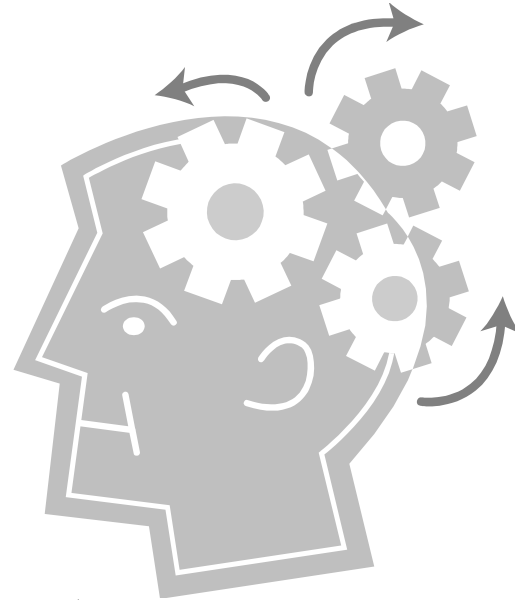


Additional Theory



In this section we have assembled additional resources and theory that relate to the Next Steps. If you are an adult new to youth engagement, or a youth new to adult engagement, we suggest that you read this section so it can guide you while organizing a Next Steps.

Fostering Positive Youth Development

A Review of Research on Early Adolescence

Youth Participation

Why Does Youth Participation Matter?

Youth Participation: Principles for Adults & Youth

Adults & Youth Working Together

Personal Reflection Exercise

Community Development

Community Development

Ten Commandments for Involving Youth in Community Building

Recommended Readings

Web Resources

List of McCreary Publications

A Review of Research on Early Adolescence

An excerpt from *Healthy Youth Development: the opportunity of early adolescence*.
McCreary Centre Society, 2003.

Adolescent Development

Until recently, most research on adolescence has characterized this stage as a period of universal and inevitable disturbance and turmoil. In the past decade, a burgeoning number of studies have refuted this negative approach, challenging the stereotype of the surly, antisocial, and difficult teenager (Arnett, 1999; Schonert-Reichl & Offer, 1992). These studies see this period in more positive terms as a time of continual change, considerable positive growth, and normal experimentation (Baer, MacLean, & Marlatt, 1998; Maggs, Almeida, & Galambos, 1995). Recent research has consistently demonstrated that most adolescents- about 80%- successfully navigate the transition to adulthood, whereas only a small minority experience considerable difficulty in doing so. However, it is important to recognize that a significant number of adolescents-1 in 5-do experience major disruption during this period of development. Some adolescents engage in health-compromising behaviours that have the potential to lead to significant negative consequences. Involvement in such high-risk behaviours may impact on present and future health and wellbeing. For some youth, circumstances and experiences in early adolescence may impair their potential for becoming healthy, functional adults.

Research confirms that adolescence, the period of life that begins at puberty and extends into young adulthood, is a critical developmental period. During this stage, young people develop many health-related habits and values, and experiment with lifestyle choices. The major threats to health in adolescence are related either to risky behaviours or to social or environmental circumstances, rather than to inherent physical problems. Health risks that are behaviourally based (such as unwanted pregnancy or substance abuse) may be amenable to change and intervention at the individual level (Dryfoos, 1990). Those health threats that result from social conditions, including poverty or inadequate education, may be preventable through larger social change.

Early adolescence represents an especially pivotal period. Because of the variability of the age of onset of puberty, this stage of development can extend from age 11 or younger to about 14 years- those years at the beginning of the process of physical and emotional change that mark the transition from childhood to adulthood. Physical changes associated with puberty include increased hormone production, the development of secondary sex characteristics, menarche in girls, and rapid physical growth. Developmental growth during this period focuses on striving for autonomy and independence, emergence of abstract thought, changes in the nature of relationships, the search for personal values, and increased self-awareness and self-regulation. As well, experimentation with behaviours, attitudes, and activities is common among young adolescents. These youth, coping with pubertal change, school transition and the increasing influence of peers, are especially vulnerable to stress and related problems.

Many studies have demonstrated that early initiation of problem or risk behaviours predicts heavier involvement, behaviours that persistent into later life, and more negative health consequences (Dryfoos, 1990; Hamburg & Takanishi, 1989). Research findings suggest that risky or problem behaviour rates tend to increase dramatically at the onset of adolescence and then level off by the

end of the teenage years or in early adulthood (Lerner & Galambos, 1998). The increase in risky behaviour coincides with the multiple developmental transitions that occur during adolescence which include biological, cognitive, psychological, social, and behavioural changes. Some researchers suggest that these transitions, in addition to the impact of external factors, contribute to overall stress levels; for vulnerable youth, these factors may overwhelm coping capacities and initiate a pathway of negative development (Peterson & Leffert, 1995; Schulenberg, Maggs, & Hurrelmann, 1997). Some research, however, indicates that certain risky behaviours may serve an important constructive function in adolescence. These studies suggest that some level of experimentation may be more normal during adolescence than not engaging in those behaviours (Maggs, Almeida, & Galambos, 1995; Lerner & Galambos, 1998).

Risk & Resilience

Much of the research on adolescent health has focused on negative development using a risk or deficit model, which emphasizes problem behaviours or risk factors. Risk factors limit the likelihood of positive development and may lead to undesirable outcomes (Jessor, 1998; Pollard & Hawkins, 1999; Rutter, 1993). Various studies have examined risk in the context of the individual (personality, coping skills), community (influence of neighbourhood and school), and family (strength of connection in relationships, parenting styles) and have identified specific factors that are associated with negative developmental paths. Some risk factors operate across a wide range of problems or outcomes, whereas others are very specific. Most negative health outcomes are influenced by multiple factors that work together to increase the risk of problematic development. Risks do not tend to occur in isolation; rather, individuals who experience one type of risk are more likely to experience others (Rutter, 1993; Lerner & Galambos, 1998).

Epidemiological research provides evidence that early initiation of health-compromising behaviours carries increased health risks, both immediate risk (such as pregnancy, addiction, motor vehicle injury) and future risk for health problems (such as cancer or heart disease related to lifestyle choices). Evidence that risk behaviours are interrelated yet distinct also has been accumulating over recent years, building on Jessor's research on "problem behaviour syndrome". This body of research suggests that problem or risky behaviours tend to cluster together so that an adolescent may engage in a few different behaviours that all function in similar ways for that individual. These interrelated behaviours may have a common developmental pathway. As a result of these findings, many researchers have suggested that prevention and early intervention efforts should occur across problems, while also ensuring recognition of specific problems (Basen-Enquist, Edmundson, & Parcel, 1996; Donovan et al., 1988; Dryfoos, 1990).

Exploration of the relationship of risk factors, life stress and coping capacity among children and adolescents has occurred primarily in the context of resiliency research. This research attempts to understand why some individuals exposed to substantial adverse circumstances and multiple risk factors manage to avoid negative outcomes, while other individuals do not succeed. Researchers working in this area seek to understand the interaction between the individual and the environment. This research highlights the importance of protective factors, those factors that interact with risk to reduce the likelihood of a negative outcome. Like risk factors, protective factors may reside both within the individual and within the environment. A focus of research has been to identify these risk and protective factors and to determine their impact on development.

The relatively newer emphasis on resilience represents a movement away from focusing only on risks and problems (problem-based/deficit model) toward understanding and promoting healthy development and well-being (strength-based/capacity model). Protective factors function by lessening exposure to risk and by moderating the impact of such exposure (Garmezy, Masten, & Tellegen, 1984). Protective factors reduce the likelihood of engaging in risk behaviours and subsequent

negative outcomes (Jessor, 1998). Recent findings demonstrate that protective factors are positively related to health-enhancing behaviour and should be emphasized in programming efforts (Jessor, Turbin, & Costa, 1998; Resnick, Harrison, & Blum, 1993). Family connectedness or cohesion, a strong relationship with parents, a positive connection with an adult outside the family, and school connectedness have all been consistently found to be protective factors for adolescent health (Pollard & Hawkins, 1999; Resnick et al., 1993; Roth & Brooks-Gunn, 2000). The protective value of other social factors, such as involvement in community activities and family composition, is less clear (Pollard & Hawkins, 1999; Resnick et al., 1997; Stronski, Ireland, Narring, & Resnick, 2000). Individual attributes such as motivation, self-esteem, religious values, and skills have been identified as being important to healthy youth development (Jessor et al., 1995; Resnick et al., 1993; Schulenberg et al., 1997).

Healthy Youth Development

In making recommendations for future research on adolescents, Zaslow and Takanishi (1993) note that “recasting our priorities in terms of promoting adolescent health, instead of only limiting risk, extends the focus to all adolescents, instead of only focusing on those showing problem behaviours, and requires us to be explicit about the attributes of a healthy adolescent (p.187).” This comment begs the question: What constitutes healthy youth development? Research provides more information about health-compromising or negative outcomes than about health-promoting or positive outcomes. However, a solid understanding of what comprises healthy youth development is essential for the success of efforts to foster youth health.

Healthy development has been used to refer to both optimal functioning and to the absence of dysfunction (Powers, Hauser, & Kilner, 1989). In defining goals for the health of adolescents, the parameters have variously focused on physical illness and on psychological, social, and environmental health. Lerner, Fisher, & Weinberg refer to the “5 C’s” of healthy youth development (as cited in Roth & Brooks-Gunn, 2000): competence in academic, social, and vocational areas; confidence or positive self-identity; connection or healthy relations to community, family, peers; character or positive values, integrity, moral commitment; and caring and compassion. Another important view of healthy youth development includes living up to personal potential and experiencing positive emotional states (Koch, Maney, & Susman, 1993). Other prevention researchers highlight these factors as important in the development of health and resiliency: social and personal competence, problem-solving skills, autonomy and a sense of purpose and hope for the future (Benard, 1990, as cited in Quinn, 1995).

Policy & Program Implications

Focus On Resilience

New knowledge about early adolescence has important implications for future research directions, and for policy and programming. These implications include a redirection of thinking, practice, and policies away from an emphasis on barriers to well-being towards a focus on pathways to well-being. According to Lerner and Galambos (1998), “[for] those who wish not only to understand the nature of adolescence but who desire as well to apply this knowledge to enhance the lives of adolescents, a synthesis of research, policy, and intervention must exist” (p. 418). Policies and programs for early adolescents must be informed by research but also must reflect the reality of life experience of these youth.

Early adolescence offers a window of opportunity for prevention and early intervention. Many programs do not intervene until later, after problems have already developed. Clearly, there is a need for earlier intervention, before problematic behavioural patterns occur. However, program evaluation research has demonstrated that strategies focused solely on risk or outcome reduction (such as reduced rates of substance abuse or pregnancy) are not effective (Catalano et al., 1998; Dryfoos, 1990). Programming for prevention and intervention has been primarily categorical, approaching one problem at a time (i.e., pregnancy prevention, substance abuse prevention). This categorical or problem-focused prevention or intervention has been criticized for having a narrow focus, neglecting interrelationships among the behaviours, typically being short-term, starting too late and treating symptoms rather than underlying issues (Dryfoos, 1990). According to Dryfoos (1990), the interconnectedness among problems means that no one program geared toward one specific problem behaviour or risk can sufficiently address the multifaceted nature of such problems. Instead, Dryfoos advocates for a holistic or comprehensive approach in recognition that behaviour is contextual and interrelated. Prevention and intervention efforts, she states, must have a broad spectrum.

Contemporary prevention researchers support a redirection from problem-focused prevention and intervention programming towards a more integrative approach. That approach calls for resiliency-based strategies that enhance adolescent development by fostering individual strengths and competencies while also addressing factors that predispose to risk. This shift de-emphasizes “fixing” problem behaviours in favour of nurturing assets and promoting positive growth (Lerner & Galambos, 1998; Pollard & Hawkins, 1999). The two goals of reducing risks and fostering strengths are not mutually exclusive; both are important goals and should be integrated in any youth programming (Pittman & Yohalem, 2002). Typical goals of prevention/intervention programming vary between delaying onset of risk behaviours, preventing problem behaviours, or encouraging greater responsibility.

It is important to consider the target population as well as the objectives of prevention or intervention efforts. Some programs are universal, targeting a wide range of adolescents regardless of risk, whereas others are selective and target specifically high-risk youth. Generally, researchers conclude that while both universal and selected programming are important, effective prevention and intervention should be geared toward the target population’s developmental and environmental circumstances (Lerner & Galambos, 1998).

Youth Development Approach

In keeping with a positive focus, many youth development programs go beyond merely trying to prevent problem behaviour. Such programs include Boys and Girls Clubs, Scouts, 4-H, and various other programs in the private, non-profit and public sectors. With a goal of influencing adolescents toward positive outcomes, youth development programs promote acquisition of life-skills and competency through engagement. Rather than approaching youth as problems to be managed, youth are viewed as resources to be developed (Family and Youth Services Bureau, 1996). Underlying these efforts is the belief that exposing adolescents to opportunity, supports, and services will help them to build on their existing strengths, develop leadership skills and constructively participate in the community. Fostering initiative and intrinsic motivation is integral to the youth development approach (Larson, 2000).

Youth development programs focus on building physical, social, emotional, cognitive, and moral competencies. Good youth development programs give youth a sense of belonging, autonomy, power, “voice”, self-efficacy, skill, hope, and meaning. According to Catalano et al. (1998), the youth development approach seeks to promote bonding and competence as well as to foster resilience, self-determination, self-efficacy, positive identity, and a sense of optimism and belief in the future. This approach has particular potential for early adolescents given that research has identified a

significant decline in community-based youth participation among younger youth (Quinn, 1995).

Youth development programs are both widespread and generally perceived as valuable. However, there has been comparatively little review or evaluation of the effectiveness of such programs. Support for youth programs is based on knowledge of adolescent and human development in terms of needs for a sense of belonging, involvement and experience in a supportive environment. In her three-year study of youth development programs across the United States, Quinn (1995) found promising evidence for this type of programming. Retrospective and ongoing participant reports revealed positive experiences and especially high demand among high-risk populations. Other studies also have shown that community youth development programming promotes competencies including prosocial behaviour and academic success, reduces engagement in high-risk behaviours, and may lead to long-term positive change (Catalano et al., 1998; Quinn, 1995). Youth development programs operate from various theoretical frameworks and have a variety of goals, approaches, and components. Given the variations in programs, additional research is required to definitively evaluate their impact on healthy development.

Best Practice In Youth Programming

Despite the need for further evaluation of healthy development programs, research offers some evidence about effective approaches and highlights some common elements of programs that work to foster healthy youth development. These common elements form the basis for “best practice” standards.

The Carnegie Task Force in the United States developed a list of ten principles to guide best practice in community youth development programs (Quinn, 1995). According to the Task Force, effective programs:

- 1) are tailored to adolescents’ interests and needs at a developmentally-appropriate level;
- 2) are sensitive to the diverse backgrounds and experience of members;
- 3) specify and evaluate outcomes, particularly positive outcomes;
- 4) work both as a group and individually to provide access to high-risk, high-needs youth;
- 5) include high quality and diverse adult leadership;
- 6) strengthen the role of adolescents as community resources, not as problems;
- 7) advocate for and with youth;
- 8) partner with families, schools, and community members and institutions;
- 9) create a stable funding base; and,
- 10) develop a strong committed organizational structure (Quinn, 1995).

Dryfoos (1990), who reviewed over 100 programs and identified features of success, found that good programs also:

- 11) identify and intervene early;
- 12) provide social skills training;
- 13) engage peers in interventions; and,
- 14) link to the world of work through job training and work experiences.

Additional elements of “best practice” include:

- a clearly articulated philosophy about youth and well-defined program objectives;
- comprehensiveness of scope;
- reducing risk and promoting protection simultaneously;
- addressing multiple related risk behaviours;

- recognizing and responding to social contexts in which behaviours are embedded; and,
- removing obstacles and improving accessibility for high-risk youth.

Programs drawing on evidence of best practices should also aim for multiple, positive outcomes (Arizona Prevention Resource Centre, 2002). Creating opportunities for involvement, support, and skills acquisition is another imperative in programming for intervention and prevention. Findings from successful programs, such as the Seattle Social Development Project (Catalano et al., 1998), have consistently demonstrated the powerful influence of connectedness as a foundation for healthy development. Good programs, recognizing that some risky behaviours can fulfil an essential developmental function, also provide healthy alternatives to enable goal fulfilment and offer healthy paths toward autonomy.

Further research is needed in the areas of early adolescent prevention, intervention and youth development programming. Additionally, research, policy, and programs must be aligned so that services for adolescents are based on evidence of effectiveness and principles of best practice. Ongoing program evaluations and systematic research on risk and protection can help researchers and professionals who work with youth learn more about healthy adolescent development and about how to apply this information in ways that increase opportunities for positive outcomes.

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Why Does Youth Participation Matter?

Excerpted from One Stop Youth Participation Stop web site
<http://www.mcs.bc.ca/yps>

Research on adolescent development shows that youth need basic supports: safe places to gather, good relationships with peers and adults, opportunities to learn and practice the skills needed in different roles, and constructive activities for spare time. Meaningful youth participation respects, recognizes and nurtures the interests and abilities of young people by providing real opportunities for youth to demonstrate their capacity as responsible, participating members of society.

Research also shows that meaningful youth participation promotes healthy development in this age group. Youth participation has been shown to:

- Promote resilience
- Reduce risks
- Develop youths' competencies
- Enhance physical and emotional health
- Improve youth programs and services
- Promote youths' commitment to programs

Youth participation promotes resiliency by building on youth strengths, including energy, enthusiasm and creativity. Youth participation offers young people the chance to gain important decision-making and problem-solving skills, develop competencies, establish meaningful relationships and bolster their self-esteem. These benefits protect youth against risk-taking behaviour that can harm health both in the short and the long term.

Youth participation in decision-making is essential for the enhancement of children and youth in our communities. For meaningful participation to occur, youth require support and resources to assist in the development of caring communities. This process takes time, energy, and commitment... For youth participation in decision-making to be effective it is important that the youth are treated with respect, valued as resources, and given appropriate support... Youth Participation in decision-making can only be effective when it is experienced by the youth as meaningful and provides the organization with valuable insight.

Youth Participation:

Principles for Adults & Youth

Adapted from *Building Community: A tool kit for youth & adults in charting assets and creating change*, Innovation Center for Community & Youth Development and National 4-H Council

Principles for Adults to Remember:

- Approach youth with a genuine respect and believe that they can make a real contribution to the community.
- Don't expect more from a youth than you would from another adult. The commitments and pressures that youth have outside of your project are just as important as those of adults.
- Treat young people as individuals; don't make one youth represent all youth. Assure young people that you are interested in their individual opinions, and don't expect them to embody an entire population.
- Listen to youth without judging and be able to advise without preaching. Be careful about interruptions. For the partnership to work, young people must feel that they are valued and respected. When interrupted by an adult, young people tend to stop talking. Both parties need to respect each other's right to voice opinions without criticism or censure.
- Remember that your role in a partnership is not to parent. Although being a parent may be the most important role an adult can play, the purpose of youth-adult partnerships is to give both parties a different way to relate to each other.
- It's okay to ask for help when you don't know how to do something.

Principles for Young People to Remember:

- Criticism doesn't necessarily mean condescension. Just because an adult may disagree with you doesn't mean they are dismissing you; most adults are used to debate and critiquing each others' ideas.
- Adults may not be aware of how capable you are. You can enlighten them by showing them you can handle mature situations.
- Adults will feel responsible for the success or failure of the project. That is often why it is hard for adults to share power and authority. They need reassurance that you are willing to share in the successes and failures.
- It's okay to ask for help when you don't know how to do something.

Source: Adapted from *Building Community: A tool kit for youth & adults in charting assets and creating change*, Innovation Center for Community & Youth Development and National 4-H Council, 2001)

Adults & Youth Working Together

Prepared by Willow Dunlop

Roles for Adults

Because the desired format of the Next Steps series is to have an organizing team of youth and a few supportive adults, it is important to establish an understanding of how you intend to work together. Within this partnership, roles for adults will generally move between three main categories: support person, advisor, or mentor. To figure out what is best for you, ask yourself the following questions (and refer to the reflection exercise for facilitators):

- Why am I interested in being involved with the Next Steps?
- What knowledge, skills, and abilities do I bring?
- Do I have any related experience?
- Do I have an open mind to allow collaboration?
- What do my partners bring and how can I encourage them?
- How much time can I currently commit?

As an adult, a big part of your “job” is to help young people find the tools they need. This could mean helping them get ready for a meeting or helping them find their own solutions to a problem they are having. They may also want you to help them get access to information, to point them in the direction of potential resources or determine what to do next.

Most of the time, your greatest asset is your ability to sit back and listen for their signals... don't abandon or avoid them when all seems well, but just be there when they need you. Be genuine - get to know people of all ages as individuals and take an interest in them. Be trustworthy - keep things confidential. Be sensitive, and above all be patient.

Roles for Youth

Young people can do pretty much anything an adult can do - plan and run their own meetings, organize and delegate tasks, make presentations, do workshops and fund-raise - if they have the right support and resources. Every person has something to contribute, but some may not see the potential assets they have or how their unique skills and experiences might fit into the project. Because the messages youth often receive emphasize the value of what adults are capable of, it may take some extra acknowledgement from adults to help youth identify their own unique gifts.

The Evolution of Roles

Keep in mind that roles can, and in fact should, change over time. Find ways to include new adults and new young people in the program and allow for adjustments as skills develop or challenges arise. Be inspired by each other and continue to acknowledge the enormous potential brought about by your partnerships!

Working Agreement/ Group Contract

The work of creating and maintaining a healthy community is a continual process and it is common for people in an organizing team or committee to feel burnt out. Establishing some agreements at the beginning of your partnerships can help ease the feeling of being overwhelmed later on, as well as ease tensions and prevent misunderstandings. Make sure that your group is clear about how much time each person is able to commit to the project, and how the group intends to work together. We even suggest creating working agreements together that can act as a contract each member agrees to sign. Be sure to check in as a group from time to time to see how you are doing and to address any concerns that arise

Authority and Power Dynamics

Power struggles are the most common reason for a breakdown in relationships between adults and young people. Take the time to establish a level of comfort and trust between youth and adults before any decision-making takes place. It is important that there is mutual trust in the relationship: trust in the capability of youth and in the good intentions of adults. Many young people have had negative experiences with authority figures or adults who try to get youth input, but no longer want to share power when they disagree with the direction that young people decide to take. Youth may benefit from additional guidance in appropriate uses of their decision-making power. If you're an adult with some level of responsibility for a particular program or project involving youth, be very clear about how much authority the group has and when the final decision is yours to make.

Expectations

Within your organizing team, have an honest discussion about everyone's expectations. It's OK to have high expectations (of yourself) but keep things real - what seems realistic for one may not be possible for anyone else. Have a discussion about how you will define success for your project, and talk about different ways of measuring your progress. Remember to celebrate the learning that comes from each stage of the process and acknowledge the skills that are developed through facing difficult situations.

Personal Reflection

Exercise

Prepared by Willow Dunlop

Whether we are new to facilitation or have many past experiences to draw upon, every project involves taking a plunge into the unknown. While there are plenty of things that can be done to help prepare for an event, and we hope the resources of this toolkit will assist you in that preparation, the defining feature of successful facilitation is often an ability to adapt in an evolving process. Therefore, it is always a good idea to check in with what's going on internally so that we can be more aware of all that we are bringing to each stage of a process, and can be better prepared to respond thoughtfully rather than react impulsively when something unexpected happens or one of our own "buttons" gets pushed.

Because self-awareness is such an important part of leadership, and will be very useful in allowing you to move fluidly throughout this project, we suggest that taking some time alone for journaling or quiet contemplation will provide an opportunity to bring more of your own expectations, emotions, visions, and beliefs to consciousness. We have provided a few questions to consider as you reflect on your own relationship to this project.

- When you imagine this event taking place, what do you see?
- How do you feel when you think about this project happening? Do any of these feelings surprise you?
- Why are you interested in having this project happen in your community?
- What aspects of the project are easiest for you to get excited about?
- What are your concerns? From what you know of yourself, what "buttons" or "triggers" may get pushed during both the organization of this project and the workshops themselves?
- What unique qualities/skills do you possess that will help to bring this program to life?
- What is your sense of your own role in this project?
- How do you imagine different parts of your community supporting and being affected by the project?
- Who else in your community can you see being a potential partner in this project?
- What are their unique strengths? How do you feel about working with them?
- How would you define "youth participation"? How do you envision your relationship with young people throughout this process?
- How do you envision your relationship with adults and community organizations?
- How will you know if this project has been successful?
- When you imagine your community three months after this event has happened, what do you hope to see?

Community Development

Prepared by Willow Dunlop

Community Readiness

In the beginning stages of any project, it is helpful to get a sense of where your community is at in terms of being willing and able to get involved. The most effective models of community change are those in which every person, organization, and institution has a role to play in contributing. However, every community will be different in terms of the projects it is able to support at any given time, and that is okay. Below are some key questions that may help you to identify where your project will be naturally strong and where you may need to focus your efforts or seek support (from either local groups with previous experience or contact McCreary):



Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it's the only thing that ever has. - Margaret Mead

- Are there other people who would be interested in getting involved in an organizing team for the event?
- How much time are you able to commit to this project?
- How supportive has the community been in the past of similar programs?
- What is the level of skill and range of experience available from your potential organizational team? Is there a history of working together, how many people

have facilitated or participated in other workshops before?

- Have past efforts towards change been directed by one person or collaborative?

With this information in mind, establish measures of success for each step of the process that are realistic and celebrate accomplishments along the way.

To a large degree, it will be the process of strengthening connections and mobilizing community resources to make a Next Steps program happen that will be in and of itself an experience of positive change.

The Importance of Community Partnership

The development of strong communities depends on people having opportunities to both give and receive from others: to feel that they are valued and that they belong. Whether they are civic organizations, business associations, arts societies, Religious groups, recreational clubs, or groups of people who just come together to hang out every community has examples of partnerships that seek to share work and play. When it comes to working towards a positive future, the success of a project will largely depend upon how many people are invited to share in a common vision. We suggest that you talk to everyone you can about the Next Steps workshop/series to find out if they might be interested in helping in some way, and to generally gain support for the project by keeping a wide range of people informed.

Ten Commandments for Involving Youth in Community Building

Kretzmann, "Community Includes Youth", *Wingspread Journal*, Volume 17, issue 3, p11.

1. Always start with the gifts, talents, knowledge, and skills of young people - never with their needs and problems.
2. Always lift up the unique individual, never the category to which the young person belongs (e.g. "Maria, the great soccer player," not "Maria, the 'at-risk' youth").
3. Share the convictions that (a) every community is filled with useful opportunities for young people to contribute and (b) there is no community institution or association that can't find a useful role for young people.
4. Try to distinguish between real community-building work and games or fakes - because young people know the difference.
5. Fight - in every way you can - age segregation. Work to overcome the isolation of young people.
6. Start to get away from the principle of aggregation of people by their sameness. Don't put everyone who can't read in the same room. It makes no sense.
7. Move as quickly as possible beyond youth "advisory boards" or councils, especially those boards with only one young person on them.
8. Cultivate many opportunities for young people to teach and lead.
9. Reward and celebrate every creative effort, every contribution made by young people. Young people can help take the lead here.
10. In every way possible, amplify this message to young people: "We need you! Our community cannot be strong and complete without you."

Web Resources

Sharing a New Story: Young People in Decision Making

http://www.youngaustralians.org/resources/downloads/Sharing_a_New_Story.pdf

This report was produced by The Foundation for Young Australians, and focuses on young people in decision-making. It offers a reflective toolkit, which has been developed for working alongside young people in decision-making roles.

Growing Absolutely Fantastic Youth: A Guide to Best Practices in Healthy Youth Development

<http://www.allaboutkids.umn.edu/cfahad/GAFY.pdf>

This publication is from The Konopka Institute, and is designed to be a guide to strategies that are most likely to improve the health of youth. It covers research on effective prevention, intervention and health promotion strategies within families, schools and communities.

McCreary Centre Society

<http://www.mcs.bc.ca>

For more information on youth participation, youth advisory councils (YACs) and McCreary's youth projects. To learn more about how YACs can make a difference in your community, check out the "Youth Advisory Council" section under "Youth Action" on the side bar.

One Stop Youth Participation Shop

<http://www.mcs.bc.ca/yps/>

Explore strategies on how to get youth involved meaningfully in your organization. A one-stop resource for all your youth participation needs!

List of McCreary Publications

Reports for AHS III

Healthy Youth Development: Highlights from the 2003 Adolescent Health Survey III (2004)

Adolescent Health Survey III Regional Reports for: Northwest; Northern Interior; Thompson Cariboo Shuswap; Okanagan; Coast Garibaldi/North Shore; Kootenay Boundary; East Kootenay; North Vancouver Island; Central Vancouver Island; South Vancouver Island; Vancouver; Richmond; Fraser; and Fraser North.

Reports for AHS II

Healthy Connections: Listening to BC Youth (1999)

Adolescent Health Survey II: Regional Reports for: Kootenays Region; Okanagan Region; Thompson/Cariboo Region; Upper Fraser Valley Region; South Fraser Region; Simon Fraser/Burnaby Region; Coast Garibaldi/North Shore Region; Central/Upper Island Region; North Region; Vancouver/Richmond Region; Capital Region; East Kootenay Region; Kootenay Boundary Region; North Okanagan Region; Okanagan Similkameen Region; Thompson Region; Cariboo Region; Coast Garibaldi Region; Central Vancouver Island Region; Upper Island/Central Coast Region; North West Region; Peace Liard Region

Reports for AHS I

Adolescent Health Survey: Province of British Columbia (1993). Prepared by Larry Peters and Aileen Murphy Investigators: Roger Tonkin, David Cox and Ruth Milner

Adolescent Health Survey: Regional Reports for: Greater Vancouver Region; Fraser Valley Region; Interior Region; Kootenay Region; Northeast Region; Northwest Region; Upper Island Region; and Capital Region (1993)

Special Group Surveys and Topic Reports for AHS II

Healthy Youth Development: The Opportunity of Early Adolescence (2003)

Accenting the Positive: A developmental framework for reducing risk and promoting positive outcomes among BC youth (2002)

Violated Boundaries: A health profile of adolescents who have been abused (2002)

Violence in adolescence: injury, suicide, and criminal violence in the lives of BC youth (2002)

Between the Cracks: homeless youth in Vancouver (2002)

Homeless youth: an annotated bibliography (2002)

Time Out: a profile of BC youth in custody (2001)

The Girls' Report: The Health of Girls in BC (2001)

No Place to Call Home: A Profile of Street Youth in British Columbia (2001)

Making Choices: Sex, Ethnicity, and BC Youth (2000) Prepared by Natalie Franz and Colleen Poon

Raven's Children: Aboriginal Youth Health in BC (2000)

Lighting Up: Tobacco use among BC youth (2000)

Silk Road to Health: A Journey to Understanding Chinese Youth in BC (2000). Prepared by Colleen Poon and Natalie Franz

Mirror Images: Weight Issues Among BC Youth (2000)

Being Out-Lesbian, Gay, Bisexual & Transgender Youth in BC: An Adolescent Health Survey (1999)

Our Kids Too-Sexually Exploited Youth in British Columbia: An Adolescent Health Survey (1999)

AHS II Fact Sheets

Safe & Sound: Injury Issues Among BC Youth

Keeping Fit: Physical Activity Among BC Youth

Marijuana: Use Among BC Youth

Healthy Connections: Connectedness and BC Youth

Mirror Images: Weight Issues Among BC Youth

Silk Road: Health of Chinese Youth in BC

Lighting Up: Tobacco Use Among BC Youth

Next Step Reports

The Aboriginal Next Step: Results from Community Youth Health Workshops (2001)

Our Communities – Our Health: Young People Discuss Solutions To Their Health Issues. The Next Step Report (2001)

Adolescent Health Survey: Next Step - Community Health Action By Youth. Results from 1994 Youth Health Seminars in British Columbia (1995)

Youth Participation Resources

Next Step Reports: Set of 2 Aboriginal Next Step Reports (2001)

Our Communities – Our Health: young people discuss solutions to their health issues. The Next Step Report (2001)

B.C. Youth Health Action Handbook (1996)

Open Door Report: Building Youth Friendly Communities (1997)

The Doctor Project... for healthier youth in Care (1998)