years old in Renfrew County have to face. There was alignment between the top-rated issues that adults and youth saw (top rankings highlighted in red in the following chart). Employment related issues ranked lower in the youth survey results, but that may be because the larger percentage of youth respondents were in high school. This may be a research area to explore in the development of the strategy with a focus on 18 to 24 young adults.

Issue	Youth Ranking	Youth %	Adults Ranking	Adults %
Substance use / abuse.	3	63%	4	67%
Smoking and other tobacco abuse.	5	58%	6	50%
Access to school supports.	16	19%	10	25%
Self-image / self-confidence	4	62%	6	50%
Being bullied.	6	53%	7	42%
Bullying others.	10	32%	9	33%
Depression.	2	67%	2	83%
Anxiety.	1	69%	1	100%
Suicide / Self-harming.	7	49%	8	41%
Access to employment opportunities	11	30%	3	75%



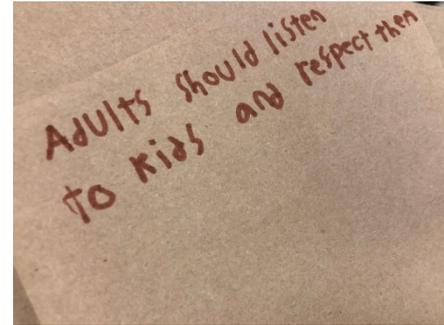
Transportation to/from activities, employment, school.	10	32%	5	58%
Community safety.	18	15%	12	8%
Racism.	9	33%	11	17%
Sexism.	10	32%	11	17%
Homophobia / Transphobia.	8	34%	11	17%
Age based discrimination.	12	28%	10	25%
Having to move outside Renfrew County to a larger city for school or work.	13	26%	4	67%
Housing issues.	14	25%	7	42%
Food security (having enough / healthy food to eat).	13	26%	5	58%
Access to health services.	17	16%	11	17%
Access to sexual health information.	15	23%	10	25%
Chose not to answer		6%		



## Final Words from Youth

There is a range of opinion about what could be improved for youth in Renfrew County. It's important to note that many youth identified very positive aspects of life and indicated that they thought the County was "perfect" and when asked what could be improved answered "Nothing I love it."

However, others had negative experiences as well as suggestions, and most importantly there was a strong indication of young people's willingness and desire to become engaged in community and generating improvements for community life.



***"Youth can be more open and willing to learn from adults as well as use their spare time to volunteer for causes they are passionate about to help their community in return. Youth can use their knowledge of technology and social media to create awareness for these causes and share their knowledge with older adults. "***

***"We as youth could start up groups rather than letting the adults create them all."***

***"It's not a very diverse place. There is a lot of pressure of being like the others to "fit in". Not enough room or encouragement for people who want to be different. "***

***"There is nothing to do for the older teens and young adults in this town."***

***"I have gained many strengths living and growing up in Renfrew County. I have learnt that it is very important to get out and involved in the community. I think being involved in the community really strengthens you because you meet so many people and learn so many things from others. Whenever you're going through struggles, your community is your support system and they really help you out. I have witnessed this first hand because the community really comes together when tragic events happen such as raising money via GoFundMe, raffles, sports events, etc. "***

## Strategies to Engage Youth in Future Development Work on a Youth Strategy

Working on a youth strategy involves considerable effort, commitment and resources from key sectors: RCYN member organizations, government, foundations and the local business community within Renfrew County – as well as commitment from local youth and young adults to join to become the architects of the strategy.

### What Are Youth Looking for in a Youth Strategy

We heard suggestions about what young people are looking for in a youth strategy. The data below can be added to what has already been gathered at various youth events and existing local research to help guide the RCYN on what young people are looking for in a youth friendly Renfrew County.

They are looking for increased sporting opportunities and space for them; both formal (such as soccer) and informal (such as skateboarding). They are looking for creative opportunities including arts, theatre and dance. They are looking for safe and free places simply to be; age relevant (including spaces for youth 18 and over) and with activities (at some times). Simply, they are looking for spaces to be. Be it for study groups, hanging out or taking part in some shared interest with others. Spaces and environments matter and are often a cornerstone of youth strategies. An essential step as the development of the youth strategy moves forward is determining effective practices for Renfrew County to engage youth in designing, not just the spaces but also the infrastructure required. This will help ensure any new (or repurposed existing spaces) are most likely to be used by young people.

Ideas included:

- Competitive soccer league.
- Some kind of music center where young people meet and play together and learn from each other.
- Arcade (A place youth can go play video games with their friends and socialize).
- Artist's Club – provide a place with instruments and art supplies for people to engage in these activities together and share experiences.
- Study group – a safe space for youth who are motivated OR unmotivated to work and think on and about school.
- Artistic introduction activities, such as dance, art shows and concerts.
- Famous people visit Pembroke.
- Make a business that can rent/provide free hobby supplies.
- Free of charge volleyball court.
- Free of charge teen centre – food/games/hangout spot.

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- YMCA.
- Places for JUST teenagers, not little kids. A center or even a night that is teen only.
- Summer camps for teens – camping, water gun fights ...
- More affordable/free trips. Example, Ottawa trips – lazer tag.
- Affordable Dance – Hip-hop, break dancing, contemporary jazz, ballet.
- More activities for young adults (17+). Young adult (18 – 24) programs like sports and clubs.
- Cheaper places to stay for college students.
- More LGBTQ activities.
- Job opportunities (paid or volunteer).
- Programs and services available in small towns that have such as LGBTQ groups and mental health services.
- School football teams.
- A mall (better/actually good stores) and a youth center.
- Clubs in school to support girl’s self-esteem.
- More help with exam studying and homework.
- Mental health awareness for youth.
- More group chats/ group circles.
- More mental health resources.
- Young people need more spare time.
- Create safe spaces/recreational opportunities for youth in the outskirts.
- Promote different things in school (not just sports).
- Youth and younger adult dances at the rec centre.
- Public pool.
- New Skate park.
- Clean beach.
- Clubs for everyone to be involved in that suits everyone’s interests.
- Increased access to both mental and physical health facilities for rural youth.
- High speed/ unlimited internet.
- Tournaments; example baseball tournament.
- Safe hangouts.
- Winter events or all-season events.
- Reliable public transportation.
- Try and prevent kids and teens from getting any recreational drugs and alcohol or booze.

## Creation of a Youth Strategy and a Movement

Creating a youth strategy is the creation of a movement: bringing together diverse youth and adults to support the development with varying degrees of participation and with differing roles and responsibilities. These are some proposed steps and actions that can be taken in order to continue walking in a good way to the creation of a Renfrew County Youth Strategy.

1. Identify 2 – 4 leads (within youth and adult members) to organize initial meetings and activities. This would include Co-Chairs of RCYN and potentially two others, to share roles and responsibilities.
2. Host community meeting sharing outcomes of initial report, inviting partners who hosted sharing circles to bring youth to event.
3. Encouraging RCYN members to post report on website, share in social media.
4. Create social media presence: Facebook Page, Snapchat and Instagram accounts for movement
5. Recruit youth and adults to participate in movement: promoting to schools, RCYN members, government, (Town, Township, provincial and federal), business groups, (for example, the Renfrew & Area Chamber of Commerce)
6. Organize open initial meeting – to promote and explore how it will move forward
7. Begin hosting bi-weekly open meetings of a youth/adult coalition with RCYN members encouraged to help transport youth attendees

*Being 'open' means that these meetings will be fluid: people will attend when they can; there is no permanent membership. At these meetings there are key components:*

- *Signing In: A tool that helps you know who was there and how to contact them again – generating a list of interested youth and adults*
  - *Community building: an activity to connect the youth and adults together each time*
  - *Today's Theme: what you will talk about, learn about, explore or plan around*
  - *Planning: Each meeting has time for planning of activities / events that will continue to gather input into the development of the strategy*
8. Determine goals, vision, mission and values of the movement. These will guide the work moving forward.
  9. Develop Teams that focus on key components: for example, finalizing the goals, vision, mission and values, data collection (like further survey's or circles), designing events and activities, fundraising and proposal writing, generating workshops/trainings that can be

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shared with RCYN members based on findings. These are examples: the strength in having smaller groups that meet independently and report back to the larger open group helps those who want (or need) more active roles and ongoing activity. It also helps with decision making, (leaving key decisions to smaller groups that report back to the open meetings).

#### 10. Planning Special Events and Activities

*Not everyone, youth or adults, want to attend meetings – but do want to be involved. Using the list of activities that young people have shared they are interested in, partnering with RCYN members to host a specific activity that fits their mandate. This could be anything from an open drop-in space, a sporting event, (like a pick-up soccer game), a fishing derby, a cultural event or arts event. The actual activity isn't what is most important – it becomes a tool, generated by the existing knowledge of what young people are looking for. What does matter is that:*

- *Members work collectively to promote the activity*
- *Members commit to supporting youth transportation to activities*
- *At activity, collect data, input and ideas from young people in creative ways*
- *Provide food / meal to participants*
- *Offer an end of activity evaluation to hear back on what worked and what could be strengthened*

11. Host Large Network meetings where leadership of RCYN members, along with active youth meet two – three times in a year to check in, share update, provide guidance and feedback and support the ongoing movement.
12. Host Writing Sessions. Once you have the information you need to reach your goals, vision, mission and values you can begin a collective writing process: prioritizing key components, processes and multi-year work plan. These sessions if open allow for young people and adults to come and go as need be. We would recommend a weekend activity of reviewing knowledge gathered, prioritizing and writing key sections of your youth strategy.
13. Finalize your Youth Strategy by bringing it back to the larger group of RCYN members and youth. Through an online and in person feedback process you can now have a final Youth Strategy.
14. Gain endorsements from schools, RCYN members, government, (Town, Township) and businesses and business groups to ratify final strategy.

Appendix A includes a workplan that fully explores the components, steps and a proposed timeline. The timeline can be adjusted as necessary based on the planning and execution

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strategy for the youth strategy. This tool has concrete actions that can be taken by members of the RCYN and starts with a community presentation of the report. That is the first step that we propose will spark action throughout Renfrew County.



## Conclusion: In A Good Way

**In a good way** means while respecting the tremendous amount of work undertaken to date by the RCYN including its youth members, adult allies and partner organizations, you acknowledge the great deal of work to be completed as you walk this forward on this path.

**In a good way** means this journey is youth centred. It is working intentionally and diligently to engage a diverse group of youth: in age, gender, orientation, background, culture, geography and lived experience. It is the commitment to not leave a population of youth behind because they are ‘too difficult to engage’ or there aren’t enough resources, (for transportation for example). It is valuing this diversity and ensuring adults who can build the relationships that matter so much are involved in leading the way forward. It is being OK with meetings that look different than what one might take part in during an average work day: where different approaches and styles of engagement are used and celebrated.

**In a good way** means recognizing that the designing of a strategy becomes an action for youth in itself and in that, includes activities in this report as tools to engage those who wouldn’t traditionally come to meetings to share their ideas. In doing so, you will gather knowledge about what the strategy could include while addressing the immediate needs identified by youth as to what they require today in Renfrew County.

**In a good way** means you have agreed upon shared values amongst partners and acknowledge that each partner, whether individual or organizational, younger or older – that they will have their own strengths, gifts and assets to share. No one partner is more important than another; no one individual agenda or focus outweighs another. The goals and priorities need to be collective for the strategy to be most successful, not driving forward the needs and interests of any one person, program or organization. It is best when this is acknowledged and allows partners to leave their agenda at the door when working on the strategy with each partner focusing on the collective outcome.

**In a good way** means that the outcomes of your journey will address the core needs identified and shared by young people in Renfrew County: they will have stronger supports for their mental and physical well-being, they will have space for talking, sharing and connecting with one another, there will be mechanisms to meaningfully ensure their voices are part of decision making and that young people in Renfrew County more than anything know, believe and feel that they belong.

**In a good way** is the best way to creating a strategy that changes organizations, systems, policies, viewpoints, processes and in the end, young people’s lives, for the better.

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## Appendices

### Appendix A Work Plan to Create A Youth Strategy

Component	Steps	Timeline
<b>Sustain, Enhance Engagement</b> Report back, engage youth and RCYN members in validating data, digging deeper into findings, generating ideas, recommendations to pilot	Report Presentation to RCYN	May 2018
	Youth-led social media campaign with initial findings	May 2018
	Repeat Sharing Circles (repeat sites that participated, also invite new youth): share back results, ask for answers to questions arising from initial data	May - June 2018
	Set up Youth Strategy/Amplify Teams with Adult Allies that meet regularly to talk (Sharing Circle extension) and execute	May 2018 Reset Summer Fall 2018
	School Assembly Presentations by youth giving feedback with Ideas Boxes	May – June 2018
	Form Core Youth Leadership Team (YLT) from Circles	Fall 2018
<b>Get things done Test ideas</b> Balance talking and discussion with activity-based action and progress	YLT, Sharing Circle Teams, RCYN volunteers generate pilot events, activities, services to test ideas, engage diverse youth. Start with initial list from Report.	May 2018 Reset Summer Fall 2018
	Develop short-term, medium-term, longer-term ideas	Summer 2018
	Monitor and ensure diversity of experiences, and inclusion. See Learning and Training.	Summer Fall 2018
<b>Generate revenue</b> Form partnerships and collaborations to seek funding, develop proposals	Identify opportunities for shared programs, services, shared revenue opportunities	May – Dec 2018
	Develop Revenue Team, with youth members, to meet and write budget for the Strategy.	Fall 2018
	Identify “micro” grant opportunities for youth (eg Canada Service Corps, Laidlaw Foundation, CHEO)	May - Sept 2018
	Revenue Team sets Proposal, Revenue Targets with short-term small fund-raising projects for quick successes, longer term for sustainability. Adults support with training.	Fall 2018
	Revenue Team meets regularly as part of Strategy	Ongoing
<b>Enhance, expand collaboration (RCYN)</b> Design intentionally to create opportunities for youth and staff (front line, leaders) from different organizations/services to interact.	Seek to use Strategy to enhance interactions among RCYN, intentionally create opportunities for youth/youth workers from different organizations to interact.	May- Fall 2018
	Seek to add new members to RCYN and Strategy.	May- Fall 2018
	Seek input from diverse stakeholders into the development of the Strategy by inviting them to support, attend pilot events.	May- Fall 2018
	Create formal agreement re support for Strategy (in principle first, shared revenue, activities as trust develops).	Fall 2018

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Component	Steps	Timeline
<b>Employ youth</b> Create job opportunities for youth through the Strategy.	Persuade Renfrew County Organizations who have summer funding employment dollars to dedicate youth jobs/time to researching and developing the Strategy.	May - June 2018
	Identify various Teams (Get Things Done, Revenue etc) and hire Youth Leads (part-time and/or full-time as Strategy evolves.	Fall 2018
	Identify revenue streams/sources for long-term Strategy Execution jobs for youth	Summer Fall 2018
<b>Learn new things</b> Assist engaged youth team to learn new skills.	Youth/adult team design additional data collection plan to address gaps.	May -June 2018
	Youth collect and analyze data, with adult allies, attending pilot events and regular County events to interview and survey their peers, host focus groups.	July – December 2018
	Provide training on diversity, inclusion, engagement, program design, project management, service projects.	May – Fall 2018
<b>Co-write, finalize and ratify</b> Engage all stakeholders in co-creation and ratification of Strategy	Youth/Adult Team Members agree upon a Ratification Plan	Sept 2018
	Youth/Adult Team Members agree upon a Set of Principles and Purpose for the Strategy, circulate and ratify.	Oct 2018
	Design and host a two 2-day Strategy Writing Sessions for Youth/Adult Team Members when data analysis is finished.	Jan- Feb 2019
	Youth Teams present Strategy to appropriate Stakeholders: Youth (Sharing Circles/Social Media), Network Members, Municipalities, County	Jan – March 2019
	Revise and execute Ratification Plan	April 2019
<b>Evaluate and celebrate</b> Engage a broad range of stakeholders in learning about and celebrating strategy successes as it is tested and written.	Design and implement evaluation of pilots to inform development and funding of Strategy. Engage youth as implementers of evaluation.	May -June 2018 July- Fall 2018
	Prepare evaluation report as part of the Strategy Rationale.	Late Fall 2018
	Design and host a series of milestone celebrations to invite and engage diverse stakeholders in following the success.	July- Fall 2018
	Design and host Ratification Ceremony and Celebration Event.	April 2019

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## Appendix B: Youth Survey Questions



### Mapping Out the Future For Youth In Renfrew County

We are excited you clicked the link and have come to share your thoughts and ideas about growing up in Renfrew County and how to ensure where you live is friendlier for youth and young adults and is somewhere where you feel like you matter, are important and know that you belong. We are also excited because from all those who complete the survey, one entry will be randomly selected to win a \$200 Visa Gift Card.

This survey is being conducted on behalf of the Renfrew County Youth Network, made up of more than 40 organizations, governments and systems (like school boards). The Network has been working to create a youth strategy for Renfrew County and District and you taking part today is very important.

Your experiences, expertise and ideas matter to us. It will help us be able to provide the very best advice to the Network as they move forward with young people from Renfrew County in developing a youth strategy that will help ensure young people have their needs better met.

A youth strategy isn't that much different than say, Google Maps. Basically: you input where you are right now and add the location you want to be, click a button and voila: Google tells you the best way to get there. It highlights the times it will take, any obstacles that might be present and offers some alternate routes.

That's what a youth strategy will do as well. It will be a map that can be used by youth, adult allies, organizations and governments over a period of time to ensure your community is best able to support you, your friends and other young people.

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Are you between 12 – 24 years old, live in Renfrew County and interested in completing this survey?

Yes    No

## **Giving Your Consent**

### **CONSENT**

We value your information and want to ensure you understand fully the following:

I have read and understand the Letter of Information and Consent below and understand that:

- My participation is voluntary
- I can withdraw up until I click submit
- I can choose not to answer any questions if I do not want to

If I am over 12, I can give my own consent. If I am under 12, I cannot participate in this survey.

By selecting one of the following options, I am verifying that: I have read the Letter of Information and all of my questions have been answered.

### **Letter of Information and Consent**

Study Title: Sharing the Stories

Name of Researchers: Christa Romaldi, The Students Commission of Canada  
Ben Kutsyuruba, Faculty of Education, Queen's University

We are asking participants in this program (this survey) to take part in a research study examining how youth and young adults engage in this program. If you agree to participate, your survey results will be added to the survey results of youth and young adults across the country. There are no known risks for taking part in this study.

There is no obligation for you to say yes to take part in this study. You don't have to answer any questions you don't want to. You can stop participating at any time without penalty.

You may withdraw from the study for three months after completing the study by contacting Christa Romaldi at [christa@studentscommission.ca](mailto:christa@studentscommission.ca). There are no direct benefits to you for participating in this research.

We will keep your data securely indefinitely. Your confidentiality will be protected to the extent possible by replacing your name with a unique code for all data and in all publications. The code list linking real names with unique codes will be stored separately and securely from the data. Other than the research team, only research assistants who have signed a Confidentiality Agreement will have access to any of the data.

We hope to publish the results of this study in academic journals and present them at conferences. All information will be presented at the group level. There will be no way to trace your responses directly to you.

If you have any ethics concerns please contact the General Research Ethics Board (GREB) at 1-844-535-2988 (Toll free in North America) or [chair.GREB@queensu.ca](mailto:chair.GREB@queensu.ca).

If you have any questions about the research, please contact Dr. Ben Kutsyuruba at [ben.kutsyuruba@queensu.ca](mailto:ben.kutsyuruba@queensu.ca) or 613-533-3049 or Christa Romaldi at [christa@studentscommission.ca](mailto:christa@studentscommission.ca) or 416-597-8297.

This Letter of Information provides you with the details to help you make an informed choice. All your questions should be answered to your satisfaction before you decide whether or not to participate in this research study.

I consent to participate in this research study.  
I DO NOT consent to participate in this research study.

---

### **A Little About You**

We want to get an idea of who you are and where in Renfrew County and District you are from.

Postal Code  
Gender  
Town/City  
Current Age  
School Grade

- Not In School
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Final year of high school (after graduation)
- First Year Post Secondary
- Second Year Post Secondary
- Third Year Post Secondary
- Fourth Year Post Secondary
- Continuing Education
- Choose To Not Answer

### Are you working

- Not working
- Part time
- Full time
- Choose Not To Answer

### Are you looking for work?

Do you work with your family / family business (farm, restaurant, taking care siblings etc.)

Currently volunteer somewhere?

Do you drive (have access to vehicle)?

Do you identify as First Nation, Metis or Inuit?

Do you identify as Francophone?

Do you live with someone in the military?

Do you use any of these at least once a week (or more)? (Check all that apply)

- Facebook
- Instagram
- Snapchat
- Twitter
- Other Social Media

### Your Experiences

What are you currently active / involved / engaged with now or have been within the last year?  
(Check all that apply)

- Structured sports activities (hockey, soccer, track and field etc.)
- Unstructured sports activities, (pick up sports, skateboarding, snowboarding, going to the gym, hunting/fishing etc.)

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- Structured arts activities (school bands, theatre, choir, dance)
- Unstructured arts activities (poetry, playing an instrument, music, video making, drawing)
- School leadership
- Youth leadership programs (community based)
- Faith based activities / programs
- Agricultural activities / programs
- Health and wellness programs / activities
- Choose Not To Answer

Are there other experiences you have had that aren't listed above?

The following questions help us to learn about the setting or environment of your event/activity/program. Please think of your favourite activity (from above) and share it below:

Based on your favourite activity (from above) please answer the following:

How safe do you feel when you are at this event/activity/program?

Do you think there is the right amount of structure and guidance?

How supportive and caring do you think the people there are?

Do you feel included by the group and that you belong?

Do you think the people in the group show positive values?

Do you feel that you can get things done in this organization?

Do you think there are opportunities to learn new things and develop new skills?

Is your involvement connected to your family, school, or other work you do in your community?

Answer Format

Not at all

A little bit

Moderately

A lot

Completely

Choose Not To Answer

Please indicate how often in the past year you have done the following things:

Participated in a group based on your culture or identity

Participated in a discussion about a social or political issue



Attended an event to gather information about an issue  
Participated in a peaceful protest  
Posted about news, issues or politics using social media  
(Facebook, Twitter, etc.)

Answer Format

Never  
Once or Twice  
A Few Times  
Often  
A Lot  
No Answer

How much do you agree or disagree with the following statements?

I enjoy participating because I want to have as much say as possible in my community.  
My friends and I can really understand what's going on with my community.  
I have a pretty good understanding of the important issues that affect my community.  
My friends and I have the ability to participate effectively in community activities and decision making.  
There are many ways for my friends and me to have a say in what our community does.  
Most community leaders would pay attention to me if I gave them my opinion.  
Many local activities are important to participate in.

Answer Format

Strongly Disagree  
Neither Agree or Disagree Agree  
Strongly Agree  
No Answer

Please answer the following questions.

How much do you feel that you are part of your community?  
How much do you want to be more involved in volunteer activities?  
How well do you know your own community?

Answer Format

Not at all  
A little bit

Moderately  
A lot  
Completely  
No Answer

### Your Expertise

A growing number of young people communicate, share information and participate in activities online vs being in person. Do you participate in any of the following online community or engagement activities?

Facebook Groups:

Group Chats (via text, social media)

Online Communities (i.e. TakingItGlobal, Game Systems, Reddit etc.)

Online surveys from local / national programs geared to youth / young people

### Answer Format

Daily

Weekly

Monthly

Rarely

Never

If you do engage / use of the above:

How safe do you feel when you are in this community?

Do you think there is the right amount of structure and guidance?

How supportive and caring do you think the people there are?

Do you feel included by the group and that you belong?

Do you think the people in the group show positive values?

Do you feel that you can get things done in this community?

Do you think there are opportunities to learn new things and develop new skills?

Is your involvement connected to your family, school, or other work you do in your community (online or in person?)

### Answer Format

Not at all

A little bit

Moderately

A lot  
Completely  
No Answer

How have you heard about youth opportunities that exist in Renfrew County?  
Check all that apply

Friends tell me / encourages me  
Family tells me/encourages me  
Adult ally tells me / encourages me  
School (teacher, announcement, poster)  
Community organization  
Social Media  
Media (Newspaper, News)  
Choose Not To Answer

When you have heard about something that interests you what is it that helps you end up taking part?

Comment Box

When you have taken part in something, what helps you keep going / attending / participating?

Comment Box

In your opinion what are the most pressing challenges or issues youth between 12 – 24 in Renfrew County have to face?

Substance Use / Abuse  
School Support  
Self-Image / Confidence  
Being Bullied  
Bullying Others  
Depression  
Anxiety  
Suicide / Self-Harming  
Employment Opportunities  
Transportation To/From Activities, Employment, School  
Community Safety

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Racism  
Sexism  
Homophobia  
Age Based Discrimination  
Potential Of Having To Move Outside Renfrew County To A City For School / Work  
Housing  
Food Security  
Access to Health Services  
Access to Sexual Health Information  
Choose Not To Answer

Young people overcome challenges by having strengths. What strengths have you gained by living / growing up in Renfrew County?

Comment Box

In your opinion what would make Renfrew County a better place for you to grow up and live in?

Comment Box

Are there any ideas (from your experiences or things you have seen/learned from others/online) that you would like to see available for youth in Renfrew County?

Comment Box

What role can young people play in helping create a more youth friendly Renfrew County?

Comment Box

Wrapping Up

Thank you for sharing your experiences, expertise and ideas.

If you choose not to include your contact information below, but still want to be included in the draw for the \$200 gift card, please email [youmatter@3things.ca](mailto:youmatter@3things.ca) and include your name and phone number. This information will only be used to contact you if you are the winner of the draw.

Point in Time

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This is the 1st time I have filled in this survey.  
This is the 2nd time I have filled in this survey.  
This is the 3rd time I have filled in this survey.  
Choose Not To Answer

If you would you like more information and to be contacted to be further involved in creating a youth strategy in Renfrew County this information will only be used for that. You are very welcome not to include this information.

Name  
Email Address  
Phone Number



## Appendix C: Funding Opportunities for Development of a Youth Strategy

### Ontario Trillium Foundation Grow Grants

#### Annual

- Grants that support the evidence-based development of activities to achieve a Priority Outcome
- Replicating or adapting a proven, successful project that is new to the applicant organization
- Action Area: Promising Young People
- Priority Outcome: More youth are meaningfully engaged in the community
- Grant Results: Youth are involved in creating solutions for challenges facing their communities

Using the Kingston Youth Strategy as a proven, successful project, both in its creation of a local youth strategy and the ongoing development of a youth friendly community, this initiative would be new to the applicant organization / collective of the RCYN.

### Ontario Trillium Foundation Transform Grants

Organization Registration Deadline: October 17, 2018

Application Deadline: November 7, 2018

The Transform Investment Stream will invest in projects that use collective strategy and transformative action to tackle complex community issues and create lasting change. It will provide greater clarity and simplicity to applicants seeking funding for transformational projects through a program designed to build on the success of our Collective Impact approach. It will also provide access to large grants in local communities and funding for projects of regional and provincial scope.

As the collective has not been successful with the Youth Opportunities Fund, this new fund may be a stronger fit, based on the geographic scope of Renfrew County and the natural movement to a structured collective impact model of working together amongst the members of the RCYN. More information will be released in the coming months.

## Laidlaw Foundation Scaling Impact

Scaling Impact supports youth-led groups that have made a significant contribution to the inclusion and wellbeing of young people, to enhance and expand their impact and influence. More specifically, it invests in groups that:

- have demonstrated relevant and effective approaches for improving systems meant to serve young people and/or creating alternative spaces that meet the needs of young people that are being underserved
- are advocates that engage with and work to influence decision-makers;
- have solid and appropriate partnerships in place; and
- are recognized as an important and essential service/space/advocate by the young people they reach and other stakeholders

This fund speaks to the young people active in the RCYN Amplify! activities, and by the summer there could be a strong youth led component of the strategy development process. With strong partnerships within the RCYN and having youth influence adult driven organizations there is a strong fit.

These can be challenging grants to get accepted and we would recommend communications with the Laidlaw Foundation prior to submitting and expression of interest.

Applying for a Scaling Impact grant is a two-step process that begins with submitting an expression of interest.

Expression of Interest Deadline: TBC, likely June 2018

Notification of whether a full application is being requested: TBC

## United Way Renfrew County

Deadline: March 2019

Using this report and the work that will be done in the first year as evidence of the need, this grant has aligned goals with what may come out of the Youth Strategy, in particular their Strategic Priorities: Child Poverty, Youth, Transportation and Health Services.

For example, a focus of this year's application were programs that had a goal to lower the risks for children and teenagers through:

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- i. early intervention measures to prevent the development, amongst teenagers, of long-term problems and high-risk behaviours that could lead to personal injuries and conflict with the authorities
- ii. support measures helping families and communities meet children and teenagers' essential needs, including emotional and social needs.

#### Pembroke Petawawa District Community Foundation

Though the funding requests have passed for 2018, there would be great value in reaching out and visiting to determine if any of the future work, (2019) would fit within the Foundation's strategic goals and activities. Though small grants, (between \$1000 - \$5000) there could be a plan around engaging youth in the Pembroke and Petawawa area in 2019.

#### Employment and Social Development Canada

##### Career Focus – Community Coordinator (CF-CC)

This program allows an organization, (for example, a member of the RCYN) to lead a skills development program for a minimum of 8 youth, (ages 15 – 30) where they will gain employment experience and skills related to their field of studies or career goals. The duration of the work experience will vary but is normally at least six months and not more than twelve months.

A program of this nature could include placements at various RCYN members organizations where young people focus a portion of their time on the development of the youth strategy.

80% of the costs associated with operating and delivering approved activities; contribution recipients are required to leverage (to include contributions {cash or in-kind} provided by project partners other than the Department) a minimum of 20% of total project costs.

This fund has an ongoing application process.

#### Youth Take Charge

Deadline: September 15<sup>th</sup>, 2018

The Youth Take Charge Program aims to strengthen youth attachment to Canada through engagement. Our key expected results include youth being engaged in communities and aware

of the importance of being an active and engaged citizen. In this context, youth is defined as individuals between 7 and 30 years of age. They support organizations delivering youth-led projects that exemplify the ability to strengthen youth attachment to Canada and involve activities in civic engagement and youth service.

This fund can typically fund up to 75% of eligible expenses and though they have a maximum agreement up to \$500,000 per year, generally approved applications are for \$80,000.

This could be an ideal fund to support the completion of the strategy throughout 2019. The existing partnerships that exist, the knowledge generated in this report and in consultation with youth and the rural focus would make a youth led initiative attractive to this fund.

### Local Service Clubs

In rural Ontario there is a strong commitment from local service clubs to support with one off requests or in an ongoing relationship programs to support positive youth development.

Some suggestions include:

Freemasons of Canada in Ontario Renfrew  
Pembroke Masonic Lodge  
Civitan Club of Pembroke Inc.  
Greater Petawawa Civitan Club  
Kiwanis Club of Pembroke  
Knights of Columbus  
Renfrew Kinsmen Club

Renfrew Lions Club Inc.  
Pembroke/Petawawa Lions Club  
Renfrew Loyal Orange Lodge #1384  
Rotary Club of Pembroke  
Rotary Club of Renfrew  
Rotary Club of Petawawa  
Renfrew Legion, Branch 148

### Local Businesses

In our travels throughout Renfrew County we met with several independent business owners who were excited to hear about the development of a local youth strategy. There are opportunities to develop partnerships and create a fundraising process that will help support activities and special events. Developing relationships with key business interest groups, such as the Renfrew & Area Chamber of Commerce, Canadian Federation of Independent Business (Pembroke) and the Pembroke Downtown Development Commission, (for example), could support an approach to individual businesses.

## Appendix D: Favourite Activities: Question 18

Survey Question 18: Specific favourite activities within the Categories of Question 17 survey that Renfrew Youth are **currently active / involved / engaged with now, or have been within the last year:**

I enjoy playing with computers, robots and hobby-grade RC trucks (Traxxas)  
 At school in drama room with other girls we do yoga, pop Pilates  
 I really like the Killaloe soccer league it's close to my house and I enjoy soccer the only problem is that it only goes up to 14 so i now ref  
 Health and Wellness based programs like yoga or going to the gym  
 The setting of my environment is in Pembroke, ON  
 Hi I like playing the flute. I am in so many bands at this point that I don't really have any f\*\*cks left to give about anything else  
 I really enjoy playing volley ball it is my favourite sport. I have been the captain for three years.  
 Structured Sports Activities, Figure Skating, Basketball, volleyball, T&F  
 The 4-H club e.g. Rabbit agility, Square dancing, food making & beef showing clubs  
 My favourite activity to do is drawing, I commonly do it in my spare time  
 I guess the agricultural activity, because we have a garden at home and I like growing food.  
 Singing as a leader in the mezzo-soprano section of the high school choir  
 Being active either through school sports or going to the gym with friends  
 Hunting, it's a bonding experience that I get to have with my family and friends which brings everyone closer so I feel as the I have a family with my friends outside of a family  
 School leadership because it helps me become more involved with the school  
 I attend church in Barry's Bay when I visit home, and it is hosted out of a school. I enjoy horseback riding; however, I have moved my horse outside of the Renfrew County now while I am at university.

Art	Soft ball for school	Swimming
Football	Structured sport activities	Football
Peers to help with social skills	Skiing/ snowboarding	Skiing
Play outdoors	Music	Skateboarding
Band and Singing	fishing	Track and Field
Ringette	Hockey	Art
Drawing	Shopping	gymnastics
Painting	SFX makeup and painting	Unstructured arts
Ringette (ice sport)	Skiing/snowboarding	
4-h	making wooden tables chairs etc.	Hockey and biking
Art and science	Hockey, track and field	Soccer, football, wrestling, track and field
Hanging out with friends	Hockey	Kittens
Playing sports	Ice fishing, Animating,	skating
Art activity	drawing	spending time with my family
	Hockey	

sports  
 Dance  
 School Hockey  
 Working out  
 Dance  
 Volleyball  
 Hockey and volleyball  
 Sports  
 Structured sport activities  
 Hockey through BBAMHA  
 Fishing  
 Theater  
 Rugby  
 Going to the gym  
 Sports club  
 soccer  
 Hockey  
 Writing and drawing  
 Soccer  
 Basketball  
 Structured Sport Activities  
 Hanging with friends  
 Hockey  
 Basketball  
 Reading  
 Football  
 Volleyball  
 Volunteering  
 Golf  
 Structured sports  
 Gym with Mr. Gilks  
 Sports - volleyball, soccer,  
 badminton  
 Hiking  
 Basketball  
 Fishing  
 Read  
 Anything to do with music  
 Music  
 Soccer  
 School rugby and volleyball  
 Sharing Circle  
 Singing(choir)

Mentor at girls rising  
 program  
 Sports  
 Swimming and weightlifting  
 Rugby  
 Working out  
 Hockey  
 Employment center  
 Fishing  
 basketball  
 soccer hunting fishing  
 Basketball  
 activity programs  
 drama/destination  
 imagination  
 Playing Minecraft and Roblox  
 Writing in a writers group  
 I play dnd and guitar at home  
 key club  
 sleeping  
 videogames  
 Swimming  
 Figure Skating  
 Hiking through Algonquin  
 Key Club  
 Snowmobiling  
 Four wheeling  
 A R T I DRAW CATS  
 Roleplaying  
 going to the gym  
 Skiing  
 Playing music and rugby  
 Soccer/sports  
 Sports  
 MMA  
 Horseback Riding  
 Acting  
 leadership  
 Reading and kms  
 horseback riding  
 horseback riding  
 Hockey  
 Soccer

Reading  
 basketball  
 Badminton  
 Gym  
 Fishing  
 Swimming  
 Swimming  
 Arnprior Packers rep b  
 hockey  
 outdoor activities  
 Rugby  
 Snowboarding at Pakenham  
 Soccer  
 Hunting  
 fishing/trail riding/kayaking  
 Figure skating  
 Playing hockey  
 Sports  
 Curling  
 Youth Leadership Program  
 Crafting  
 dance  
 Yoga  
 music  
 Health and Wellness courses  
 Volleyball and Fishing  
 BMX  
 Hockey  
 skiing  
 Hockey  
 Hockey  
 Gymnastics  
 Yoga  
 Church Bible Study  
 Community Volunteering  
 Band  
 Hockey  
 Basketball  
 Medical First Responder  
 volunteer  
 Girl Guides  
 Fishing  
 drawing

Mindfulness  
 Fishing  
 Hiking  
 Yoga Classes  
 Algonquin College Gym  
 Tennis, skiing, badminton,  
 walking  
 Working out at the gym  
 I teach Swimming at the  
 community pool  
 Soccer team  
 Youth group at church  
 Fishing  
 Varsity Girl's Hockey Team  
 Structured activities  
 School based team sports  
 School Leadership  
 High school basketball  
 Unstructured Sports and  
 outdoor activities  
 Baseball  
 Sports  
 Hunting  
 Hockey AA  
 Youth education  
 Snowmobiling  
 Faith based activities  
 Volleyball  
 Dancing  
 Music  
 Youth group in Cobden  
 School Band  
 Unstructured arts activities  
 Going to the gym  
 Video games  
 Hunting / fishing  
 Sports  
 Theatre  
 BMXing  
 Volleyball  
 Hockey and softball  
 Getting healthy  
 Structured sports

Playing Instruments  
 Band  
 Cross Country (with school)  
 Ringette and youth group  
 organized sports activities  
 Youth leadership  
 Racing motocross/ organized  
 sports  
 Theatre Group at local  
 theatre venue  
 "WE" ADHS Club  
 Missions trips  
 Snowboarding and singing  
 Student council involvement  
 Structured arts  
 Camp counsellor  
 Playing guitar  
 Video editing  
 MVDHS  
 alpine and Nordic skiing  
 School Leadership  
 Videos  
 Zumba  
 Tennis or snowmobile  
 Pembroke early years centre  
 Reading and Writing  
 Whitewater Kayaking  
 Kayaking  
 Junior Farmers  
 Bowling, baseball,  
 fishing/hunting  
 My school's leadership  
 program!  
 Girls Rising  
 Aboriginal Culture &  
 Traditions  
 Hockey

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## Appendix E: Biserial correlations: age and types of activities

Presented below are the exploratory analyses done on the data collected among the youth in Renfrew. In order to gain an understanding of the relationships among the variables, point-biserial correlations were done. These types of correlation are no different from regular correlations, in that the variables presented in the tables below were all compared in pairs to determine whether there was a common pattern. The numeric values that represent the correlations range from -1 (100% negatively correlated) to +1 (100% positively correlated), where 0 represents no correlation.

The specific type of correlation performed is called a point-biserial correlation, which means one of the variables has only two responses (0=No and 1=Yes). The variables that had only two response options were those related to activities. Negative correlations represent that as one variable increases in value we expect the other variable to decrease, for example, if we are looking at age and structured sport participation and some responds no to sport then we expect them to be older if there is a significant negative correlation. Significance is a statistical method that determines whether the correlation found between two variables is actually sound and not due to random error of variation.

Finally, the graphs below are organized by numbers. In the first column, the names of the variables are listed with numbers. Those same numbers without the variable names are in the first row. In order to see the correlation between two variables we find one variable in the first column and the next variable in the first row and the corresponding correlation is where they meet within the table.

**Table 1**  
**Correlations between Age Groups and Activities**

Measures	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Age (12-24)	1									
2. Structured Sports	-.193**	1								
3. Unstructured Sports	-.031	.404**	1							
4. Structured Arts	-.140**	.164*	.114**	1						
5. Unstructured Arts	-.087*	.084*	.256**	.385**	1					
6. Leadership in School	-.014	.351**	.214**	.265**	.113**	1				
7. Leadership in Community	.011	.156**	.143**	.138**	.104**	.302**	1			
8. Activities based in Faith	-.024	.150**	.190**	.133**	.068	.175**	.253**	1		
9. Agriculture	.008	.095*	.100*	.113**	.096*	.058	.053	-.033	1	
10. Health & Wellness	.119**	.141**	.158**	.086*	.153**	.139**	.200**	.014	.079*	1

\* Correlations were found to be significant at a .05 probability of error level

\*\*Correlations were found to be significant at a .001 probability of error level

For this graph the main correlations we are interested in are within the age column. As can be seen there are four significant correlations between activities and age groups. Age is negatively correlated to structured sports, structured arts, and unstructured arts, therefore the younger the participant the more likely they would participate in such activities. Age was also positively correlated to health and wellness activities, therefore the older the participants the more likely they participate in such activities. Other correlations presented in the graph related to how common these activities happen together.

Table 2  
*Correlations between Whether Youth Work and Activities*

Measures	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Working	1									
2. Structured Sports	.019	1								
3. Unstructured Sports	.033	.404**	1							
4. Structured Arts	-.049	.164*	.114**	1						
5. Unstructured Arts	-.141**	.084*	.256**	.385**	1					
6. Leadership in School	.109*	.351**	.214**	.265**	.113**	1				
7. Leadership in Community	.035	.156**	.143**	.138**	.104**	.302**	1			
8. Activities based in Faith	.018	.150**	.190**	.133**	.068	.175**	.253**	1		
9. Agriculture	.040	.095*	.100*	.113**	.096*	.058	.053	-.033	1	
10. Health & Wellness	.074	.141**	.158**	.086*	.153**	.139**	.200**	.014	.079*	1

\* Correlations were found to be significant at a .05 probability of error level

\*\*Correlations were found to be significant at a .001 probability of error level

There were only two significant correlation between whether youth work and the activities they participate in. Unstructured arts were negatively correlated to work, therefore if youth do not work they are more likely to participate in unstructured arts. Leadership in school, on the other hand, was positively correlated to work, therefore if youth report that they work they are more likely to participate in leadership activity in their schools.

Table 3  
*Correlations between Current School Grade and Activities*

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Measures	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Current School Grade	1									
2. Structured Sports	-1.91**	1								
3. Unstructured Sports	-.045	.404**	1							
4. Structured Arts	-.114**	.164*	.114**	1						
5. Unstructured Arts	-.080	.084*	.256**	.385**	1					
6. Leadership in School	-.089*	.351**	.214**	.265**	.113**	1				
7. Leadership in Community	.023	.156**	.143**	.138**	.104**	.302**	1			
8. Activities based in Faith	.010	.150**	.190**	.133**	.068	.175**	.253**	1		
9. Agriculture	-.011	.095*	.100*	.113**	.096*	.058	.053	-.033	1	
10. Health & Wellness	.069	.141**	.158**	.086*	.153**	.139**	.200**	.014	.079*	1

\* Correlations were found to be significant at a .05 probability of error level

\*\*Correlations were found to be significant at a .001 probability of error level

There were three significant negative correlations between youths' current school grade and activities they participate in. This suggest that the lower the grade the higher the participation level.

Table 4  
*Correlations between Age Groups and Community Engagement*

Measures	1.	2.	3.
1. Age (12-24)	1		
2. My friends and I can really understand what's going on with my community	-.004	1	
3. I enjoy participating because I want to have as much say as possible in my community	.014	.300**	1

\* Correlations were found to be significant at a .05 probability of error level

\*\*Correlations were found to be significant at a .001 probability of error level

No significant correlations were found between age and community engagement scales.

## Appendix F: Renfrew County Youth Compared to Sharing the Stories Aggregate

In order to understand how youth from Renfrew County compare to youth in other programs a series of independent t-tests were conducted in order to determine the level of significance associated with the difference observed. Data used in the analysis is graphed below in order to give a visual representation of the analyses described.

All differences were found to be statistically significant at a .05 level. It appears that the youth in the aggregate report higher levels of community engagement and some qualities of engagement measures.

After the graphs is a table from the Statistical Package for the Social Sciences, (SPSS), output that includes the results from the analyses. The values of importance are highlighted. For every analysis there are two rows with two different t-tests: one that states equal variances assumed and the other is equal variances not assumed. The Levene's test indicates whether the variances of the two measures compared are equal or not. When the Levene's test is significant it means that the variances are not equal and we should therefore examine the not assumed row to find the appropriate t-test value.

		Levene's Test for Equality of Variances					
		F	Sig.	t	df	Sig. (2-tailed)	
How supportive and caring do you think the people there are?	Equal variances assumed	184.580	.000	-4.994	4038	.000	
	Equal variances not assumed			-4.238	571.304	.000	
Do you think the people in the group show positive values?	Equal variances assumed	147.658	.000	-11.212	4040	.000	
	Equal variances not assumed			-9.355	560.453	.000	
Participated in a group based on your culture or identity	Equal variances assumed	16.617	.000	-13.546	3417	.000	
	Equal variances not assumed			-14.956	723.149	.000	
Participated in a discussion about a social or political issue	Equal variances assumed	8.467	.004	-9.523	3486	.000	
	Equal variances not assumed			-9.546	681.725	.000	
Attended an event to gather information about an issue	Equal variances assumed	11.659	.001	-14.159	3471	.000	
	Equal variances not assumed			-15.397	724.445	.000	
Participated in a peaceful protest	Equal variances assumed	210.230	.000	-10.356	3411	.000	
	Equal variances not assumed			-14.442	1018.441	.000	
Posted about news, issues or politics using social media (Facebook, Twitter, etc.)	Equal variances assumed	69.427	.000	-8.923	3474	.000	
	Equal variances not assumed			-10.311	770.231	.000	
I enjoy participating because I want to have as much say as possible in my community.	Equal variances assumed	18.521	.000	-36.319	3566	.000	
	Equal variances not assumed			-46.813	821.901	.000	
My friends and I can really understand what's	Equal variances assumed	10.449	.001	-37.942	3551	.000	

going on with my community.	Equal variances not assumed			-45.833	768.700	.000
I have a pretty good understanding of the important issues that affect my community.	Equal variances assumed	3.794	.052	-39.214	3586	.000
	Equal variances not assumed			-44.181	711.634	.000
My friends and I have the ability to participate effectively in community activities and decision making.	Equal variances assumed	17.754	.000	-33.788	3535	.000
	Equal variances not assumed			-40.403	757.007	.000
There are many ways for my friends and me to have a say in what our community does.	Equal variances assumed	93.115	.000	-35.336	3503	.000
	Equal variances not assumed			-42.433	761.796	.000
Most community leaders would pay attention to me if I gave them my opinion.	Equal variances assumed	133.925	.000	-29.575	3477	.000
	Equal variances not assumed			-37.133	809.727	.000
Many local activities are important to participate in.	Equal variances assumed	2.592	.107	-33.921	3506	.000
	Equal variances not assumed			-40.013	744.245	.000
How much do you feel that you are part of your community?	Equal variances assumed	52.302	.000	-17.076	3565	.000
	Equal variances not assumed			-20.656	846.002	.000
How much do you want to be more involved in volunteer activities?	Equal variances assumed	74.821	.000	-19.014	3555	.000
	Equal variances not assumed			-22.185	811.920	.000
How well do you know your own community?	Equal variances assumed	95.824	.000	-14.654	3565	.000
	Equal variances not assumed			-16.384	774.421	.000

