YOUTH ENGAGEMENT TOOLKIT

MODULE 8: RESOURCES AND ENDNOTES









CONTENTS

RESOURCES	. 89
ENDNOTES	. 91

VIEWING ADDITIONAL MODULES

This module of the JCSH Youth Engagement Toolkit is one among eight. The modules were developed as a single, comprehensive toolkit so we encourage you to explore them in sequence for the best experience.

This toolkit has been revised in 2024 to include information and tips about engaging with youth in a post-pandemic world. The COVID-19 pandemic in 2020 prompted a global shift from traditional face-to-face teaching to online and hybrid learning methods; this global change required significant adjustments in teaching practices and course design. This toolkit aims to bridge the gap between the virtual world and inperson connection to support educators and adult allies in navigating the hybrid learning environment and supporting youth to maintain engagement and a sense of community online.

To view the other modules, return to the main JCSH Youth Engagement Toolkit page to access links to all eight. Enjoy!

Resources



- 1. Youth Engagement Literature Review
- **CEYE Youth Engagement Model Worksheet**
- **CEYE Youth Engagement Model Booklet**
- The Rationale for Youth Engagement
- The Outcomes of Youth Engagement
- The Spectrum of Youth Engagement
- "Don't Forget:" Additional Programming Considerations
- Indicator Framework: Initiating Youth Engagement
- 9. Indicator Framework: 8 Qualities of Youth Engagement
- 10. Indicator Framework: Sustaining Youth Engagement
- 11. Assessment Tool: Initiating Youth Engagement
- 12. Assessment Tool: 8 Qualities of Youth Engagement
- 13. Assessment Tool: Sustaining Youth Engagement
- 14. Head, Heart, Feet, Spirit Evaluation
- 15. Organizational Readiness Module
- 16. Conference Survey
- 17. Leadership Qualities Module
- 18. Youth-Adult Survey
- 19. Organizational Outcomes Module
- 20. Adult Allies in Action Booklet
- 21. Adult Allies Training Manual
- 22. Sample Forms for a Youth Engagement Event
- 23. Putting it in Practice Checklist: Physical and Psychological Safety
- 24. Putting it in Practice Checklist: Appropriate Structure

- 25. Putting it in Practice Checklist: Supportive Relationships
- 26. Putting it in Practice Checklist: Opportunities for Belonging and Meaningful Inclusion
- 27. Putting it in Practice Checklist: Positive Social Norms
- 28. Putting it in Practice Checklist: Support for Efficacy and Mattering
- 29. Putting it in Practice Checklist: Opportunities for Skill Building and Learning
- 30. Putting it in Practice Checklist: Integration of Family, School and Community Efforts
- 31. The Young Decision Makers Model
- 32. The Young Decision Makers Discussion Toolkit
- 33. Students as Researchers Toolkit
- 34. Key Features of YE and HPS

Endnotes





- Leka, K., Roseni, E. (2022). Students' challenges in online learning engagement. Journal of 1. Educational and Social Research 12, 298-313.
- 2. Gamage KAA, Gamage A, Dehideniya SCP. (2022). Online and Hybrid Teaching and Learning: Enhance Effective Student Engagement and Experience. Education Sciences, 12(10), 651.
- 3. See literature review
- 4. Buijs, G. J. (2009). Better schools through health: Networking for health promoting schools in Europe.
 - European Journal of Education, 44, 507-520.
- 5. Mitra, D.L. (2009). Collaborating with students: Building youth-adult partnerships in schools. American Journal of Education, 115, 407-436.
- Dworkin, J. B., Larson, R., & Hansen, D. (2003). Adolescents' accounts of growth experiences in 6. youth activities. Journal of Youth and Adolescence, 32(1), 17-26.
- 7. McGee, R., Williams, S., Howden-Chapman, P., Martin, J., & Kawachi, I. (2006). Participation in clubs and groups from childhood to adolescence and its effects on attachment and self-esteem. Journal of Adolescence, 29, 1-17.
- Mager, U., Nowak, P. (2011). Effects of student participation in decision making at school: A 8. systematic review and synthesis of empirical research. Educational Research Review, 7, 38-61.
 - Cargo, M., Grams, G. D., Ottoson, J. M., Ward, P., & Green, L. W. (2003). Empowerment as fostering positive youth development and citizenship. American Journal of Health Behaviour, 27, 66-79.
- 9. For an extensive empirical literature review about youth engagement and health outcomes, please see: Centre of Excellence for Youth Engagement. (2003). Youth engagement and health outcomes: Is there a link? Toronto, ON: Students Commission of Canada. Accessible at: studentscommission.ca/assets/pdf/tools/en/public/youth_engagement_and_health_outcomes.pdf
- Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: 10. What kind of engagement matters? *Journal of Adolescent Research*, 14, 10-43.
 - Dotterer, A. M., & Lowe, K. (2011). Classroom context, school engagement, and academic achievement in early adolescence. Journal of Youth and Adolescence, 40(12), 1649-1660. doi:10.1007/s10964-011-9647-5
 - Green, J., Liem, G. A. D., Martin, A. J., Colmar, S., Marsh, H. W., & McInerney, D. (2012). Academic motivation, self-concept, engagement, and performance in high school: Key processes

- from a longitudinal perspective. *Journal of Adolescence*, 35(5), 1111-1122. doi:10.1016/j. Adolescence.2012.02.016.
- Park, S., Holloway, S., Arendtsz, A., Bempechat, J., & Li, J. (2012). What makes students engaged in learning? A time-use study of within- and between-individual predictors of emotional engagement in low-performing high schools. *Journal of Youth & Adolescence*, 41(3), 390-401. doi:10.1007/s10964-011-9738-30
- 11. Janosz, M., LeBlanc, M., Boulerice, B., & Tremblay, R.E. (1997). Disentangling the weight of school dropout predictors: A test on two longitudinal samples. *Journal of Youth and Adolescence*, 26(6), 733-758.
 - Mahoney, J. L., & Cairns, R. B. (1997). Do extracurricular activities protect against early school dropout? *Developmental Psychology*, 33, 211-253
- 12. Tyrväinen, H., Uotinen, S., Valkonen, L. (2021). Instructor presence in a virtual classroom. *Open Education Studies*, 3, 132-146.
- 13. Meda, L., Elsayary, A. (2021). Establishing social, cognitive and teacher presences during emergency remote teaching: reflections of certified online instructors in the United Arab Emirates. *Contemp Educ Technology*, 13.
- 14. Roque-Hernández, Ramón Ventura et al. (2024). Perceived instructor presence, interactive tools, student engagement, and satisfaction in hybrid education post-COVID-19 lockdown in Mexico. *Heliyon*, 10(6).
- 15. O. Sushchenlo, O. Akhmedova, O. Stryzhak. (2021). The use of interactive training technologies in teaching academic disciplines for students of tourism specialities. *Access Journal Access to Science, Business, Innovation in the Digital Economy*, 2, 28-39.
- 16. Pancer, S. M., Rose-Krasnor, L., & Loiselle, L. (2002). Youth conferences as a context for engagement. New Directions for Youth Development, 96, 47-64.
- 17. Rose-Krasnor, L.; Busseri, M.; McCart, S.; Pancer S. M. (2007). Engagement Framework. Toronto, ON: The Centre of Excellence for Youth Engagement: Brock University and the Students Commission
- 18. Zeldin, S., Camino, L., & Calvert, M. (2003). Toward an understanding of youth in community governance: Policy priorities and research directions No. XVII (III)) Society for Research in Child Development.
- 19. Kirby, P., Lanyon, C., Cronin, K., & Sinclair, R. (2003). Building a culture of participation: Involving children and young people in policy, service planning, delivery and evaluation. London: Department for Education and Skills.
- 20. Evaluation research conducted for the YMCA by the Centre of Excellence for Youth Engagement.
- 21. O. Farrell, J. Brunton. (2022). A balancing act: a window into online student engagement experience. International Journal of Educational Technology in Higher Education, 17.
- 22. (Shuey et al., 2021)
- 23. Eccles, J. S., & Gootman, J. A. (2002). Community programs to promote youth development. Washington, DC: National Academies Press. Eccles, J. S., & Gootman, J. A. (2002). Community programs to promote youth development. Washington, DC: National Academies Press.

- John Freeman, et al. (2011). The Health of Canada's Children: A Mental Health Focus. Public Health Agency of Canada. Ottawa.
- 25. Ministry of Child and Youth Services. (2013). Stepping up: A strategic framework to help Ontario's youth succeed. Retrieved from: http://www.children.gov.on.ca/htdocs/English/documents/topics/ youthopportunities/steppingup/steppingup.pdf
 - Luthar, S.S. (2006). Resilience in development: A synthesis of research across five decades. In Developmental Psychopathology: Risk, disorder, and adaptation D. Cicchetti & D.J. Cohen, Eds.: 740-795. Wiley. New York
 - Reininger, B. M., Evans, A. E., Griffin, S. F., Sanderson, M., Vincent, M. L., Valois, R. F., & Parra-Medina, D. (2005). Predicting adolescent risk behaviors based on an ecological framework and assets. American Journal of Health Behavior, 29(2), 150-161.
- Fine, M., Torre, M. E., Burns, A., Payne, Y. A. (2007). Youth research/participatory methods for 26. reform. In D. Thiessen and A. Cook-Sather (Eds.), International Handbook of Student Experience in Elementary and Secondary School (pp. 805-828). New York, NY: Springer.
- Bal, E.; Malkoç, N. (2020). Problems Faced By Education and Educators during the Coronavirus 27. Disease (Covid-19) Process. Ambient. Sci, 7, 351–354.
 - Crawley, F.E.; Fewell, M.D.; Sugar, W.A. (2009). Researcher and Researched: The Phenomenology of Change from Face-to-Face to Online Instruction. Learning & Technology Library.