



# **Tools to Repair the Cracks**

---

Leanne Bailey  
Michelle Baumgarten  
Shirley LeClaire

# Overview of Agency

---

- Founded in 1931, Family Service Saskatoon is a non-profit community based organization
- Has always played a role in the community in providing services to youth that have been exposed to violence in a variety of ways
- Also recognized the importance of trying to prevent the continuation of violence between generations.

# Student Profile at Nutana Collegiate

---

- 700 students attend per quarter
- Average age is 18
- Over 50% self declare First Nations or Metis ancestry
- More than 50% no longer live at home
- Over 80% are at risk of not completing high school

# Student Profile at Nutana Collegiate

---

- Over 80% already have attended 2 or more other high schools
- Almost half of our students are clients of Social Services
- 39% claim an addiction to alcohol or drugs
- 25% have been involved 2 or more times with the Criminal Justice System
- 225 students are parents

# Development History

---

- Rationale for integrated class approach
- Student profile
- Traditional group/client model
- Partnerships

# From a Community Based Perspective

---

- Youth are already in the classroom
- Youth are able to avoid the stigma of seeking help
- Not forced to attend-definitely encouraged

# From a Community Based Perspective Cont.

- The youth now have some rapport/familiarity with someone outside the school that offers resources
- Creates solid community relationships between disciplines
- Financially it just makes sense

# Role of Classroom Teacher

---

- Giving the students the opportunity to select the topics they would like
- Curriculum integration
- Privacy/confidentiality
- Safety/trust
- Respect
- Self-disclosure



# Evaluation Tools

- “When social innovators tackle an issue or a problem, they realize that they don’t yet know enough to set specific goals or measurable targets; they also understand that different participants have different aims in the change process-and that those participants themselves should play a major role in goal setting.” (Getting to Maybe. Westley, Simmerman & Patton, 2007)
- “Developmental evaluation offers a process for periodic reflection-to gauge progress, harvest important lessons and rigorously examine what’s working and what’s not.” (Getting to Maybe. Westley, Simmerman & Patton, 2007)

# Evaluation Tools Cont.

---

- Evaluation tool was developed by Students Commission and is utilized across Canada
- Evaluation completed by both students and facilitators at the end of every class
- Head
- Heart
- Feet
- Spirit
- Results compiled by Brock University

# Results

---

- “One of the most common responses was the desire to do something personally with the information they had gained from the session. The majority of people wanted to share their knowledge with someone, whether that person was a friend, family, or in their school.”

# Results cont.

- There were a total of 532 responses
- The individuals gained some form of knowledge or information from the sessions, it was also apparent that they made personal, interpersonal and cultural gains, indicating that the sessions conveyed more than just information
- There was a prominent theme of personal growth and understanding gained from participation in the various workshops. Participants often responded that they achieved a better understanding of who they were and appreciated what the workshops were able to show them about themselves, while helping them learn how to express their own opinions.

# Future Plans

- Continue the integration between Psychology 20 and Psychology 30
- Has expanded in various forms to different classes such as Wellness 10, Life Transitions 30, Native Studies 30, and English 20
- Offering the program at other schools in Saskatoon



# **Tools to Repair the Cracks**

---

Questions/Comments