

WHO WE ARE



David Wolfe, Ph.D., *CAMH Centre for Prevention Science*

Dr. Wolfe holds the RBC Chair in Children's Mental Health at the Centre for Addiction and Mental Health, and is a Professor of Psychiatry and Psychology at the University of Toronto. As Head of the CAMH Centre for Prevention Science, he oversees the development and evaluation of prevention initiatives for children and youth. Dr. Wolfe has broad research and clinical interests in abnormal child and adolescent psychology, with a special focus on child abuse, domestic violence, and developmental psychopathology.



Claire Crooks, Ph.D., *CAMH Centre for Prevention Science*

Dr. Crooks Dr. Crooks is the Associate Director of the CAMH Centre for Prevention Science and an Assistant Professor at the Centre for Research and Education in Violence Against Women and Children at Western University. Her main focus is the development, implementation, and evaluation of the Fourth R, with an emphasis on strengths-based programming for Aboriginal youth. She is the Principal Investigator of the Public Health Agency of Canada-funded Fourth R project which is a 4 year project on adaptation and evaluation of the Fourth R, with sites in Saskatchewan and Northwest Territories. Other research interests include bullying, child abuse, and the overlap between domestic violence and child custody.



Ray Hughes, M.Ed., *CAMH Centre for Prevention Science*

Ray obtained his B.Ed. and M.Ed. from the University of Western Ontario and has over 30 years of experience in education as a teacher, Department Head, and Consultant. He is currently the National Education Coordinator for Strategies for Healthy Youth Relationships Project. He has developed and implemented school-based programs related to substance abuse, domestic violence, gender equity, dating violence, human sexuality, interpersonal violence, conflict resolution, and anti-bullying, and he provides regular professional development to superintendents, school administrators, teachers, parents and students on violence prevention and safe school initiatives. He is a member of the Ontario Safe Schools Action Team.



Peter Jaffe, Ph.D., *Western University*

Dr. Jaffe is Academic Director of the Centre for Research and Education on Violence Against Women and Children, and a Professor in the Faculty of Education at Western University. He is also the Founding Director for the Centre for Children and Families in the Justice System of the London Family Court Clinic. He is Co-Director of an Ontario Trillium Foundation funded project to develop materials to assist schools in evaluating their current violence prevention programs and to choose initiatives that match their unique needs. Dr. Jaffe has been a trustee for the Thames Valley District School Board since 1980, and has served two terms as Chairperson.



Debbie Chiodo, M.A., M.Ed., *CAMH Centre for Prevention Science*

Debbie Chiodo has a B.Sc. from the University of Toronto and holds a Masters in Personality and Measurement Psychology and a Masters in Education in Counselling Psychology from the University of Western Ontario. As a Part-time Lecturer at Kings College, UWO, Debbie teaches undergraduate Research Methods and Statistics. Debbie is currently the Centre Manager and Researcher for the CAMH Centre for Prevention Science. She has co-authored numerous research papers examining the impact of child maltreatment and woman abuse, women offenders, child welfare services, child protection legislation and services, issues related to maternal depression and poverty, violence prevention programming for youth, eating disorders and trauma and adolescents.

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The Fourth R

Healthy Relationships, Safe Choices, Connected Youth

*Promoting healthy youth relationships by
building the capacity of schools and communities
through innovative programming, research,
education and consultation.*

David Wolfe, Ph.D.

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CAMH Centre for Prevention Science



Centre for Addiction and Mental Health
Centre de toxicomanie et de santé mentale



STRATEGIES FOR HEALTHY YOUTH RELATIONSHIPS

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Support

- Art & Mary Jane Crooks
- Children's Health Foundation
- Carthy Foundation
- Green Shield Canada Foundation
- Legate & Associates
- London Community Foundation
- Teaching Life Wellness (TWL) Fund
- Royal Bank of Canada
- Royal LePage Shelter Foundation

Grants

- Canadian Institutes of Health Research
- Canadian Women's Foundation
- Ministry of Attorney General
- Ontario Mental Health Foundation
- Ontario Trillium Foundation
- Public Health Agency Canada
- Social Science and Humanities Research Council



National Implementation Project: We are now in the process of taking the Comprehensive Fourth R School-Based Prevention Program to sites across Canada. The primary funding for this ambitious undertaking has been provided by the Royal LePage Shelter Foundation and the Crooks family. The Fourth R programs have been adapted to meet the curriculum expectations of almost every province and territory. By 2012 the Fourth R programs were in more than 2000 schools nationally and estimated to reach in excess of 200,000 youth each year.



RCT Evaluation of Core Program: The Fourth R team has completed its three-year randomized controlled trial funded by the Canadian Institutes of Health Research (CIHR) from 2004 to 2009. The main research objective was to determine whether the curriculum taught in Grade 9 Health classes would reduce physical dating violence relative to standard Health classes two and half years later. Results indicated that the program was effective in reducing dating violence and increasing condom use and healthy relationship skills. Additional analyses indicated that the Fourth provided a school-level protective impact for youth with cumulative experiences of child maltreatment, resulting in lower levels of peer violence for these vulnerable youth.



Sustainable Strategies for Safe Schools: The Sustainable Strategies for Safe Schools project conducted a province-wide (Ontario) consultation with 23 school communities in 4 districts to identify barriers to implementation of effective safe schools practices and policies. In addition, a stages of change model was developed as a framework to understand the progress of different schools in achieving sustainable violence prevention programming. The results of the research provided a foundation for a DVD and accompanying resource for administrators that was distributed to every principal in the province. In addition the book, Creating safe schools environments: From small steps to sustainable change (2009, Althouse Press), was based on this project.



Alaska Statewide Implementation and Evaluation: We have worked with a multi-stakeholder group in Alaska to adapt, implement and evaluate the Fourth R programs. There is now an Alaskan Perspectives Fourth R, as well as further adaptations for small village schools. The program is currently being evaluated in a quasi-experimental design.

For more information about our research and consulting initiatives, visit our website at www.youthrelationships.org/research_and_consulting.html

RESEARCH AND CONSULTING

The Fourth R team is a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours.

We develop and evaluate programs, resources and training materials for educators and other front-line professionals who work with youth.



Canadian Prevention Science Cluster: The Canadian Prevention Science Cluster (CPSC) brings together leading researchers and practitioners from across Canada who are dedicated to reducing violence and abuse and promoting healthy relationships among youth. With four regional hubs, the cluster provides a network on researchers and educators to share best practices and evidence. There is a strong emphasis on graduate student training. For more information go to www.preventionsciencecluster.org.



Critical Media Literacy: This project was supported with the assistance of a grant from the Ontario Literacy and Numeracy Secretariat. Through this project, a CD resource with sample lesson plans that integrate media literacy issues into Ontario's curriculum from Kindergarten to Grade 12 was developed. Presentations were also designed for parents, educators and youth to raise awareness about media violence and the importance of critical media literacy. These lessons plans are available for teachers at: www.crvawc.ca/CritMedLitCD/index.html.



Culturally Enhancing Violence Prevention For Aboriginal Youth: The Population Health Fund of the Public Health Agency of Canada provided four years of funding (2005-2009) for a national project with partners in Ontario, B.C. and Manitoba to research and implement best practices in adapting violence prevention programs for Aboriginal youth. The results of the project and conversations with individuals around the country formed the basis for the toolkit on engaging and empowering Aboriginal youth. In the final year of the project, hundreds of educators and frontline professionals received training on the toolkit through seminars or webinars.



Fourth R: Promoting Youth Well-Being Through Healthy Relationships: Funded through the Innovation Strategy of the Public Health Agency of Canada, this project applies an innovative multi-systemic intervention model that uses schools as hubs to incorporate prevention activities aimed at youth in classrooms, schools, through work with parents and families, and community partners. There is an emphasis on further adaptation of programs, such as the Dene version of the Aboriginal Perspectives Fourth R that was developed with partners in the Northwest Territories and is being piloted. There are also large scale evaluation components, such as a Randomized Controlled Trial of the Grade 8 Fourth R being undertaken in Saskatchewan. Additional programming activities include the development of a Part 2 Small Groups program, and further development of training activities for teacher candidates.

OVERVIEW

Promoting healthy youth relationships by building the capacity of schools and communities through innovative programming, research, education and consultation.

The Fourth R is a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours. We develop and evaluate programs, resources and training materials for educators and other front-line professionals who work with youth. In particular, we work with schools to promote the neglected R (for relationships) and help build this Fourth R in school climates. Fourth R initiatives use best practice approaches to target multiple forms of violence, including bullying, dating violence, peer violence, and group violence. By building healthy school environments we provide opportunities to engage students in developing healthy relationships and decision-making to provide a solid foundation for their learning experience. Increasing youth relationship skills and targeting risk behaviour with a harm reduction approach empowers adolescents to make healthier decisions about relationships, substance use and sexual behaviour.



Centre for Addiction and Mental Health
Centre de toxicomanie et de santé mentale

**Centre for Addiction and Mental Health
Centre for Prevention Science**

The CAMH Centre for Prevention Science (CAMH-CPS) is part of the Child, Youth and Family program within the Department of Psychiatry at CAMH / University of Toronto. CAMH-CPS subscribes to a population health approach to promoting health and reducing risk, and it is committed to research on the prevention of risk-related behaviours among children and youth. The Centre collaborates closely with the Centre for Research on Violence Against Women and Children at Western University. We also have partnerships with school boards, community agencies, and academic institutions.

CAMH-CPS houses the "Fourth R" project for schools, a comprehensive violence prevention and healthy relationship program that is currently implemented in **over 2,000 schools** across Canada after completion of a rigorous evaluation in London, Ontario. With partners across the province and country, the CAMH-CPS is uniquely involved in health promotion and prevention research for youth in schools and the broader community. In addition to the Fourth R program, the Centre is involved in a variety of other initiatives, including a provincial-wide project addressing media literacy in schools, an innovative multi-systemic intervention model that uses schools as hubs to incorporate prevention activities aimed at youth in classrooms, and a national project looking at best practice violence prevention programs and initiatives for Aboriginal youth. Finally, the Centre is the core of a national prevention science cluster project that brings together leading researchers and practitioners from across Canada who are dedicated to reducing violence and abuse and promoting healthy relationships among youth.

ABOUT THE FOURTH R

The **Fourth R** consists of a comprehensive school-based program designed to include students, teachers, parents, and the community in reducing violence and risk behaviours. It is important that young people be given information that will help them make good decisions, and are shown positive relationship models that will demonstrate alternatives to the negative examples they frequently see in the world around them.

Involving all adolescents in education about safety and risk, rather than just those who show problems, builds resilience for future difficulties. A universal approach precludes the need for identifying youth and reduces the stigma of being labeled high risk. Through this program, all students are better equipped with the skills they need to build healthy relationships and to help themselves and their peers reduce risky behaviours. They are able to make better choices while they navigate critical developmental minefields such as substance use, sexual relationships, bullying and violence. Through open dialogue and role-playing, the curriculum engages teachers and students in enthusiastic discussion about peer pressure, media literacy, emotional and psychological abuse and healthy communication.

What Makes Our Strategies Unique?

Our contention is that relationship knowledge and skills can and should be taught in the same way as reading, writing, and arithmetic, and therefore we refer to the classroom-based curriculum as the **Fourth R (for Relationships) core program**. This curriculum consists of 21 skill-based lessons that meet the Ontario Ministry of Education's learning expectations for Grade 9 health education and the outcomes for other courses in other provinces. The core program is taught in the classroom, using a thematic approach to reduce risk behaviours including:

- Violence/bullying
- Unsafe sexual behaviour
- Substance use



Importantly, many of these adolescent risk behaviours overlap because they occur in the context of relationships. The **Fourth R core program** addresses these adolescent risk behaviours by focusing on relationship goals and challenges that influence their decision-making. The lessons provide adolescents with opportunities to learn new skills (e.g., assertiveness, communication and problem-solving), and practice applying them in different situations.

In addition to the classroom component, the **Fourth R** seeks to involve the school and community in delivering positive messages to youth. Teachers are engaged through the delivery of the program. Students are engaged through active learning, peer mentoring, and role modeling of appropriate behaviours. Parents are engaged through outreach and communication about the program. Finally, these strategies build bridges between community agencies and the school community to increase access to resources and services for youth.

TRAINING OPPORTUNITIES

Teacher In-Service Training

The **Fourth R** team offers a variety of workshops for teachers, administrators, and other school staff. Teachers implementing our programs are encouraged to attend training workshops to develop the necessary facilitation skills. The training sessions are interactive and provide teachers with the necessary background information on the **Fourth R** and an opportunity to experience a variety of teaching strategies.



Community Partners

Community professionals, in addition to teachers, are also using the **Strategies for Healthy Youth Relationships / Fourth R** materials as part of their ongoing programs. Workshops have been provided for the following groups:

- Child and Youth Workers
- Child / Family Services Workers
- Education Assistants
- Public Health Professionals
- Health Unit Workers / Nurses
- Social Workers

Additional Qualifications for Teachers: Safe Schools

We provide opportunities at the Bachelor of Education and M.Ed levels for teachers to receive additional qualifications in **Safe Schools**. The Safe School course at Western University is the first of its kind in Ontario. The focus is on the creation of safe schools, and on violence prevention, using **Strategies for Healthy Youth Relationships**.



These courses were designed to help both new and experienced teachers develop the understanding and skills necessary to prevent and respond to incidents of bullying and violence in schools. Individuals examine the problems of violence in a broad social context. Content includes the relationships among media and cyber-bullying, family violence, and school-based aggression. Strategies to support children who witness violence at home are addressed. Current trends in school violence, and comprehensive school based violence prevention programs are examined critically.

RESOURCES FOR PARENTS

Parents have a very important role during adolescence. The **Fourth R** has resources to assist parents in understanding what is normal, as well as helping their teens make good choices and reduce risks.

Newsletters: The **Fourth R** program provides newsletters for parents about teen development and risk behaviours that correspond to the three core units.

Information Sessions and Parent Presentations:

Members of the **Fourth R** team can provide information sessions to parents on a variety of special issues such as violence prevention, bullying, cyber bullying and media violence. We also train teachers and community partners to deliver presentations of the **Fourth R** Program at Grade 8/9 Orientation. Training materials such as PowerPoint presentations are provided to teachers and community partners who receive training.



Adolescent Behaviour: What's Normal?

Parents often have difficulties knowing what to expect and how to respond to the changes their child is undergoing. We offer two resources for parents:

Adolescent Risk Behaviours: Why Teens Experiment and Strategies to Keep Them Safe (Wolfe, Jaffe, & Crooks; New Haven: Yale University Press, 2006; 276pp.).



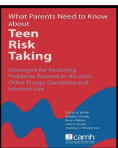
This book focuses on the crucial role that relationships play in the lives of teenagers, and in particular on how healthy relationships help teens avoid substance abuse, dating violence, and unsafe sexual practices. This book is widely available (through the publisher, bookstores, and on-line), or can be ordered by contacting us directly.

What Parents Need to Know About Teens: Facts, Myths and Strategies (2007).



What Parents Need to Know about Teens addresses the facts and myths of teen life and teens' relationships with parents. The booklet focuses on strategies to help parents prepare teens for new responsibilities and the pressures that may accompany them. Each section of the booklet is devoted to a different parenting strategy such as be an effective parent: balance sensitivity and firmness, place an emphasis on safety, responsibility and obeying rules, teach—don't just criticize, understand your teen's development—and how it affects your relationship, and understand the pressures—and the risks—your teen faces.

What Parents Need to Know About Teen Risk Taking (2011)



What Parents Need to Know about Teen Risk Taking: Strategies for Reducing Problems Related to Alcohol, Other Drugs, Gambling and Internet Use addresses the challenges and risks that appear as your children move into adolescence. It suggests strategies for guiding your teens and maintaining good relationships with them as they move through this stage of development. Topics include: why teens experiment and take risks (and why some don't), and when experimenting becomes a problem.

RESEARCH FINDINGS

The **Fourth R** is an evaluated, evidence-based program. Below is a list of the research findings to date.

- **The Fourth R reduces dating violence and increases condom use 2.5 years later.**
Wolfe, D.A., Crooks, C.V., Jaffe, P.G., Chiodo, D., Hughes, R., Ellis, W., Stitt, L., & Donner, A. (2009). A universal school-based program to prevent adolescent dating violence: A cluster randomized trial. *Archives of Pediatric and Adolescent Medicine*, 163, 693-699.
- **Teachers and administrators find the program easy to implement and identify significant benefits for all stakeholders.**
Crooks, C. V., Wolfe, D. A., Hughes, R., Jaffe, P. G., & Chiodo, D. (2008). Development, evaluation and national implementation of a school-based program to reduce violence and related risk behaviors. *Institute for the Prevention of Crime Review*, 2, 109-135.
- **The Fourth R provides a school-wise buffering impact for maltreated youth in reducing violent delinquency.**
Crooks, C. V., Scott, K. L., Wolfe, D. A., Chiodo, D. & Killip, S. (2007). Understanding the link between childhood maltreatment and violent delinquency: What do schools have to add? *Child Maltreatment*, 12, 269-280.
- **The buffering impact for youth in Fourth R schools remained evident 2 years later.**
Crooks, C. V., Scott, K., Ellis, W., & Wolfe, D. (2011). Benefits of a school-based violence prevention program for youth with histories of child maltreatment: A two year follow-up. *Child Abuse and Neglect*, 35(6), 393-400.
- **Youth in the Fourth R demonstrate better peer resistance and communication skills compared to control school youth.**
Wolfe, D. A., Crooks, C. V., Chiodo, D., Hughes, R., & Ellis, W. (2011). Observations of adolescent peer resistance skills following a classroom-based healthy relationship program: A post-intervention comparison. *Prevention Science*, DOI: 10.1007/s11121-011-0256-z.
- **The Fourth R programs for Aboriginal youth increase youth engagement.**
Crooks, C.V., Chiodo, D., Thomas, D., & Hughes, R. (2009). Strengths-based programming for First Nations youth in schools: Building engagement through healthy relationships and leadership skills. *International Journal of Mental Health and Addiction*, 8(2), 160-173.

CERTIFICATIONS

The **Fourth R** is listed on National Registries for effective (model) and promising practices.

- Ontario Bullying Prevention Database
- Canada National Crime Prevention Registry
- Curriculum Services Canada
- Public Health Agency of Canada Promising and Best Practices Portal
- Public Safety Canada Promising and Model Crime Prevention Programs
- National School-Based Mental Health and Substance Abuse Consortium
- SAMHSA's National Registry of Evidence-Based Programs and Practices
- U.S. Department of Justice's Office of Justice Programs Crime Solutions
- Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide (MPG)

HEALTH & PHYSICAL EDUCATION

GRADE 7, 8 AND 9 PROGRAM

The **Fourth R Health and Physical Education Program** provides students with instruction on Personal Safety and Injury Prevention, Healthy Growth and Development, Substance Use and Abuse. In the grades 7 and 8, programs, they also receive instruction on Healthy Eating.



The Grade 7 program has 27 lessons, the Grade 8 program has 28 lessons, and the Grade 9 program has 21 lessons. Each unit contains informational materials that clarify values and offers extensive components for decision-making and skill development. A variety of materials are available with the program to supplement the instruction, including laminated and DVD resources. The program includes learning strategies, activities, and rubrics, and uses a wide range of innovative teaching strategies to engage youth and develop critical thinking skills.

A Catholic Perspectives version is available, complete with suggested bible passages and prayers that align with the teachings of the **Fourth R**. The Grade 8 and 9 programs have also been translated to French.

The Fourth R Health & Physical Education Programming:

- Meets Ontario and selected other provincial, state, Department and Ministry of Education learning expectations and standards.
- Includes clear and concise lesson objectives, provides extensive teaching and learning strategies for each lesson, and is accompanied by necessary materials for implementing activities.
- Takes a harm reduction/health promotion approach to teaching teens about risk behaviours and safe choices.
- Provides teens with opportunities to learn general communications skills and practice specific strategies, using skills practice and role play, to build healthier relationships and reduce risk.
- Provides whole-class, small group, and dyadic discussion opportunities to process the issues with peers and the teacher, as well as opportunities to examine individual values, beliefs, boundaries and limits.
- Engages administrators, staff, students, parents and community partners.



*"The **Fourth R** is a comprehensive program, using the theme of healthy youth relationships, to deliver important life lessons in areas of safety and injury prevention, healthy growth and sexuality, and substance use and abuse. It's emphasis on role play, allowing students to practice decision making skills in life-like situations is a real strength. I would highly recommend this resource to any health & physical educator teaching in a secondary school in Ontario."*

~ Anthony Petitti, Toronto Catholic School Board

GRADE 8 ABORIGINAL TRANSITION CONFERENCES



Grade 8 Aboriginal Transition Conferences are held to help prepare senior elementary school students for a successful transition to high school. Specific conference themes stressed engagement in extracurricular activities, building confidence, and making positive choices. Each conference includes a strong cultural component, inviting Elders and guest speakers from the community to lead smudging, song, and ceremonial prayer practices, demonstrate Native dance, and share Native artwork, as well as to educate the group on student success from a traditional perspective.

UNITING OUR NATIONS CULTURAL LEADERSHIP CAMP

The **Uniting Our Nations Cultural Leadership Camp** is a 3 day- 2 night experience at the Tim Horton's Onondaga Farms outdoor experiential education centre in Brantford Ontario. At this camp, FNMI youth gain fundamental leadership building strategies in a culturally sensitive environment. A major goal for FNMI youth participating in the camp is to help them foster leadership skills and development in order to improve their social and academic pursuits and become excellent role models for other FNMI students. The traditional immersion aspect of this camp involves Elders, storytellers, and drum groups, which will provide inspiration for cultural pride, self-identification in schools, and the missing link for many FNMI youth who are unable to connect with their roots in a school setting.



TRANSLATIONS AND ADAPTATIONS

The **Fourth R** has been translated and adapted in the following ways:

- The Grade 8 Health has been translated to French and Spanish.
- The Grade 9 Health program have been translated to French and Portuguese.
- Pending translations include the Grade 9 Health program to Polish and Flemish
- The Aboriginal Perspectives Program has been adapted for Saskatchewan communities, for the Dené people in the Northwest Territories, and for the Alaskan Native people.



ENGAGING AND EMPOWERING ABORIGINAL YOUTH

ENGAGING AND EMPOWERING ABORIGINAL YOUTH: A TOOLKIT FOR SERVICE PROVIDERS

The **Engaging and Empowering Aboriginal Youth Toolkit for Service Providers** (2nd edition) presents a wide range of guidelines, strategies, templates and case studies for those who work with Aboriginal youth. The resource is divided into five key sections: background and overview, assessment, guiding principles, working with schools, and research and evaluation.

From coast to coast to coast in Canada, there is growing recognition that many youth programs do not adequately meet the needs of Aboriginal youth. Some programs have been developed without any thought to the unique circumstances of Aboriginal youth. Others have been superficially adapted with respect to program materials, but without a deeper consideration of the myriad programmatic, organizational, and evaluation factors that require fine tuning. Many program staff and community leaders are eager for guidance to more meaningfully adapt or develop programs that meet the needs of these youth.

This toolkit provides such a guide for front-line service providers, facilitators, educators, community partners, and researchers. There are strategies in this toolkit for those who have just started working with Aboriginal youth, as well as ideas for more experienced people and organizations. The self-assessment tools provide assistance in establishing a starting point for improving work with Aboriginal youth.

This toolkit addresses the historical context for understanding the challenges facing Aboriginal youth and makes a case for building youth engagement and empowerment. Additionally, the **guiding principles section** identifies four key tenets of effective programming with Aboriginal youth: understanding and integrating cultural identity, increasing youth engagement, fostering youth empowerment, and establishing and maintaining effective partnerships. (155 pages)



From the back cover of the Toolkit: *"Finally, a resource that recognizes the unique strengths and challenges of Aboriginal youth, and provides guidance in how to integrate these in effective programs that actively engage the youth they seek to help. This toolkit brings together the wisdom and experience of many experts and Elders who have been involved in the struggle to understand the impact of colonization, oppression, assimilation and deculturalization, and to help reclaim Aboriginal traditions. It does not impose a particular strategy or program, but invites us to re-imagine services, re-shaping them to be culturally-relevant and to draw on the inherent strengths and resiliency of Aboriginal youth. This toolkit will be invaluable to anyone who is striving to foster violence prevention, healing and empowerment for Aboriginal youth and communities."*

Shelley Cardinal, National Aboriginal Consultant, Canadian Red Cross

AFTER-SCHOOL (SMALL GROUPS) PROGRAM

The **After-School (Small Groups)** program was designed to build strengths, resilience, and coping skills among youth as a way of enhancing interpersonal functioning. Every aspect of the program, from the material presented to the relationships between facilitators and participants, is designed to model appropriate use of power in relationships and to support youth empowerment.



This program applies the same core principles of skill building and awareness in a non-classroom setting. It can be implemented in schools that also offer the classroom-based curriculum, or as a stand-alone program in schools or community settings that do not offer other components. Ours is a proactive, competency-enhancement approach rather than a treatment. This program was designed to build strengths, resilience, and coping skills among youth as a way of enhancing interpersonal functioning.



PART ONE:

In Part One, youth will engage in extensive skill development and role-play activities to help develop effective and healthy responses to everyday situations that will enable them to communicate more effectively and to manage situations where they or their friends are confronted with conflict, abuse, or violence. Beyond skills, the After-School/ Small Groups Program develops critical thinking, self-awareness and problem-solving and promotes healthy attitudes.

Topics include: relationships, dating violence, responsibilities, boundaries, and much more. There are 12 one-hour sessions in the course and the program is focused at youth between 12 and 16 years of age.

PART TWO:

Part II extends the skills from Part I through an emphasis on developing leadership skills, personal responsibility and media literacy. More advanced skills are taught and practiced in the areas of problem-solving, relationships, and empathy. There is also an increased focus on being a positive "upstander" (instead of a passive bystander). Short journaling exercises are integrated to increase personal reflection and ownership over the material.

Topics include: relationships, becoming a leader, understanding differences, responsibilities, decision-making, empathy, boundaries, and much more. There are 12 one-hour sessions in the course and the program is focused at youth between 16 and 18 years of age.



ALTERNATIVE EDUCATION PROGRAM



The **Fourth R** program has been adapted for students in the **Alternative Education** system to meet their diverse needs. These schools typically offer greater flexibility for students who may learn better outside a mainstream classroom. Students may enter alternative schools for a variety of reasons: attendance difficulties, school dislike, failing grades, significant behavioural problems, and expulsion. The majority of students in these schools have engaged in the three risk behaviours that are

addressed in our programs: **substance use, unsafe sexual behaviour, and violence / bullying.**

The **Alternative Education** program is an adaptation of the mainstream program. It considers the needs of mixed-grade classrooms, addresses issues relevant to Alternative Education students (e.g., expanded lessons on drug use/abuse), enhances role-play opportunities for additional skill-building, teaches students basic coping skills using cognitive-behavioral strategies, and ensures flexibility for non-traditional class times and delivery.

*"The **Fourth R** curriculum for students in the Alternative Education has been developed particularly for at-risk adolescents. It provides teachers with activities that help to meet a variety of learner needs and facilitate positive communication in the class. In addition, the Aboriginal Perspectives curriculum has been designed to meet the specific needs of Aboriginal youth in a way that is culturally appropriate. The students have reacted really positively to the Aboriginal content, and because of this, become very engaged in the program. The lessons are very easy for teachers to use, allow for flexibility, and are relevant to different Aboriginal groups. The response to this program by both the students and the community in general has been inspirational." ~ Fiona Hurley, Teacher*

VIDEO DIVERSITY PROJECTS

Over the years, various groups of students have been involved in developing **additional educational materials** to supplement our **Fourth R** program. To ensure our videos are the most effective, youth are invited to assist in the development. Typically, students will identify issues that result in conflicts (e.g., substance use, teen pregnancy, racism, poverty), develop scenarios to highlight effective ways to resolve these conflicts, and make a video depicting a range of communication and problem-solving skills.

These videos are incorporated with our original video resources and are currently used across the country as an additional resource for the program. So far, we have included scenes reflecting the needs and issues faced by Aboriginal, high-risk, elementary school, and same-sex students. A French translation has also been filmed. These resources are continually updated to reflect the needs of our ever-changing population.



PEER MENTORING PROGRAM

The **Aboriginal Peer Mentoring Program** can be used as part of the **Uniting Our Nations** program or as a stand alone program. The peer mentoring program connects younger secondary students with peer mentors from older grades. This link with an older student helps smooth the transition from elementary to secondary school for the younger individual, and connects two people with similar interests and backgrounds. The mentors are in turn mentored by a member of the community, who comes into the school several times per semester to engage the students in cultural teachings. Internal school support is required. In the pilot schools, this support has been provided by the First Nations Counsellors. There are two manuals available: a **Peer Mentor Manual** that is designed to help with training and supporting the mentors, and a **Peer Mentoring Implementation Manual** that is designed to assist administrators and educators in implementing the program.

Secondary school student peer mentors and peer mentees participating in the Peer Mentor Program commented on their experience and the program resources: "We get along great and like to just hang out." "We talk about all sorts of different stuff." "It's fun to eat our lunch together and talk about school." "The manual has helped me many times when I'm mentoring and am unsure what to do."



ELEMENTARY MENTORING PROGRAM

The **Aboriginal Fourth R Elementary Mentoring Program** follows the Medicine Wheel Teachings and incorporates traditional knowledge and cultural teachings with regular **Fourth R** lessons. Culture truly is the focus of the program and weaved into every game, activity, and discussion. The program teaches students about First Nations spirituality, culture, history, protocols, and hopefully give the students the basis, the knowledge, and the confidence to be able to approach an Elder properly to learn even more. In the program, serious and difficult issues faced by First Nations youth such as drugs & alcohol, peer pressure, and suicide are addressed. The discussion is always brought back to the core message of the Seven Grandfather Teachings and the Medicine Wheel. A major goal of this program is to cultivate pride in one's culture and provide an alternative point of view than what is usually offered in the classroom.

FIRST NATIONS CULTURAL LEADERSHIP COURSE

The **First Nations Cultural Leadership Course** was developed and is designed to group older and younger secondary students who are working on one of two credits—leadership or study skills—into the same classroom. Upon successful completion of the course, students received a course credit for **Grade 9 Learning Strategies** or **Grade 11 Leadership**.

This course:

- Incorporates the strengths of peer mentoring into the classroom
- Addresses cultural identity components and healthy relationship skills
- Creates opportunities for students to participate in a number of cultural activities
- Encourages students to assume the roles of leaders and volunteers for Aboriginal initiatives within the school, but also within the community



"I learned a lot of leadership skills when being in this class. This class motivates me more when coming to school and facing problems. I learned to respect others more because you never know what is on their mind. To take consideration on what I'm doing because there is always someone watching."

~ Grade 11 student enrolled in the Cultural Leadership Course

UNITING OUR NATIONS PROGRAMMING

The needs of Aboriginal youth have been identified as a national priority by educators, researchers, and Aboriginal communities. Some challenges facing Aboriginal youth are disproportionate levels of risk related to poverty, substance abuse, school dropout, and violence. These concerns are prevalent within Aboriginal communities across Canada (although there is considerable variation among communities) and underscore the need for high quality programs that promote healthy living among youth.

The **Aboriginal programs** were developed in collaboration with Aboriginal educators, students, counsellors, and community partners. The following programs have been developed for Aboriginal populations:



- **Aboriginal Perspectives program** (curriculum-based)
- **Peer Mentoring Program** (secondary)
- **Group Mentoring Program** (elementary)
- **Grade 8 Transition Conferences**
- **Uniting Our Nations Leadership Camp**
- **Cultural Leadership Course**
- **Toolkit for Engaging and Empowering Aboriginal Youth**

Winner of a 2009 *Sharing the Flame* award from the Canadian Council on Learning for Innovation in Aboriginal Education

ABORIGINAL PERSPECTIVES PROGRAM

The **Aboriginal Perspectives program** builds on the core principals of the **Fourth R** program in a variety of ways. This program addresses violence, substance abuse, and unsafe sexual behaviours while adding a cultural identity framework.

- Situates some of the issues facing Aboriginal youth in a historical context examining colonization practices, racism and oppression – for example, linking residential schools and the widespread effects of trauma in communities.
- Focuses on holistic models of healthy youth development and relationships with an emphasis on the connection to sexual decisions and substance use.
- Provides youth with opportunities to identify individual and community strengths within their cultural framework that will support them in making healthy choices.
- Addresses explicitly suicide prevention with a safety planning lesson.
- Employs culturally relevant teaching strategies such as the use of sharing circles and bringing community members into the classroom.
- Includes additional educational materials (including videos produced by Aboriginal filmmakers) and role-play examples which support the curriculum by demonstrating healthy relationship skills in situations relevant to youth (e.g., racism at school, inter-cultural relationships).
- Addresses cultural myths and stereotypes about substance use.
- Takes a strengths-based approach that focuses on developing assets that are known protective factors, such as strong relationships, life skills, and school connectedness.



YOUTH SAFE SCHOOLS COMMITTEE

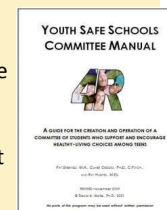
The **Youth Safe Schools Committee (YSSC)** is a key component of our school-based **Fourth R** program. It helps ensure that students receive a consistent message about preventing violence and promoting healthy relationships both in the classroom and in the school and community. This group of students act as peer leaders and provide support to peers and staff. Their efforts focus on creating media displays, providing information, connecting to parents and community services, and working with teachers to deliver the lessons.



Youth Safe Schools Committee members connect with community agencies and resources to work together on issues pertaining to health and safety, organize media campaigns to raise awareness of issues relevant to youth, organize “awareness” events about violence in their school and community, and assist teachers in the classroom to provide role play examples and peer feedback to students the younger grades.

Youth Safe Schools Committee Manual

The **Youth Safe School Committees’ Manual** is available to assist students. The manual provides a step-by-step outline of what to do and how to do it. The manual outlines how to recruit student committee members, build cohesion, and organize meetings and projects. It also includes a variety of resources that will help students find the information they need to complete the projects.



FOURTH R PARTNERSHIPS

The implementation of the **Fourth R** program throughout North America is facilitated through partnerships many outstanding organizations and institutions.



Canadian Prevention Science Cluster National Hub Coordinators

Shelley Hymel, *Faculty of Education, University of British Columbia*
 Marie Battiste, *Aboriginal Education Research Centre, College of Education,
 University of Saskatchewan*
 John LeBlanc, *IWK Health Centre, Dalhousie University*

ENGLISH PROGRAM

GRADE 9 AND GRADE 12 PROGRAM

The Grade 9 and 12 English program were developed as Book Club units with whole class lessons, as well as extension and small group activities that incorporate ways to develop character education, critical literacy skills and critical thinking skills. The themes and topics of the novels selected for this unit, which are explored in the reading, writing, speaking, listening and thinking activities, relate to healthy relationships and decision-making relevant to adolescents. Important topics such as **bullying, personal relationships, peer and dating violence, and high-risk behaviours** are included as part of the content of this unit.

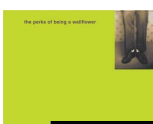
Designed to address many key subject-specific learning expectations, the program supports a balanced-literacy English classroom and contains over 120 pages of learning strategies, activities, rubrics, and innovative methods for teaching healthy relationships. A variety of reading levels in the texts, combined with the variety of exercises and follow-up activities, allow the teacher to differentiate the instruction and the performance expectations for each student.



What are Book Clubs?

Teachers using a Book Club approach in the classroom select from a range of texts, in order to match books to individual readers' interests and to learning needs. Well-structured groups and student-centered inquiry guide the learning process. The teacher acts as facilitator, structuring collaborative learning groups, whole-class lessons, discussion periods, and reading and writing activities appropriate for the course expectations.

How Do Book Clubs Work?



- Students choose books from a range of teacher-provided selections.
- Small, temporary reading groups (usually 4-5 students) are formed, based on book selection.
- Students read on their own and as part of their book club process.
- Reading groups meet in class on a regular schedule, in order to discuss their reading.
- To organize and facilitate the group meeting, specific roles and accompanying tasks are assigned to each student.
- Group members maintain notes on their learning, working collaboratively to analyse and respond to the selected texts.
- The teacher acts as facilitator, managing group organization, time allocations, monitoring progress, and planning and assessing consolidating and culminating assessments.

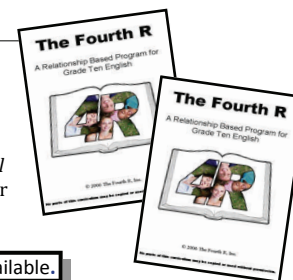
*"The **Fourth R** Program is an innovative and effective way for students to learn skills and strategies which are critical to the development of healthy relationships and the prevention of high-risk behaviours." ~ Karen Dalton, Superintendent of Education*

GRADE 10 ENGLISH PROGRAM

Grade 10 English program offers a 30-lesson unit focusing on the issues of **violence, bullying, sexuality, relationships, substance use, and gangs**. These are all issues identified by adolescents as problems they are facing and fit the triad of violence, sexual behaviour, and substance use that are central focus of the **Fourth R** program. Since the stories are about issues important to adolescents, each of the six short stories provide a starting point for reading, thinking, talking, and writing about these important topics for teens.

Similar teaching strategies are used as in the Health & Physical Education program, and expand students' understanding of effective communication, problem-solving, and decision-making. Students are asked to share their ideas in small groups, larger groups, and whole-class discussions. Some exercises are designed to be done individually, while others involve collaboration with classmates.

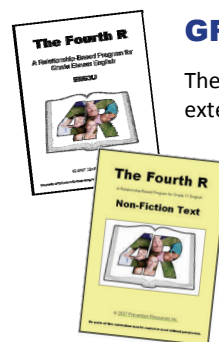
*"The **Fourth R** can be integrated in powerful and important ways with curriculum the secondary English program. Students are motivated to read and talk about personally meaningful topics affecting youth. Relevant, issues-based reading provided through **Fourth R** resources engages students and promotes meaningful talking, writing, and critical thinking in the English classroom." ~ Connie Bray, School Administrator*



A Catholic Perspective of the Grade 10 English Program is available.

GRADE 11 ENGLISH PROGRAM

The **Grade 11 English program** is a non-fiction unit that is an extension of our **Fourth R** comprehensive school-based prevention program. The program is offered for both the university and college / essential level, each consisting of 4 non-fiction units and containing 24 lessons that address the issues of **media violence, bullying, dating violence, and substance use & abuse**. Similar to the Grade 10 English program, these are all issues identified by adolescents as problems they are facing and fit the triad of violence, sexual behaviour, and substance use that are central focus of the **Fourth R** Core Program.



This program involves problem-solving techniques and alternative actions to assist youth in making positive decisions. The curriculum facilitation can take between 25-30 periods, and the material includes learning strategies, activities, rubrics, and innovative teaching methods for healthy relationships. Students find the units develop important life skills that enhances the quality of their peer relationships.

*"The **Fourth R** Grade 11 English Unit is a powerful, relevant and effective tool to engage our youth in meaningful exploration of the issues that they face in the world outside of school. This unit engages students in topics that are pertinent to them and provides them with an opportunity to explore positive choices within the safety of their classrooms." ~ Debbie Townsley, Guidance Counsellor*