



Vinyasa Yoga for Youth: Social Justice Curriculum Evaluation Report 2021-2022



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Project Description

Vinyasa Yoga for Youth (VYFY) is a registered non-profit that was founded in 2008 by Ryan Leier and Kristine Divall. The goal is to build meaningful connections with youth through the practice of yoga. The VYFY programs engage youth in a fun way and aim to foster self-awareness, encourage an enhanced capacity for compassion, and promote healthy living choices for themselves and their community.

They currently connect with almost 4000 children and youth in the city of Saskatoon and have trained over 500 specialized yoga teachers. Recently, they have expanded into BC with many established teachers, and have started to reach youth all across Canada and into the United States.

VYFY has developed both yoga curriculums and professional development trainings that can be offered within schools, community centers, yoga studios, and more. These programs were designed to explore topics including: mindfulness, mental health, and social justice.

This report focuses on VYFY's social justice curriculum. In this ten-week social justice health curriculum, youth experienced the connection between yoga and social justice. The 10 lessons introduced students to the practice of yoga and how it informs and challenges students to commit to anti-racism.

VINYASA
yoga FOR youth

Executive Summary

Vinyasa Yoga for Youth (VYFY) has collaborated with the Students Commission of Canada (SCC) through their Sharing the Stories (StS) program, which offers customizable evaluation for non-profits serving youth. Together, they are working to ensure that VYFY continues to build meaningful connections with youth through the practice of yoga.

The purpose of this report is to evaluate the outcomes of the VYFY social justice curriculum and the impact on youth who participate in the program. For this evaluation, VYFY used both quantitative (surveys) and qualitative tools (focus groups) to evaluate the impact of programming.

- **Summary of survey results:** After completing the social justice curriculum, youth gained valuable knowledge on social issues and felt empowered to fight for social change. The results show that the VYFY program encouraged youth to become more involved and engaged in their communities. More youth have been involved in peaceful protests, cultural groups, or other community programs working on social issues. Youth also feel more confident and empowered to use their voices to advocate for change. The program incited important conversations and empowered youth to stand up to racism. More youth have also tried to get into a leadership role, which suggests that the program encouraged leadership and initiative. Youth feel more interested and informed in social issues, and want to spread awareness on racism and share their knowledge with others.
- **Summary of focus group results:** The qualitative results showed that the safe atmosphere of yoga fostered important conversations surrounding social issues and anti-racism awareness. The practice of yoga was successfully used as a vehicle for communication and learning. Furthermore, youth enjoyed the incorporation of yoga, since it helped them feel more relaxed. The practice of yoga improved youth's overall well-being and helped them cope with stress. Additionally, the program encouraged youth to spread awareness in their community and stand up against racism.

Overall, it is evident that VYFY succeeded in creating a safe space for youth to engage, connect, learn, and grow, all while practicing yoga. The results showed that the yoga social justice curriculum had several benefits on youth's well-being and development. The social justice curriculum gives youth the knowledge and confidence necessary to become involved in their communities and use their voices to advocate for social justice.

Methodology

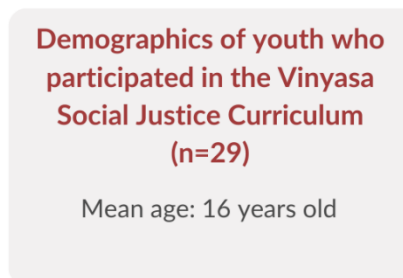
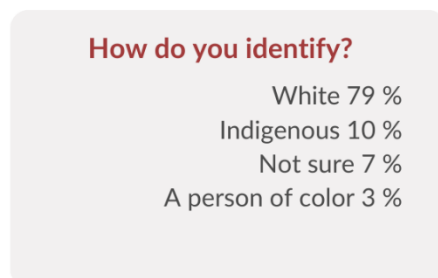
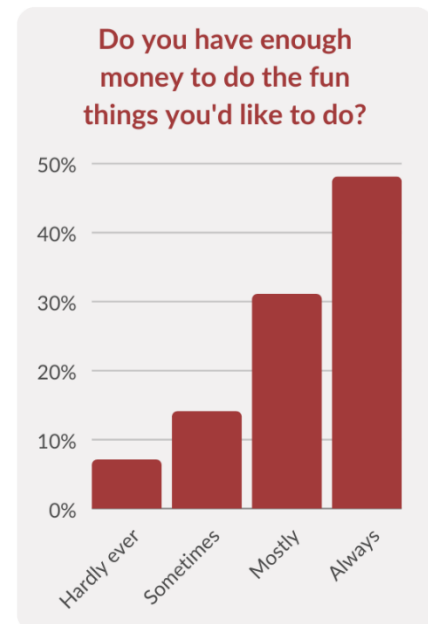
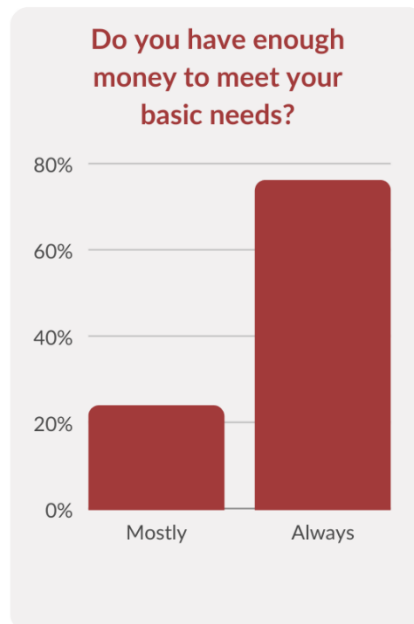
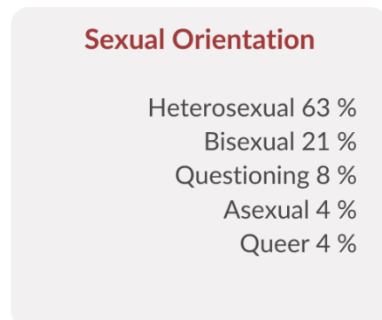
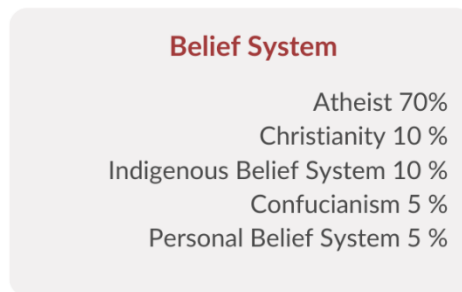
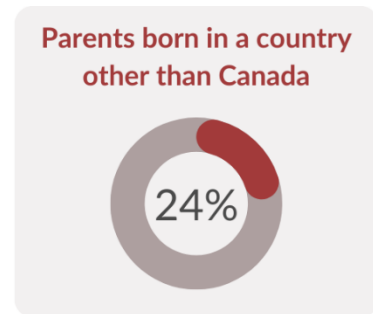
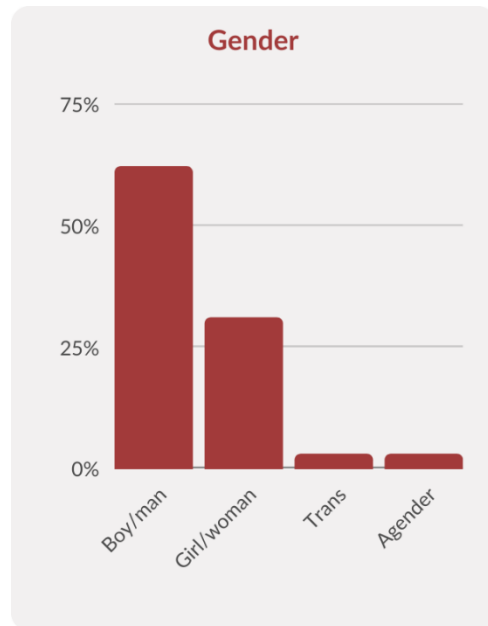
For this evaluation, VYFY used both quantitative (surveys) and qualitative tools (focus groups) to evaluate the impact of programming.

- **Demographics:** The demographics form looked at key features of participants' identity.
- **Surveys:** Youth participants filled out three (3) surveys which looked at the following: Addressing Social Issues, Youth Anti-Racism Action, and Youth Engagement Qualities.
- **Focus groups:** Focus groups were administered with youth participants to gain their perspectives on VYFY and the outcomes of programming.

Program	Sharing the Stories Tools
Vinyasa Yoga for Youth: Social Justice Curriculum	<ul style="list-style-type: none"> - Demographics (n=29) - Surveys (n=27): <ul style="list-style-type: none"> o Addressing Social Issues Module o Youth Anti-Racism Action Module o Youth Engagement Qualities Module - Three (3) Focus Groups (n=16)

The three (3) focus groups provided a space for youth to reflect on their experiences, share ideas for improving the program, and share impacts that participation has had on their lives. The focus groups were facilitated by SCC staff and was recorded and transcribed to be analyzed for significant themes with counts of how many times each theme was mentioned. Significant quotes were drawn from the analysis to support the numbers with participants' thoughts, feelings, and personal experiences. Names or identifying information have been removed from the quotes and replaced with denotations such as "[blank]" or a letter in place to insure anonymity.

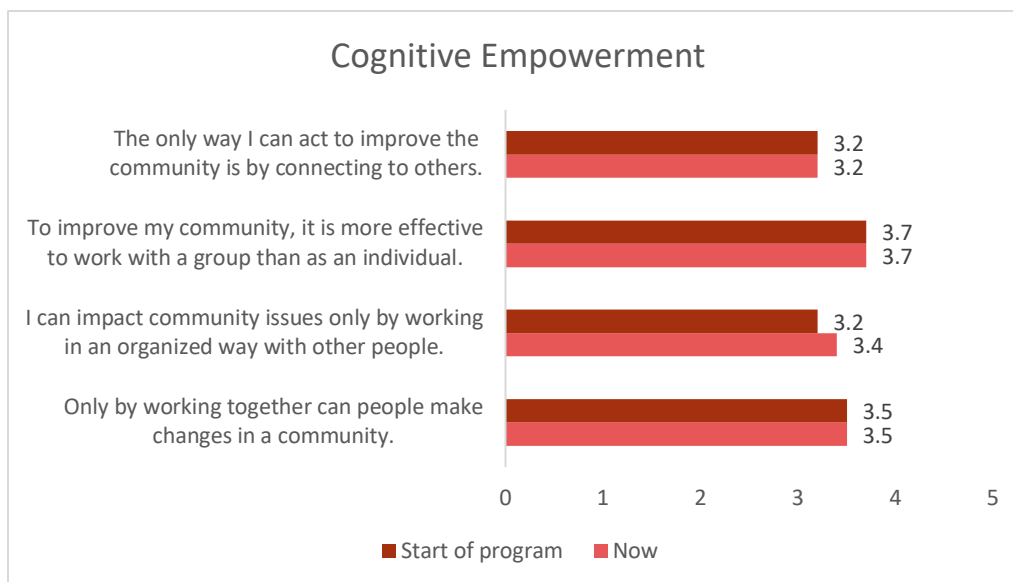
Demographics



Quantitative Results: Addressing Social Issues

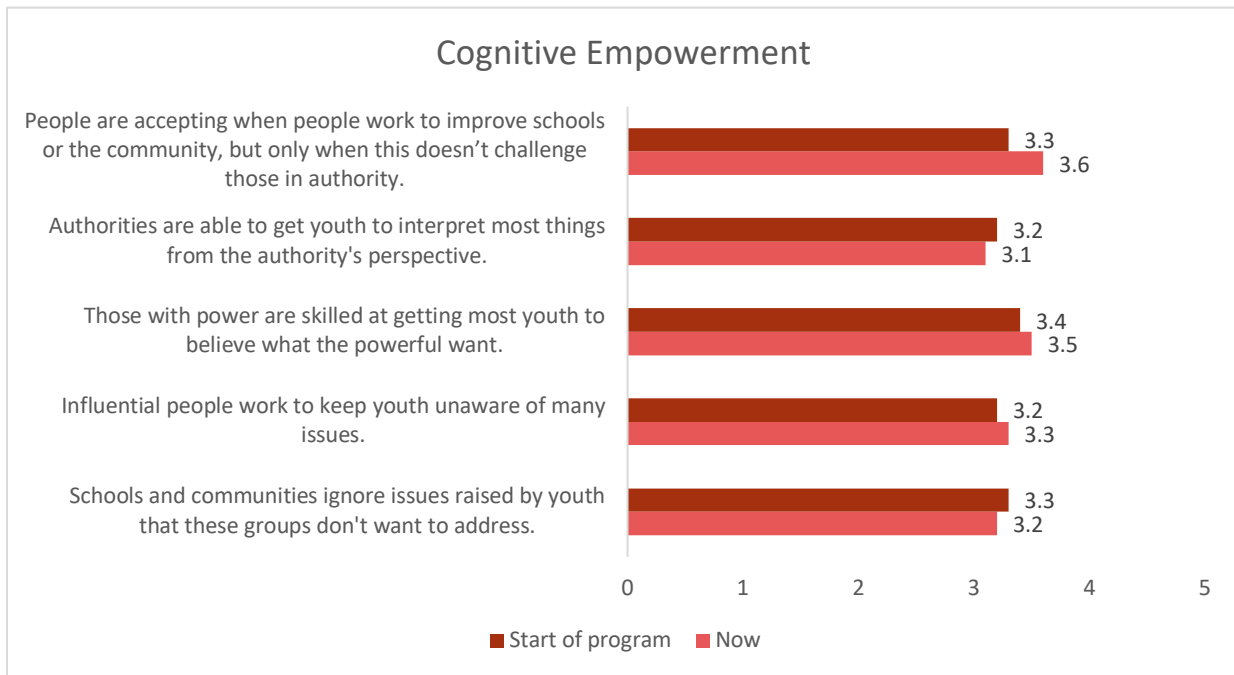
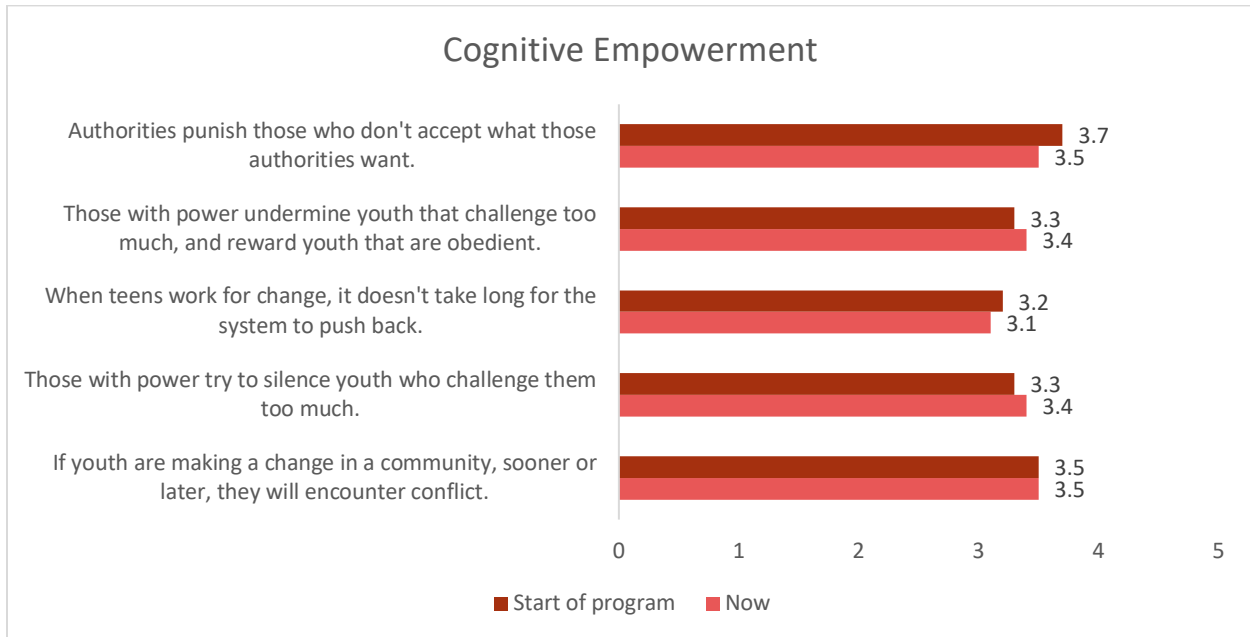
The first section of the survey looks at youth's perception on addressing social issues, and is subdivided into the following components: Cognitive empowerment, justice-oriented citizen, and civic participation. This is a post-retrospective survey, which means that youth filled out the survey at the end of the 10-week program, and were asked to reflect on how their perspectives have changed since the start of the program.

For the first set of the questions looking at cognitive empowerment, youth were asked to rate 14 statements on a scale from 1 (strongly disagree) to 5 (strongly agree). The following graphs illustrate the average responses.



Takeaways for Cognitive Empowerment

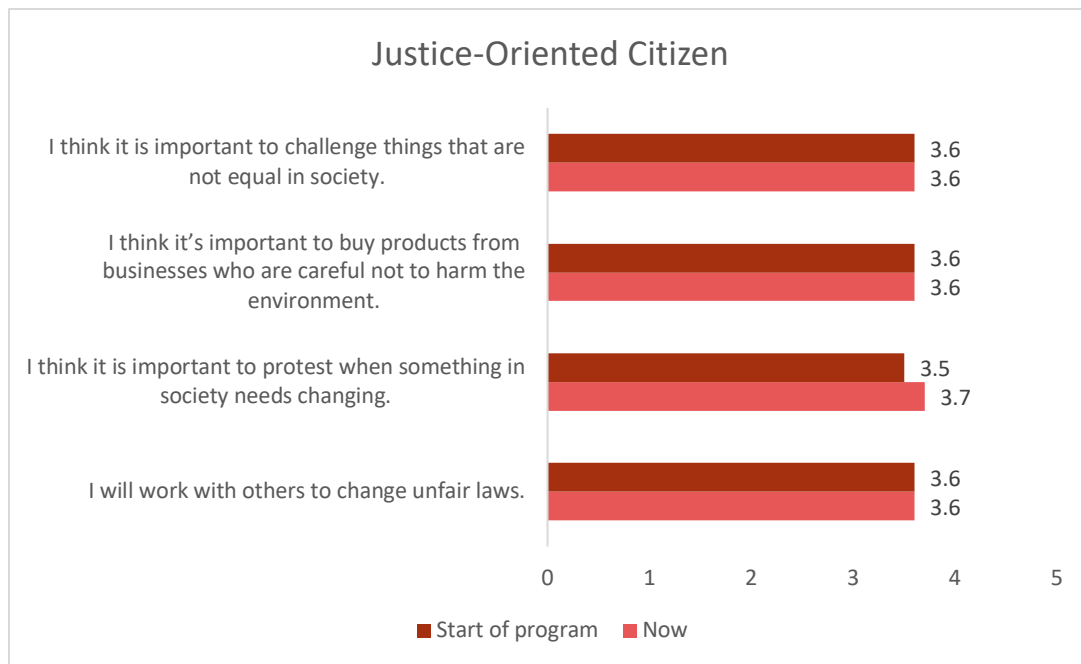
- As depicted in the graph above, youth's cognitive empowerment remained consistently high throughout the duration of the program. Youth showed feelings of community connectedness and belonging, and believe that they can improve their community by working with others.
- The results suggest that youth value collaboration and teamwork, and believe that social change can be created by working together. This cognitive empowerment may incite youth to join groups in the community that work towards social change.



Takeaways for Cognitive Empowerment

- Participants feel like they have an understanding of the conflicts that others face when fighting for social change. This means that youth are aware of the backlash from authority they may face when fighting for change.
- Youth are more aware of the role that authority plays in the system, and how it impacts everyone. They realize that influential people work to keep youth unaware of many issues, and do not like being challenged.
- This knowledge and cognitive empowerment may motivate youth to keep fighting for social change despite the challenges from authority. Through the social justice curriculum, youth may be better equipped to overcome these obstacles and fight for what they believe in.

For the next set of questions looking at participants' justice orientation, youth were asked to rate four statements on a scale from 1 (strongly disagree) to 5 (strongly agree). The following graph illustrates the average responses.

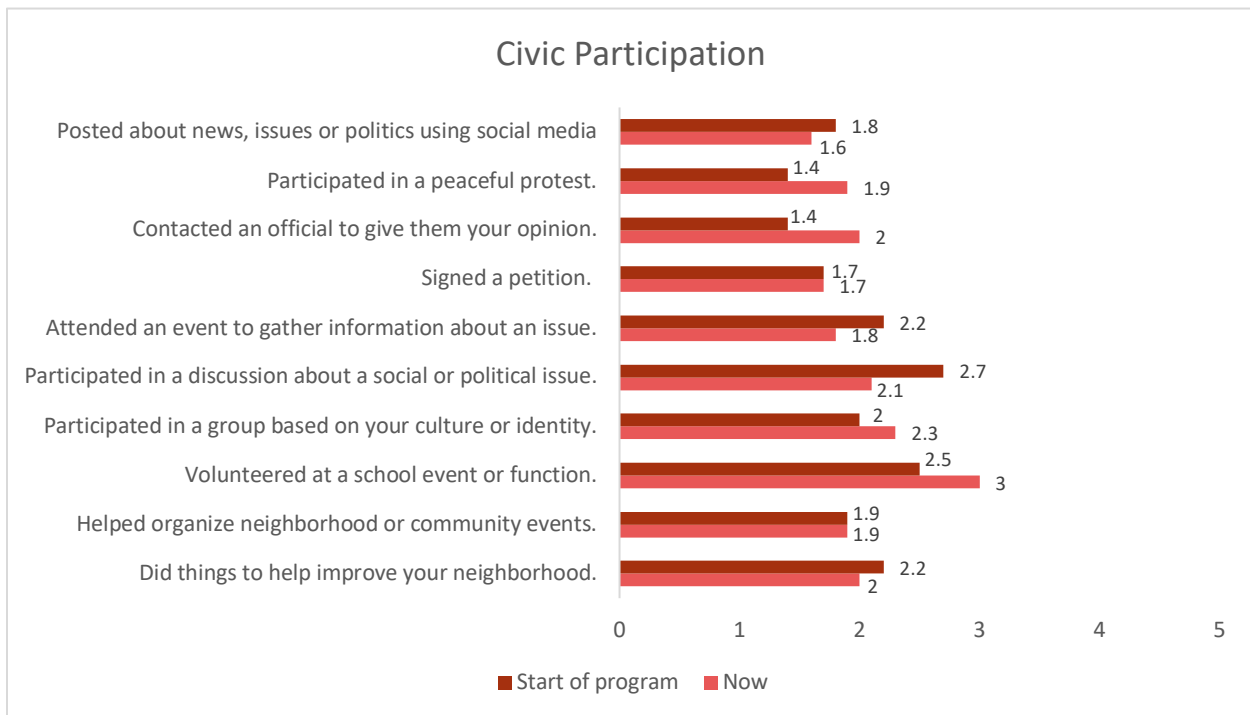


Takeaways for Justice-Oriented Citizen

- As depicted in the graph above, youth's justice orientation remained consistently high throughout the duration of the program. Youth believe that it is important to challenge things that are not equal in society, and they want to work with others to change unfair laws.

- After completing the social justice curriculum, youth realized the importance of protesting when something in society needs change. This realization may empower youth to become involved in peaceful protests and fight for social justice.

For the final set of questions on Addressing Social Issues, youth were asked to rate 10 statements regarding their civic participation on a scale from 1 (never) to 5 (a lot). The following graph illustrates the average responses.



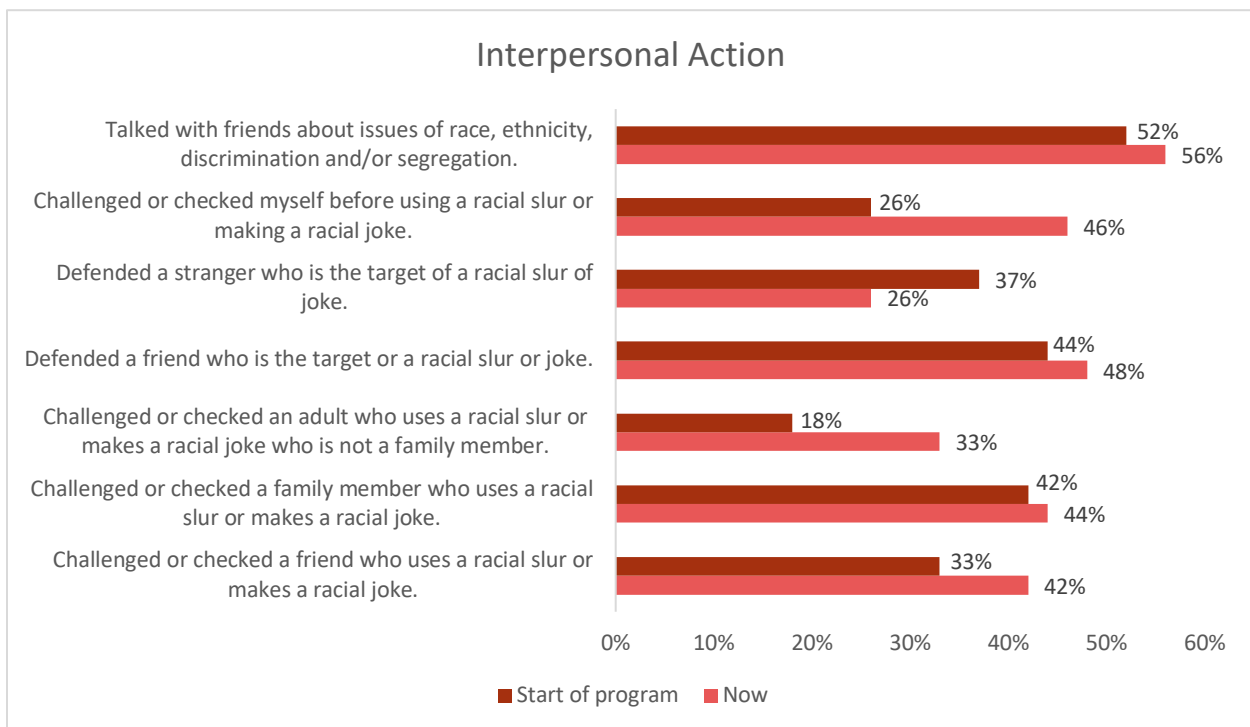
Takeaways for Civic Participation

- At the end of the social justice curriculum, youth demonstrated an increase in civic participation in some areas. More youth participated in a peaceful protest, contacted an official to give their opinion, participated in a group based on their culture or identity, and volunteered at school event.
- The results show that Vinyasa yoga encouraged youth to become more involved and engaged in their communities. Youth also feel more confident and empowered to use their voices to advocate for change.

Quantitative Results: Youth Anti-Racism Action

The next section of the survey looks at youth anti-racism action, and is subdivided into the following components: Interpersonal action, communal action, and political change action. This is a post-retrospective survey, which means that youth filled out the survey at the end of the 10-week program, and were asked to reflect on how their perspectives have changed since the start of the program.

For the first set of the questions, youth were asked to indicate whether they have experienced seven different instances of anti-racism action. The following graph illustrates the percentages of youth who experienced the instances of anti-racism action both at the start and end of the program.



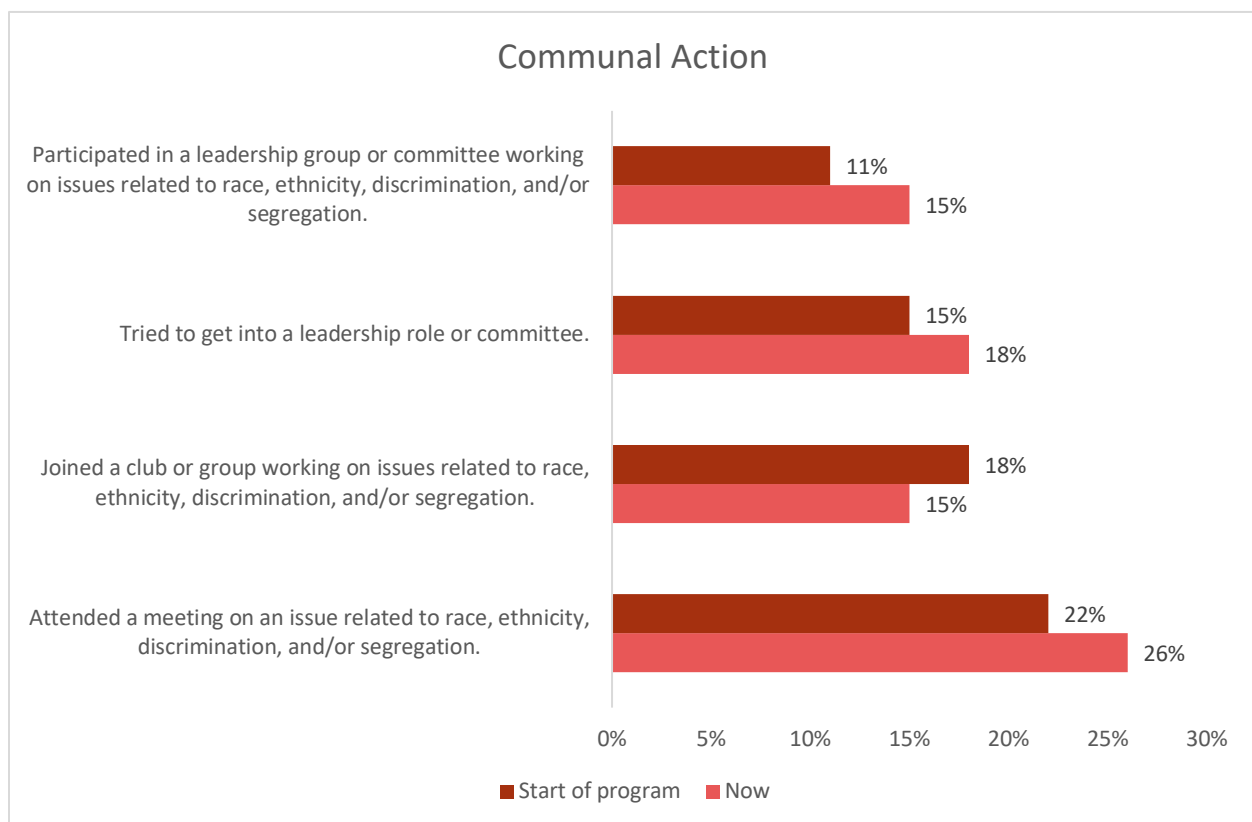
Takeaways for Interpersonal Action

- Since the beginning of the social justice curriculum, youth showed increases in interpersonal action (i.e., standing up to racism).
- More youths started to challenge or check themselves and others before using a racial slur or making a racial joke. This suggests that the program encouraged youth to think more critically and stand up to racism. Youth even feel confident to stand up to adults

and family members making a racial joke, which shows that youth are not afraid to stand up to adults.

- Youth have also defended a friend who was the target of a racial joke, and talked with friends on issues of racism and discrimination. This suggests that the program incited important conversations and empowered youth to stand up for others.

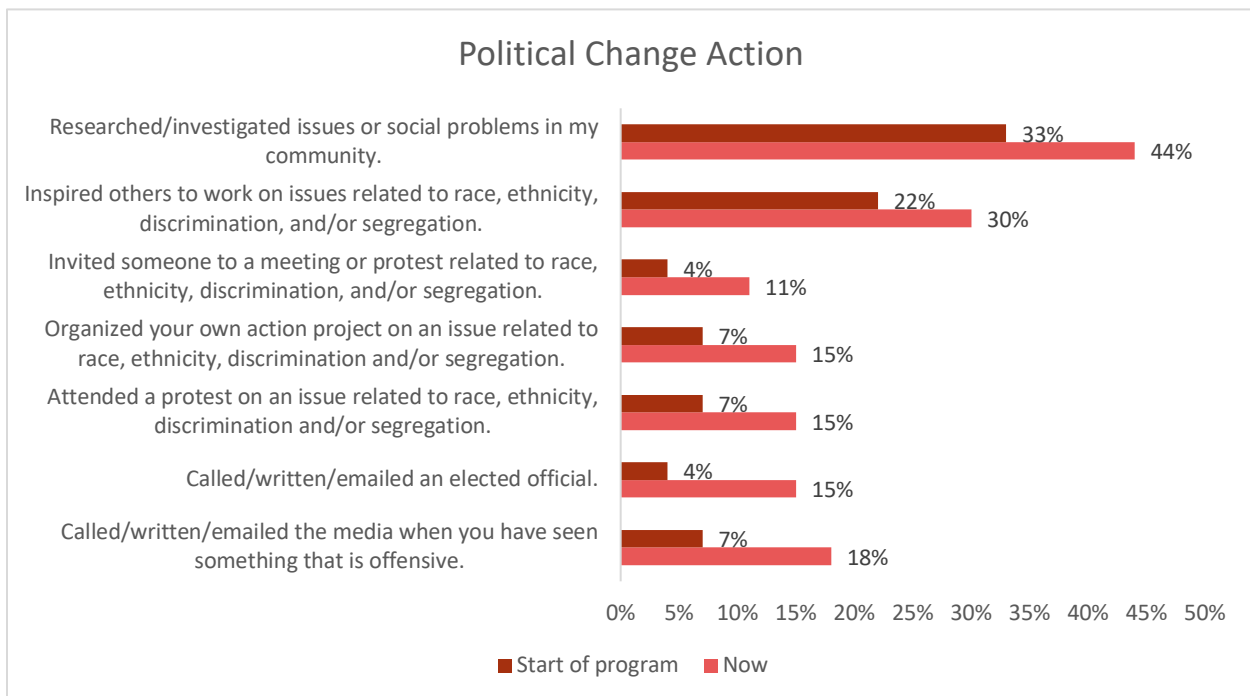
For the next set of questions looking at anti-racism action, youth were asked to indicate whether they have experienced four different instances of communal action. The following graph illustrate the percentages of youth who experienced communal action both at the start and end of the program.



Takeaways for Communal Action

- Since the beginning of the social justice curriculum, youth showed a slight increase in communal action. This means that youth are more involved in their communities and attending meetings or groups on issues related to race and discrimination. This suggests that the program inspired youth to seek out more information on social issues and advocate for change in the community.
- More youth have also tried to get into a leadership role, which suggests that the program encouraged leadership and initiative.

For the final set of questions looking at anti-racism action, youth were asked to indicate whether they have experienced seven different instances of political change action. The following graph illustrates the percentages of youth who experienced political change action both at the start and end of the program.



Takeaways for Political Change Action

- Since the beginning of the social justice curriculum, youth showed an increase in all spheres of political change action. This means that youth have researched issues on social problems in their community and inspired others to work on social issues. This suggests that the program increased youth's interest in social issues and community involvement.
- Youth are now using their voices more, as some youths have called/written/emailed an elected official or the media on a social issue.
- They also showed an increase in leadership and initiative, as some have attended a protest and even organized their own action project. This demonstrates youth's greater motivation and desire for social change.
- Some youths have also invited someone to a meeting or protest on a social issue, which shows that youth are spreading awareness and sharing their knowledge with others.

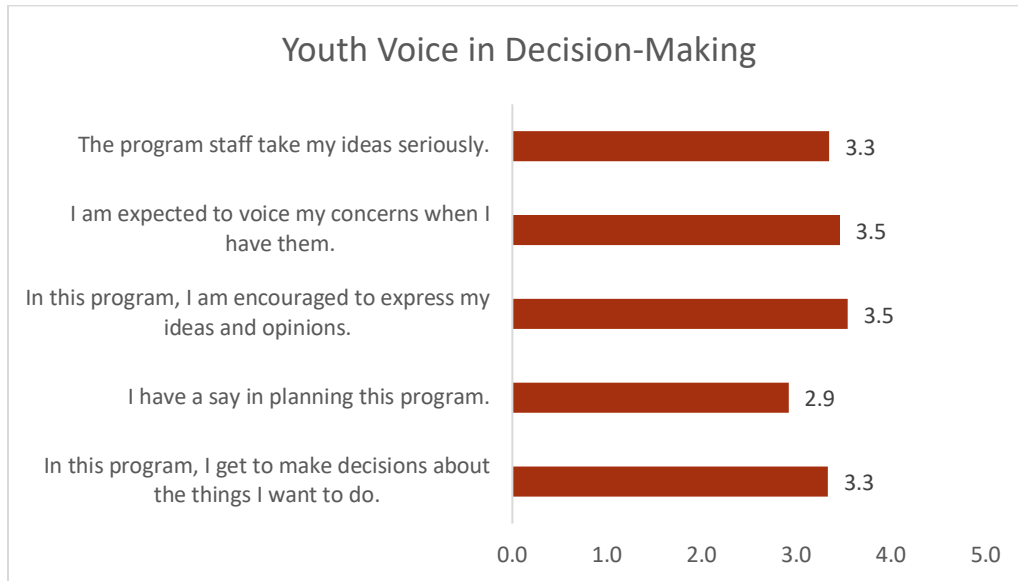
Quantitative Results: Youth Engagement Qualities

The final section of the survey looks at youth engagement qualities, which includes the following components: Safe environment, youth voice in decision-making, youth staff partnerships, psychological engagement, diversity, identity exploration, and features of positive developmental setting. Youth were asked to rate 44 statements on a scale from 1 (strongly disagree) to 5 (strongly agree). The following graphs illustrates the average scores at the end of the program.



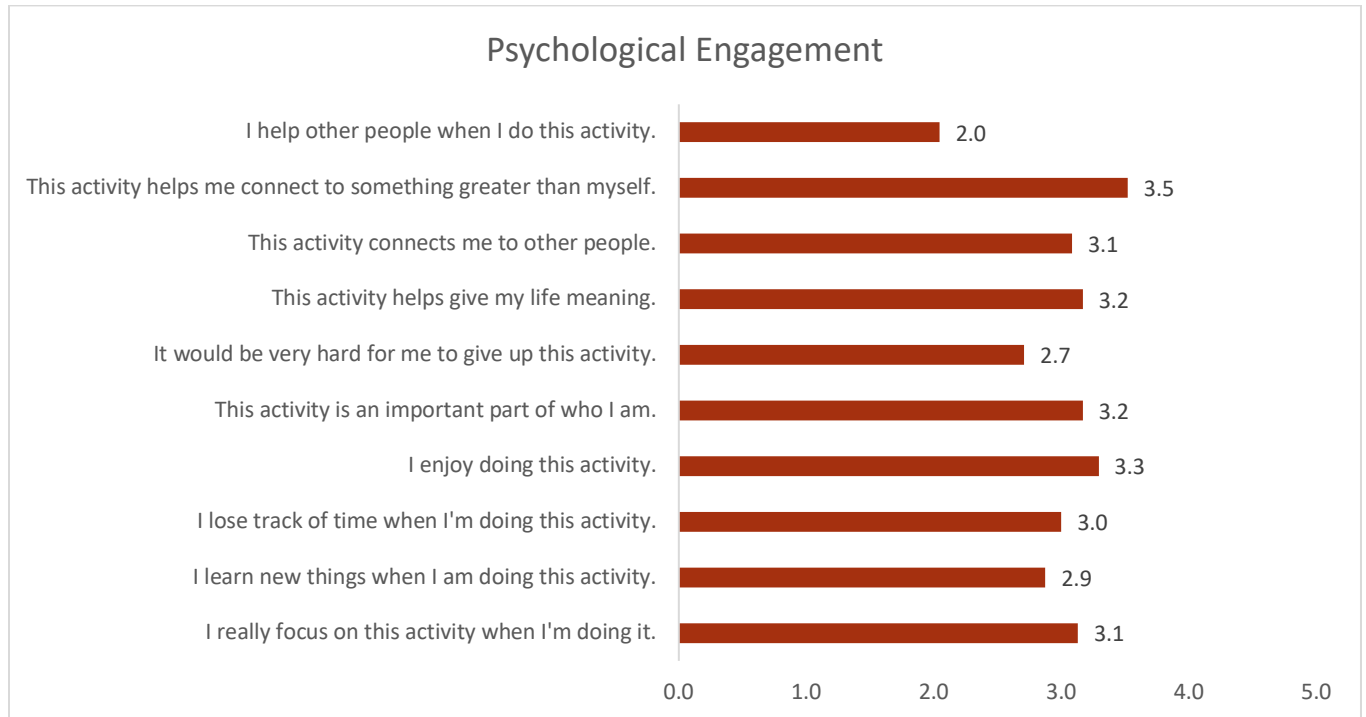
Takeaways for Safe Environment

- As depicted in the graph above, youth feel safe in the VYFY program. The practice of yoga allowed youth to feel safe, welcomed, included, and respected.
- The program created a safe space where bullying and aggression are not tolerated, and where everyone is treated with equal respect.
- The results show that safe spaces in schools can be created through yoga. This aligns with research that found that yoga can be used to create safe spaces as it fosters acceptance, inclusiveness, and positive embodiment (Cook-Cottone & Douglass, 2017).



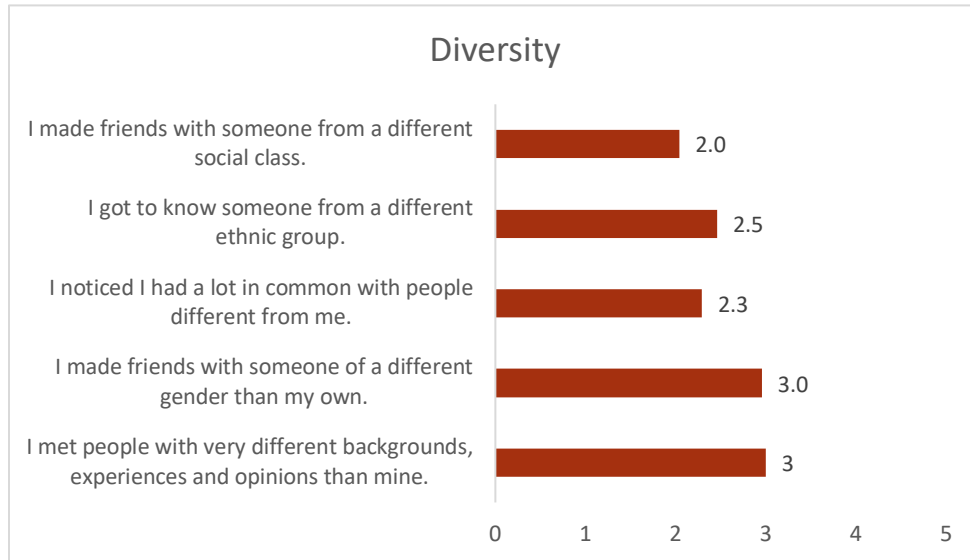
Takeaways for Youth Voice and Youth Staff Partnerships

- Youth demonstrated moderately high levels of youth voice in decision-making and youth staff partnerships. This means that youth and staff have a mutually respectful relationships, and learn a lot from working together. It also means that there is a good balance of power, and that youth are encouraged to express their ideas and opinions.
- This suggests that VYFY is a safe space where youth are respected and empowered.



Takeaways for Psychological Engagement

- Many youths felt engaged with the program, as the activity helped them connect to something greater than themselves. The activity also connected them to other people and helped give their lives meaning.
- Youth revealed that they enjoy doing this activity and that it is an important part of who they are. They feel focused and engaged during the activity, and even lose track of time while doing it.
- The result suggest that yoga brings forth connection and community, and allows youth to reflect on their lives and their meaning.



Takeaways for Diversity

- The program allowed youth to make friends with someone of a different gender than their own, and meet people with very different backgrounds, experiences, and opinions than their own. This may have broadened youth's perspectives and allowed them to learn about other people's experiences.
- The program took place in schools where students already knew their peers, which may explain the low scores in some other areas.



Takeaways for Identity Exploration

- Youth demonstrated lower scores for identity exploration, which means that youth did not get a chance to dive in their identities and try new things. However, it is important to note that the program only lasted ten weeks, which may not be enough time for youth to explore their identities. Perhaps the program planted the seed for identity exploration, which will show its growth later on.



Takeaways for Features of Positive Developmental Setting

- The VYFY program showed some important features of positive developmental setting. Youth feel like there are opportunities to learn new things and develop new skills, which shows how the program contributes to their growth and broadened knowledge.
- Youth feel like the people in the group show positive values, and that there is the right amount of structure and guidance in the program. This demonstrates that youth appreciate the yoga teachers.
- Youth also feel like they can make positive things happen, and that they can get things done in the program. This suggests that the program encouraged initiative and inspired youth to create positive social change.

Qualitative Results: Focus Groups

VYFY held focus groups with youth participants to evaluate the outcomes of yoga on youth's lives. The following table illustrates the key themes which came up, as well as the number of times each theme was mentioned. The qualitative analysis will look at the program qualities, individual outcomes, social outcomes, and community outcomes.

Table 1. Summary of focus group themes.

Category	Themes	Frequency
Program Qualities	Important conversations	17
	Anti-racism awareness	17
	Physical engagement and yoga	13
	Safe space	2
Individual Outcomes	New knowledge on social issues	20
	Improved well-being	8
Social Outcomes	Positive relationships with teachers	2
Community Outcomes	Spreading awareness	5
	Combatting racism	5
Recommendations	Games and activities	3
	Discussions on current events	3

Program Qualities

Youth described several qualities of the VYFY program which they enjoyed, but certain key themes stood out.

Important conversations

The safe space created by the program offered youth the opportunity to have important conversations on social issues. Youth felt comfortable to open up and share their lived experiences with the group. The sessions held conversations on important issues like racism, discrimination, stereotypes, segregation, and violence against Indigenous women. These are important topics that impact youth and are not always discussed in the school curriculum. Therefore, the program offers youth with a safe space to have these important discussions and to learn more about the world around them, all while practicing yoga.

Definitely some of the stories that we were read during the curriculum, they changed my thinking about the Canadian government for sure. And just things, little things I probably wouldn't have noticed about the world around me.

What makes an impact is the fact that we are learning about racism and a lot more than, like a lot going into more detail than you normally do when talking about it.

I think it educates us on stuff that we maybe wouldn't normally learn in school.

Anti-racism awareness

The social justice curriculum spread anti-racism awareness in schools. Youth enjoyed the racism staircase as it simplified a complex topic and was helpful in understanding how racism works. The discussions opened youth's eyes to the injustices of the world, and motivated them to spread anti-racism awareness to others. Youth feel like they have a greater understanding of racism and other people's lived experiences. This new knowledge broadened youth's perspectives on the world, and allowed them to understand the obstacles that other marginalized youth face.

It went well, and I again, I really liked the racism staircase that kind of just simplifies like, what I thought was like, super, super complex. And so that was helpful to understand how racism works.

And it helped me like identify it in the real world too. It started off with stereotypes and you can just see how it progresses. And seeing it in real life made my eyes open a lot.

Physical engagement and yoga

Participants enjoyed the physical engagement and yoga aspect of the program. They explained how it was much more interesting and engaging than having a simple class discussion where students are asked to sit down and listen. The physical engagement and yoga also allowed youth to relax and open up while learning about social justice. Therefore, the practice of yoga was successfully used as a vehicle for communication and learning.

I think the fact that it was, it was also taught with, with yoga, I think that was special. Most class stuff is just like, sit down and read or listen, so that's nice.

I liked that there was physical engagement in the yoga, I liked that it wasn't just people talking at us. It was like, we're doing something related to what we're talking about, at least to an extent.

But it was nice that it was paired with yoga, so you could open up and relax after hearing the injustices of the world.

Safe space

Through the practice of yoga, the program created a safe space where youth felt comfortable, secure, and calm. Safe spaces can be created in yoga very quickly, given the peaceful ambiance. Youth described the space as very non-judgemental and inclusive, and they felt a sense of belonging within the group. The results show that yoga fosters a sense of safety, community, and connection among youth.

The fact that it was such a small group who made people more comfortable, especially in like, a room with the lights dimmed and the doors shot, so they knew it was like, a safer space.

No one is getting judged.

Individual Outcomes

Individual outcomes speak to changes that happen at a personal level, whether it be with staff/team or participant populations.

New knowledge on social issues

Through the social justice curriculum, youth gained valuable knowledge on important social issues. Youth described how social issues are not discussed in school, and that the program was very eye-opening. Youth feel like other people would understand racism better if they attended the same program. This new knowledge may give youth the tools necessary to become more involved in their communities and advocate for social change.

And I think it was just good to learn, because I've never learned anything like this besides in history. And like how it happened in history, but we hear it on the news, kind of, but like, we never discussed it in any other classes. It was just really good to learn. And I think a lot of other people would understand it a lot more if they went to the same program.

I learned about the social staircase or racism staircase, like stereotype and bias then your prejudice, then racist and official truth. Yeah, we learned about a bit about the Indigenous, like, how people are racist to them and about them having to live on reserves.

Improved well-being

Youth enjoyed the practice of yoga as it made them feel calmer and reduced their anxiety levels. Youth felt more grounded, in-tune with their minds and bodies, and ready to tackle the day. Youth can incorporate yoga in their daily lives to help deal with stressors and improve their moods. This aligns with research which showed that yoga was related to a decrease of symptoms of anxiety and depression in children and adolescents (Weaver & Darragh, 2015), and an improvement in psychological well-being (Hagen, 2014). Thus, yoga is an important life skill tool for children and young people to cope with stress.

I really liked the yoga part of the course because we did like heart opening exercises and like, how to relieve stress and like, I could definitely tell it changed, like my mood in the day and like, how I've reacted to things.

I learned a lot of yoga. It's like you'll have a better day if you started off with something like calming.

Well, I felt different and like more calm when I did yoga, because I felt good and like, there's not as much weight on my shoulders.

Social Outcomes

Social outcomes speak to changes or maintenance of relationships, connections, and networks experienced by youth participants.

Positive relationships with teachers

Teachers contributed to the creation of the safe space through their own kindness, helpfulness, and enthusiasm. Teachers showed that they truly cared about the participants and were very supportive. This safe ambiance allowed youth to trust adults and form meaningful and trusting relationships with adult allies.

I think mostly the same answer as everyone else kind of, [name] was really great to work with, she was really like enthusiastic and like, kind of helped. Like, you know, teach us a little bit better.

And yeah, I liked the teacher. I like how she taught us this year it was... I liked her. Not that I could do it again, but if I had her as a teacher again, I would like that.

Community Outcomes

Community outcomes speak to changes that affect a wider range of people in the community.

Spreading awareness

The program spread awareness in the community on important social issues. Youth explained how impactful and important the program was, especially since some ideas in the community are “behind” (i.e., the use of pronouns). The program helped spread awareness on racism, gender-based violence, and different gender identities. This awareness can help open people’s eyes to racist behavior and racial profiling, and can help the community work towards a more equitable and inclusive environment.

Well, it's a small town, because I feel like for a lot of things were pretty behind. It's like, when I say that, I mean, like pronouns. This is like, something that I'm not very used to. It's something you see in the big city, but not here. And I think it's good that it's that it's here for us.

I think it helps open people's eyes to like, see how you can kind of how other people can be acting and how it can actually be maybe racial profiling.

Combating racism

Since youth learned how to identify racism, they now have the tools to help combat it in the community. Youth now identify as allies, and said they feel confident about standing up to racism to protect others. The program empowered youth to become more involved in their communities and to advocate for social change. Some youths have even joined other community programs and groups working to combat racism.

I definitely learned how to how to identify stereotyping or, or just other forms of racism, and identifying it really helps combat it, I believe.

Being an ally and sticking up and saying my opinion because it's not cool to do those things.

Recommendations

Finally, youth offered some recommendations to help improve the program. They suggested incorporating games, group activities, and rewards in the sessions to make the program even more engaging. Additionally, youth would like to see more current examples of social injustices. They explained that many of the examples were from history, and that it would be even more interesting to learn about current events.

Maybe by making it a little bit more fun by having awards or playing games and stuff or motivations. Because I'm not saying you guys did a bad job. I'm just saying that like, I think there's room for improvement. Other than that, it was pretty good.

More up to date examples because like most of the information was like a while ago and it's good to know, but like there is stuff still happening right now that I think would be cool to learn about.

Conclusion

The purpose of this report was to evaluate the outcomes of the Vinyasa Yoga for Youth (VYFY) social justice curriculum and the impact of yoga on the lives of youth. Overall, it is evident that VYFY succeeded in creating a safe space for youth to engage, connect, learn, and grow, all while practicing yoga. The social justice curriculum had several benefits on youth's well-being and development.

The safe atmosphere of yoga fostered important conversations surrounding social issues. The practice of yoga showed several mental health benefits such as improved well-being, connectedness, reduced stress and anxiety, perceived self-efficacy, and better overall mood.

The results show that the VYFY program encouraged youth to become more involved and engaged in their communities. More youth have been involved in peaceful protests, cultural groups, or other community programs working on social issues. Youth also feel more confident and empowered to use their voices to advocate for change. The program incited important conversations and empowered youth to stand up to racism. More youth have also tried to get into a leadership role, which suggests that the program encouraged leadership and initiative. Youth feel more interested and informed on social issues, want to spread awareness around racism, and share their new knowledge with others. The results suggest that the practice of yoga can be used as a vehicle for communication, learning, and connection.

Parents, teachers, and school administrators alike are starting to recognize the mind-body benefits of yoga, which can help kids concentrate, regulate their emotions and cooperate with others, all while being physically active. One study found that when a yoga program was included in a school's physical education curriculum, students' physical fitness, behavior and grades improved (Slovacek, Tucker & Pantoja 2003).

Yoga provides training of mind and body to bring emotional balance. Children and young people need such tools to listen inward to their bodies, feelings, and ideas in order to foster self-awareness and personal growth (Hagen, 2014). Through the practice of yoga, classrooms can be transformed into safe spaces to have meaningful conversations and connection. We hope to see yoga integrated in children's daily lives at school to cope with stress and promote mental well-being.

Youth voice gathered in this report can help to better understand the reality of these youth, the impact of such a program, and can help to develop and improve similar programs that are beneficial for youth. Our recommendation is to discuss the present results with youth participants to see if this data portrays what they are experiencing.

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Appendix

Survey Questions

Addressing Social Issues

The scores represent the averages on a scale from 1 (strongly disagree) to 5 (strongly agree).

Questions	Start of program	Now
1. Only by working together can people make changes in a community.	3.5	3.5
2. I can impact community issues only by working in an organized way with other people.	3.2	3.4
3. To improve my community, it is more effective to work with a group than as an individual.	3.7	3.7
4. The only way I can act to improve the community is by connecting to others.	3.2	3.2
5. If youth are making a change in a community, sooner or later, they will encounter conflict.	3.5	3.5
6. Those with power try to silence youth who challenge them too much.	3.3	3.4
7. When teens work for change, it doesn't take long for the system to push back.	3.2	3.1
8. Those with power undermine youth that challenge too much, and reward youth that are obedient.	3.3	3.4
9. Authorities punish those who don't accept what those authorities want.	3.7	3.5
10. Schools and communities ignore issues raised by youth that these groups don't want to address.	3.3	3.2
11. Influential people work to keep youth unaware of many issues.	3.2	3.3
12. Those with power are skilled at getting most youth to believe what the powerful want.	3.4	3.5
13. Authorities are able to get youth to interpret most things from the authority's perspective.	3.2	3.1
14. People are accepting when people work to improve schools or the community, but only when this doesn't challenge those in authority.	3.3	3.6
15. I will work with others to change unfair laws.	3.6	3.6
16. I think it is important to protest when something in society needs changing.	3.5	3.7

17. I think it's important to buy products from businesses who are careful not to harm the environment.	3.6	3.6
18. I think it is important to challenge things that are not equal in society.	3.6	3.6
19. Did things to help improve your neighborhood.	2.2	2.0
20. Helped organize neighborhood or community events.	1.9	1.9
21. Volunteered at a school event or function.	2.5	3.0
22. Participated in a group based on your culture or identity.	2	2.3
23. Participated in a discussion about a social or political issue.	2.7	2.1
24. Attended an event to gather information about an issue.	2.2	1.8
25. Signed a petition.	1.7	1.7
26. Contacted an official to give them your opinion.	1.4	2.0
27. Participated in a peaceful protest.	1.4	1.9
28. Posted about news, issues or politics using social media.	1.8	1.6

Youth Anti-Racism Action

The scores represent the percentages of youth who answered 'yes' to the 18 statements.

Questions	Start of program	Now
1. Challenged or checked a friend who uses a racial slur or makes a racial joke.	33%	42%
2. Challenged or checked a family member who uses a racial slur or makes a racial joke.	42%	44%
3. Challenged or checked an adult who uses a racial slur or makes a racial joke who is not a family member.	18%	33%
4. Defended a friend who is the target of a racial slur or joke.	44%	48%
5. Defended a stranger who is the target of a racial slur or joke.	37%	26%
6. Challenged or checked myself before using a racial slur or making a racial joke.	26%	46%
7. Talked with friends about issues of race, ethnicity, discrimination and/or segregation.	52%	56%
8. Attended a meeting on an issue related to race, ethnicity, discrimination, and/or segregation.	22%	26%
9. Joined a club or group working on issues related to race, ethnicity, discrimination, and/or segregation.	18%	15%

10. Tried to get into a leadership role or committee.	15%	18%
11. Participated in a leadership group or committee working on issues related to race, ethnicity, discrimination, and/or segregation.	11%	15%
12. Called/written/emailed the media (i.e., newspaper, TV, internet) when you have seen something that is offensive.	7%	18%
13. Called/written/emailed an elected official (i.e., city council, mayor, legislator).	4%	15%
14. Attended a protest on an issue related to race, ethnicity, discrimination and/or segregation.	7%	15%
15. Organized your own action project on an issue related to race, ethnicity, discrimination and/or segregation.	7%	15%
16. Invited someone to a meeting or protest related to race, ethnicity, discrimination, and/or segregation.	4%	11%
17. Inspired others to work on issues related to race, ethnicity, discrimination, and/or segregation.	22%	30%
18. Researched/investigated issues or social problems in my community.	33%	44%

Youth Engagement Qualities

The scores represent the averages on a scale from 1 (strongly disagree) to 5 (strongly agree).

Questions	Average score
1. I feel safe when I'm in this program.	3.5
2. This program makes me feel welcome.	3.7
3. Bullying and aggression are not tolerated here.	4.0
4. All the people in this program treat me with respect.	3.6
5. In this program, I get to make decision about the things I want to do.	3.3
6. I have a say in planning this program.	2.9
7. In this program, I am encouraged to express my ideas and opinions.	3.5
8. I am expected to voice my concerns when I have them.	3.5
9. The program staff take my ideas seriously.	3.3
10. In this program, it is clear that youth and staff respect each other.	3.7
11. I learn a lot from staff in this program.	3.3
12. Staff learn a lot from youth in this program.	3.4

13. There is a good balance of power between youth and staff in this program.	3.2
14. Youth and staff trust each other in this program.	3.4
15. Youth and staff learn a lot from working together in this program.	3.4
16. I really focus on this activity when I'm doing it.	3.1
17. I learn new things when I am doing this activity.	2.9
18. I lose track of time when I'm doing this activity.	3.0
19. I enjoy doing this activity.	3.3
20. This activity is an important part of who I am.	3.2
21. It would be very hard for me to give up this activity.	2.7
22. This activity helps give my life meaning.	3.2
23. This activity connects me to other people.	3.1
24. This activity helps me connect to something greater than myself.	3.5
25. I help other people when I do this activity.	2.0
26. I met people with very different backgrounds, experiences and opinions than mine.	3.0
27. I made friends with someone of a different gender than my own.	3.0
28. I noticed I had a lot in common with people different from me	2.3
29. I got to know someone from a different ethnic group	2.5
30. I made friends with someone from a different social class	2.0
31. Tried doing new things	1.8
32. Tried a new way of acting around people	1.6
33. I do things here I don't get to do anywhere else	2.0
34. Is your involvement connected to your family, school, or other work you do in your community?	2.0
35. How supportive and caring do you think the people there are?	2.0
36. Do you feel that you can get things done in this organization?	3.3
37. Do you feel like you can make positive things happen?	3.3
38. Do you think that there is the right amount of structure and guidance?	3.3
39. Do you think the people in the group show positive values?	3.1
40. Do you think there are opportunities to learn new things and develop new skills?	3.1

41. Are there opportunities to learn new things and develop new skills?	2.8
42. Do you feel included by other people in this activity?	2.6