



# Prevention Program Design Toolkit

**the P<sup>©</sup>RTAL**  
youth outreach association

---

# DISCLAIMER

This toolkit was designed for individuals and organizations that are pursuing a prevention programming mindset. The aim is to address the unique needs youth have when preparing and delivering a program. The hope is that a network of youth serving organizations in the Annapolis Valley will reduce homelessness, mental health challenges, involvement in crime, sexual exploitation, family conflict, addictions, and substance use/abuse. This toolkit was produced by many contributors that include but are not limited to the **Portal Youth Outreach Association, SchoolsPlus, Nova Scotia Health Authority, Chrysalis House, Department of Community Services, Town of Kentville Recreation Department, Nova Scotia Health Board, Kaileigh Skinner, and Annapolis Valley Regional Centre of Education.**

This toolkit offers resources and support to youth-serving organizations to assist in prevention program planning, however it is also important to note that prevention programming cannot – on its own – address the above listed challenges faced by youth. Poor mental health, addictions, homelessness, sexual exploitation, family conflict and other challenges are created and perpetuated by the social, cultural and physical environments youth live in. Prevention programming can counterbalance some of the effects of poverty, violence, trauma and deprivation, however, until the root causes of these experiences are addressed youth will continue to be affected by them.

It is important to note: all levels of government are responsible to make policy, service and infrastructure decisions which will support the creation of healthier, more supportive environments; communities where youth can grow up free from the effects of poverty, trauma, deprivation and violence. Prevention work is not solely the responsibility of community organizations, it is a shared responsibility which requires a collective (government and community) approach to eradicating the social and material conditions which prevent youth in our communities from thriving.

For more information on the impacts and benefits of recreation see  
<https://www.nrpa.org/globalassets/research/witt-caldwell-full-research-paper.pdf>.

This toolkit is for organizations and individuals that already have:  
Modality of activity (canoeing, art, camping, etc.)  
Experience in creating  
Safety practices in spaces (outdoor or indoor)

---

# TABLE OF CONTENTS

DISCLAIMER.....	2
TABLE OF CONTENTS.....	3
TOOLKIT VISION.....	4
OVERALL PROGRAM OUTCOMES.....	4
PREVENTION GUIDING PRINCIPLES.....	5
TRAUMA-INFORMED PRACTICE .....	6
STRUCTURES.....	7
PROGRAM DESIGN .....	8
CURRICULUM.....	11
PROGRAM FACILITATION .....	13
BARRIERS .....	17
STAFFING.....	21
SAFETY .....	26
EVALUATION.....	29
COMMUNITY RESOURCES.....	31
<i>APPENDIX A: TRAUMA-INFORMED PRACTICE INFORMATION SHEET.....</i>	<i>35</i>
<i>APPENDIX B: SAMPLE REGISTRATION AND RELEASE FORMS.....</i>	<i>37</i>
<i>APPENDIX C: LGBTQ2+ INCLUSIVITY TOOLKIT .....</i>	<i>44</i>
<i>APPENDIX D: COMMUNITY CONTACTS.....</i>	<i>46</i>
<i>APPENDIX E: SAMPLE JOB POSTING.....</i>	<i>47</i>
<i>APPENDIX F: DUTY TO REPORT .....</i>	<i>49</i>
<i>APPENDIX G: PORTAL POLICIES .....</i>	<i>51</i>
<i>APPENDIX H: MENTAL HEALTH LITERACY.....</i>	<i>57</i>
<i>APPENDIX I: BULLYING WORKSHEET.....</i>	<i>63</i>
<i>APPENDIX J: HOMESICKNESS .....</i>	<i>66</i>
<i>APPENDIX K: RISK MANAGEMENT PLAN .....</i>	<i>69</i>
<i>APPENDIX L: SAMPLE EMERGENCY PROCEDURE .....</i>	<i>71</i>
<i>APPENDIX M: SUICIDE EMERGENCY PROCEDURE.....</i>	<i>75</i>
<i>APPENDIX N: OUT TRIP FIRST AID KIT LIST .....</i>	<i>80</i>
<i>APPENDIX O: MIDTERM EVALUATION SURVEY.....</i>	<i>81</i>
<i>APPENDIX P: CAMPER END OF TERM EVALUATION SURVEY.....</i>	<i>82</i>

---

# Toolkit Vision

The vision for the Prevention Programming Toolkit is to provide community organizations with resources to offer a variety of intentional prevention programming for youth ages 12-18. This could mean the adaptation of existing programs by utilizing the prevention of principles or creating new specific programs preventing youth from the stress of mental illness, addictions, homelessness, sexual exploitation, family conflict, and various other challenges.

## Overall Program Outcomes

Below are seven overall program outcomes. A successful prevention program should include one or multiple outcomes to be considered prevention minded program. This toolkit provides resources to progress in each outcome.

1. Youth are physically, cognitively, spiritually, and emotionally healthy.
2. Youth are resilient, hopeful, optimistic, compassionate, and curious.
3. Youth gain confidence, self-esteem, and control over their own lives.
4. Youth engage and serve in their communities.
5. Youth develop meaningful, stable, positive and long-term relationships.
6. Youth are protected from all forms of harm, including abuse, exploitation, and violence.
7. Youth develop life skills, improve their education, and attach to the labour market.

The above can be measured in a variety of ways. Below are potential measurable outcomes that achieve the overall outcomes:

1. Build a connection with at least one adult and one peer.
2. Self-reported increased comfort in a community space.
3. Tried a new activity.
4. Increased experience in social connection.
5. Positively contributed to the community.
6. Decreased sense of boredom.
7. Attendance of 90% or more.
8. Youth learned a new way or practiced an existing way of communicating, working as a team, or leadership.
9. Youth expressed an increase in affirmation towards self or others.
10. Increased physical movement compared to prior to the program.
11. Completion of a particular course. i.e. WHIMIS, First Aid, or Food Handler's Course.
12. Youth have been affirmed in positive skills and traits.



---

# Prevention Guiding Principles

## Safe

- Free from abandonment
  - What it is: Youth needs can be identified during a program then when the program is complete the youth need typically are left unaddressed. Ensure there a continuing support for that youth post program.
  - Guiding Questions: *After the program has completed is there continued support and connection for the youth?*
- Basic needs are striving to be met.
  - Youth may not be getting their basic needs met at 'home'. A best practice is for a program to provide basic needs such as proper clothing and food.
  - Guiding Question: *Does the program cover the basic needs such as food, shelter, clothing and sleep?*
- High staff to camper ratio
  - For optimal connection and behaviour support it is recommended 3 participants to 1 staff/volunteer.
  - Guiding Question: *Are the youth supported even in an emergency situation? Is there 1 staff or volunteer to every 3 youth?*
- Culturally sensitive & inclusive
  - Guiding Question: *Do you understand and have made accommodations to ensure that youth from various backgrounds are included and feel welcome through recruitment, facilitation, and follow-up?*

## Development Minded

- Development in the wellness wheel
  - Each individual has several areas of wellness. These areas include emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual health. Programs should strive to positively impact one or more of these areas.
  - Guiding Questions: *Have you considered how your program will encourage emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual health?*
- Evaluative
  - Gathering feedback from participants and program facilitators will keep a program relevant, running smoothly, and gain buy in from participants.
  - Guiding Question: *Have you considered how to gain feedback from participants and facilitators to continually learn and grow the program into its fullest potential?*

## Youth-Driven

- Youth are more invested, and the program is more relevant if youth drive a project.
- Guiding Question: *Is this an initiative led by youth or has a champion youth leader?*

---

## Meaningful connection

- Youth who have supportive and caring connections are significantly at less risk of experiencing homelessness, substance reliance, sexual exploitation, and family conflict.
- Guiding Question: *Has the program been designed for optimal connection between participants, facilitators, and the community?*

## Staff-care

- Facilitators who care for themselves are better equipped to provide better care for participants. As an organization it is important to encourage self-care behaviour through leadership, space, time, and other supports.
- Guiding Question: *Are your staff being supported and encouraged to focus self-care in the areas of: Physical, emotional, social, spiritual, personal, space, financial, and work?*

## Barrier-free

- There are individuals who could strongly benefit from programming opportunities yet are unable to access these programs or feel unwelcome. Organizations should be considering various barriers to address this gap.
- Guiding Question: *Have you evaluated and considered the following areas in ensuring that everyone is welcomed and included in programming?*
  - Affordable
  - Easy registration
  - No shame approach
  - Nutrition
  - Personal and group equipment availability
  - Inclusive +

# Trauma-Informed Practice

It is not uncommon for youth to have experienced trauma. This is why it is essential for youth workers to understand and practise trauma-informed care (TIC). TIC takes into account the gripping nature of trauma and creates a space that is conducive to healing and safety while ensuring a strong awareness to not re-traumatize individuals. If this is a new concept, consider taking a course.

This is beneficial as it helps youth to feel safe and included in a program. Applying TIC means some facilitation techniques are altered to allow youth to feel comfortable, safe, and building meaningful connections, trust, and more easily able to learn.

Check out the following links or *See Appendix A* for a more in-depth explanation for this practice.

	<ul style="list-style-type: none"><li>➔ <a href="https://www.youtube.com/watch?v=TxL5Jw0TcDY">https://www.youtube.com/watch?v=TxL5Jw0TcDY</a></li><li>➔ <a href="https://www.youtube.com/watch?v=0vbN5CZCEsw">https://www.youtube.com/watch?v=0vbN5CZCEsw</a></li><li>➔ <a href="https://www.youtube.com/watch?v=95ovIJ3dsNk&amp;feature=emb_title">https://www.youtube.com/watch?v=95ovIJ3dsNk&amp;feature=emb_title</a></li><li>➔ <a href="https://www.ted.com/talks/kelly_glick_darlene_mack_trauma_informed_and_caring_dispositions_matter">https://www.ted.com/talks/kelly_glick_darlene_mack_trauma_informed_and_caring_dispositions_matter</a></li></ul>
---	---



→ <https://www.safeguards-training.net/course/trauma-informed-practice-web/>

## Structures

There are several structure options that can be utilized for providing intentional prevention programming. Below are a few options with a short description of what that would look like with some pros and cons associated with that type of programming.

### Residential Summer Camp

This option is an intensive overnight summer experience.

#### PRO

- Higher initial connection
- Ideal space for personal growth and self-exploration
- Increased potential to exposure in personal skills such as hygiene, cooking, and other daily tasks

#### CON

- Costly
- Not set up for follow-up
- High time commitment from participants and facilitators
- High burnout in staff

### Wilderness Trips

Wilderness experiences can have life-changing impacts. Wilderness trips push participants outside of their comfort zones, which is the ideal space for participants to learn more about themselves.

#### PRO

- Ideal space for personal growth and self-exploration
- Flexibility in activity type (i.e. canoeing, hiking, snowshoeing)
- High connection potential for participant to facilitator

#### CON

- High cost
- High time commitment from participants and facilitators
- Facilitator needs specific activity training
- High burnout in staff
- Requires significant planning

### Day camp/March Break Camp

Day camp programming typically involves 9 am - 12 pm, or 9 am - 5 pm programming time. This can be more comfortable for participants as they are able to have familiarity with sleeping arrangements and meal habits. This option allows for a significant time each week, which provides extended time for longer excursions and relationship building.

#### PRO

- Less logistics with sleeping arrangement
- Large amounts of time for connection
- Less homesickness compared to overnight experiences

#### CON

- Relatively high costs
- Significant time commitment from facilitators
- High burnout

---

## Before/After School Programming

This option is typically run directly before or after school for around 2 to 3 hours once or twice a week. It is nice to have continued connection throughout the year with the participants, but it takes longer to create the relationships as they are short periods of time.

### PRO

- Connection with youth over an extended period of time
- Longer term growth and connection
- Higher rate of goal and outcome competition
- Higher resiliency with longer term contact

### CON

- Slower growth and connection
- School based programs have a reduced confidence due to the breaks for winter holiday's and summer

## Retreat Weekend

Retreat weekends can be a fun, intensive experience.

### PRO

- Less time intensive
- Less commitment compared to a full week of camp
- Less expensive
- Helpful for connection in conjunction with a longer-term program
- Low burnout risk for facilitators

### CON

- More logistics
- Less connection

## One-day Exposure

This option is a one-day opportunity to experience an activity.

### PRO

- Short
- Lower level of planning
- Less costly
- Less commitment by participants and facilitators
- Let's youth try out an activity
- Good space for youth
- Less facilitator burnout

### CON

- Less time for connection

# Program Design

For an effective guide to developing positive youth programs see [Believe It. Build It.](#) resource in this section's resource list, below.

## INTENTIONAL PROGRAM DESIGN<sup>1</sup>

### What It Means

Positive youth outcomes are too important to leave to chance. While each program is unique, the need for intentional program design is universal. Programs identify their desired youth outcomes and directly connect program activities to those goals.

---

<sup>1</sup> [https://igniteafterschool.org/sites/default/files/pdfs/BelieveItBuildIt\\_Framework\\_Guidebook\\_4\\_6\\_15.pdf](https://igniteafterschool.org/sites/default/files/pdfs/BelieveItBuildIt_Framework_Guidebook_4_6_15.pdf)

---

## Why It Matters

Programs are more likely to achieve desired youth outcomes if they use a deliberate process to design, implement and evaluate activities.

## What Effective Practices Look Like

- Program explicitly connects activities to its desired goals.
- Program activities build upon each other sequentially to support young people's ability to expand skills or gain new knowledge.
- Program supports engagement through multiple learning techniques, such as project-based, hands-on experiences that relate to everyday life.
- Program activities are flexible enough to meet the various needs and skills of youth, while still meeting the intended program goals.
- Program provides regular, ongoing sessions so youth can participate often enough to achieve positive outcomes associated with high dosage (duration, intensity and breadth).
- Programs have opportunities for young people to reflect on and make meaning from their experiences.
- Program has clear, focused goals that align with the organization's mission.

## POSITIVE YOUTH DEVELOPMENT<sup>2</sup>

Programs should also strive to include positive youth development (PDY) principles in its programming. Positive youth development exists in dynamic environments that build upon the strengths of and recognize risk behaviors in adolescents. These environments include systems of support, such as peer or social networks, school, family, and community. The contexts are all a part of an ecological framework that PYD programs incorporate into their programming and that adolescents continually interact with.

When connecting youth to positive experiences, programs should include the following principles:

- PYD is an intentional process. It is about being proactive to promote protective factors in young people.
- PYD complements efforts to prevent risky behaviors and attitudes in youth and supports efforts that work to address negative behaviors.
- PYD acknowledges and further develops (or strengthens) youth assets. All youth have the capacity for positive growth and development.
- PYD enables youth to thrive and flourish and prepares them for a healthy, happy, and safe adulthood.
- PYD involves youth as active agents. Youth are valued and encouraged to participate in design, delivery, and evaluation of the services. Adults and youth work in partnership.
- PYD instills leadership qualities in youth, but youth are not required to lead. Youth can attend, actively participate, contribute, and/or lead through PYD activities.
- PYD involves civic involvement and civic engagement; youth contribute to their schools and broader communities through service.
- PYD involves and engages every element of the community — schools, homes, community members, and others. Young people, family members, and community partners are valued through this process. PYD is an investment that the community makes in young people. Youth and adults work together to frame the solutions. Learn more about engaging youth as active participants and partners.

PYD programs engage young people in intentional, productive, and constructive ways while recognizing and enhancing their strengths. These programs promote positive outcomes by providing opportunities, fostering positive relationships, and giving the support that is needed to develop young people's assets and prevent risky behaviors.

---

<sup>2</sup> <https://youth.gov/youth-topics/key-principles-positive-youth-development>

Research indicates that young people who are surrounded by a variety of opportunities for positive encounters engage in less risky behavior and ultimately show evidence of higher rates of successful transitions into adulthood. PYD programs are one venue to ensure that young people have access to adequate positive opportunities. The available evidence suggests that PYD programs can prevent a variety of risk behaviors among young people and improve social and emotional outcomes.

## PROGRAM DESIGN: LOGIC MODELS<sup>3</sup>

A logic model is a tool used to design and build the evaluation of programs. It uses a simple visual to represent the relationship between the challenge or problem, the resources available, the activities and the goals of the program. Logic models demonstrate the causal relationship between what you put into a relationship and what you hope to get out of it.

We recommend using a logic model to help build all of your programs and services. Logic models can help you identify your expectations and assumptions of your program by having you outline your inputs, your activities, your outputs and your outcomes in one succinct form. Logic models can help you guide your work throughout the implementation process and help you build your evaluation framework to ensure you can demonstrate your impact.



## PROGRAM PLANNING RESOURCES AND REFERENCES

Youth Power 2 - Six Tips for Creating Meaningful Youth Engagement in Programs

→ [https://www.youthpower.org/sites/default/files/YouthPower/resources/Brief\\_4\\_FINAL\\_edited\\_2-17%20pdf.pdf](https://www.youthpower.org/sites/default/files/YouthPower/resources/Brief_4_FINAL_edited_2-17%20pdf.pdf)

Youth Power 2 - Five Phases of Program Design and Research

→ <https://www.youthpower.org/five-phases-program-design-and-research>

Positive Youth Development Measurement Toolkit

---

<sup>3</sup> [http://www.foryouth.ca/program\\_design\\_logic\\_models](http://www.foryouth.ca/program_design_logic_models)

→ [https://static.globalinnovationexchange.org/s3fs-public/asset/document/PYD%20Measurement%20Toolkit%20Final.pdf?FmETOPj.28pXhWjfwDXARknmNBVg\\_r](https://static.globalinnovationexchange.org/s3fs-public/asset/document/PYD%20Measurement%20Toolkit%20Final.pdf?FmETOPj.28pXhWjfwDXARknmNBVg_r)

Youth Rex - Intentional Program Design

→ <https://youthrex.com/wp-content/uploads/2019/05/Intentional-Program-Design-v2.pdf>

Ignite After School: Minnesota's Guide to Effective Afterschool Practices

→ [https://igniteafterschool.org/sites/default/files/pdfs/BelieveItBuildIt\\_Framework\\_Guidebook\\_4\\_6\\_15.pdf](https://igniteafterschool.org/sites/default/files/pdfs/BelieveItBuildIt_Framework_Guidebook_4_6_15.pdf)

Youth.Gov - Key Principles of Positive Youth Development

→ <https://youth.gov/youth-topics/key-principles-positive-youth-development>

The After-School Initiative - Believe It. Build It.: Toolkit for Evaluating Positive Youth Development

→ [https://igniteafterschool.org/sites/default/files/pdfs/BelieveItBuildIt\\_Framework\\_Guidebook\\_4\\_6\\_15.pdf](https://igniteafterschool.org/sites/default/files/pdfs/BelieveItBuildIt_Framework_Guidebook_4_6_15.pdf)

See For Youth - Program Design: Logic Models

→ [http://www.foryouth.ca/program\\_design\\_logic\\_models](http://www.foryouth.ca/program_design_logic_models)

Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism

→ <https://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf>

## Curriculum

There are a variety of already established curriculums that are available online. Many of these resources come with facilitators guides and tackle many topics that have the potential to aid in the development of youth. Below is a list of curriculum options with a short description of the skills acquired in the program, the cost (if any), and where to find the resource.

Runaway Prevention Curriculum: Let's Talk		Cost: Free
<b>Description:</b> 14 module curriculum intended to educate young people about alternatives to running away as well as to build life skills so that youth can resolve problems without resorting to running away or unsafe behaviour.	<b>Addressed Outcomes:</b> <ul style="list-style-type: none"><li>- Youth are physically, cognitively, spiritually, and emotionally healthy.</li><li>- Youth are resilient, hopeful, optimistic, compassionate, and curious.</li><li>- Youth gain confidence, self-esteem, and control over their own lives.</li><li>- Youth engage and serve in their communities.</li><li>- Youth develop meaningful, stable, positive and long-term relationships.</li><li>- Youth are protected from all forms of harm, including abuse, exploitation, and violence.</li><li>- Youth develop life skills, improve their education, and attach to the labour market.</li></ul>	
<a href="https://www.1800runaway.org/prevention-education/lets-talk-runaway-prevention-curriculum">https://www.1800runaway.org/prevention-education/lets-talk-runaway-prevention-curriculum</a>		



<b>One Love</b>		<b>Cost: Free</b>
<b>Description:</b> This website offers a range of videos and training to go over what healthy and unhealthy relationships look like.	<b>Addressed Outcomes:</b> <ul style="list-style-type: none"> <li>- Youth are physically, cognitively, spiritually, and emotionally healthy.</li> <li>- Youth are resilient, hopeful, optimistic, compassionate, and curious.</li> <li>- Youth gain confidence, self-esteem, and control over their own lives.</li> <li>- Youth develop meaningful, stable, positive and long-term relationships.</li> <li>- Youth are protected from all forms of harm, including abuse, exploitation, and violence.</li> <li>- Youth develop life skills, improve their education, and attach to the labour market.</li> </ul>	
<a href="https://www.joinonelove.org/">https://www.joinonelove.org/</a>		

<b>Dove Self-Esteem</b>		<b>Cost: Free</b>
<b>Description:</b> This website includes two courses and leader training around self-esteem and body image. There are age-specific lessons	<b>Addressed Outcomes:</b> <ul style="list-style-type: none"> <li>- Youth are physically, cognitively, spiritually, and emotionally healthy.</li> <li>- Youth are resilient, hopeful, optimistic, compassionate, and curious.</li> <li>- Youth gain confidence, self-esteem, and control over their own lives.</li> <li>- Youth develop meaningful, stable, positive and long-term relationships.</li> <li>- Youth are protected from all forms of harm, including abuse, exploitation, and violence.</li> <li>- Youth develop life skills, improve their education, and attach to the labour market.</li> </ul>	
<a href="https://www.dove.com/ca/en/dove-self-esteem-project/self-esteem-resources-for-youth-groups.html">https://www.dove.com/ca/en/dove-self-esteem-project/self-esteem-resources-for-youth-groups.html</a>		

<b>Big Life Journal</b>		<b>Cost: Varies</b>
<b>Description:</b> Big Life Journal is a resource that encourages youth's self-esteem, works on resiliency and goal setting, and reduces the fear of failure.	<b>Addressed Outcomes:</b> <ul style="list-style-type: none"> <li>- Youth are physically, cognitively, spiritually, and emotionally healthy.</li> <li>- Youth are resilient, hopeful, optimistic, compassionate, and curious.</li> <li>- Youth gain confidence, self-esteem, and control over their own lives.</li> <li>- Youth develop meaningful, stable, positive and long-term relationships.</li> <li>- Youth are protected from all forms of harm, including abuse, exploitation, and violence.</li> <li>- Youth develop life skills, improve their education, and attach to the labour market.</li> </ul>	
<a href="https://biglifejournal.com">https://biglifejournal.com</a>		

<b>Kids in the Know</b>		<b>Cost: Varies</b>
<b>Description:</b> Kids in the Know is an effective personal safety strategy in an engaging, age-appropriate and interactive way that builds resiliency skills and reduces their likelihood of victimization in the online and offline world.	<b>Addressed Outcomes:</b> <ul style="list-style-type: none"> <li>- Youth are resilient, hopeful, optimistic, compassionate, and curious.</li> <li>- Youth gain confidence, self-esteem, and control over their own lives.</li> <li>- Youth engage and serve in their communities.</li> <li>- Youth develop meaningful, stable, positive and long-term relationships.</li> <li>- Youth are protected from all forms of harm, including abuse, exploitation, and violence.</li> </ul>	
<a href="https://www.kidsintheknow.ca/app/en/about">https://www.kidsintheknow.ca/app/en/about</a>		

Below is a list of topics/ outcomes that can act as a guide in deciding where a curriculum focus will be:

TOPIC AND ACHIEVEMENT IDEAS			
Being courageous	Having good mental health	Achieve my goals	Doing my best at all times
Helping others	Resolving conflict peacefully	Being good at many things	Caring for/protecting animals
Being kind to others	Being loved	Being trustworthy	Getting the things I want
Having knowledge	Being a good friend	Making my own choices	Living a meaningful life
Being able to take care of myself	Being loyal (to others or a group)	Communicating positively with others	Having a good sense of humour
Looking good	Being successful	Being intelligent	Having good friends
Being part of a loving family	Spending time with people who care for me	Setting and achieving goals	Understanding others (having empathy)
Feeling safe	Having good physical health	Doing well in school.	Being honest
Being respectful	Caring for the environment	Spending time with family	

## Program Facilitation

When working with youth, it is common for you to encounter challenging behaviour, resistance to activities, defiance, etc. The way you respond to these situations will impact the outcomes drastically. When looking at the group overall, here are a few things that will help your group run smoothly.

### *Where are you at?*

Understanding where you are at personally will allow you to see more clearly what the behaviour is and where it is coming from. Some behaviours can be frustrating and difficult, knowing what personal triggers are and what you bring into the situation with can dramatically change the outcome of the conversation from unhelpful and harmful to helpful.

### *Keep your cool*

Staying cool, calm and collected in the heat of the moment can be pretty tough when you're dealing with a challenging situation. Take a deep breath and be a positive influence and model the behaviour you expect to see in return. However, if you find yourself in a tense situation with youth, there are some ways to stay level headed:

- Count to ten slowly and take some deep breaths. This gives you a chance to calm down before reacting.
- Smile and move on with the activity (unless the behaviour is super distracting to others), then deal with the issue after the session.
- If the situation is really bad, remove the youth from the situation. This is always better than making a scene and further disrupting the other youth.

---

### ***Establish solid group norms***

Establish some solid group norms and expectations. You can include the youth in creating this, and as a facilitator, you can introduce a few that are must-haves. You can use these as your examples to start the conversation (such as confidentiality, respecting each other's differences, etc..). This also helps to teach accountability and creating a respectful and positive group atmosphere can influence youth to perform better individually since they are essentially a key part of the larger group.

### ***Encourage different forms of participation***

Sometimes youth resist an activity because they can't do it your way. They may attack the activity rather than make their weakness known. Think of multiple ways youth can participate – for example, giving someone a job as scorekeeper or referee if they don't want to play the game. Maybe once they see it is fun, they will want to join in, or it might trigger their competitive nature.

### ***Allow an opt-out***

Give students a graceful opportunity to opt-out of high-stakes activities. For example, when doing a check-in, you could give people two possible questions to answer if they don't want to check-in, like "Name a bad experience you've had in school, name your favourite comic book villain, and explain why, or tell me something positive about your day."

### ***Create a pressure valve***

Youth need a chance to vent and burn off extra energy. Introduce a good alternating balance between high energy activities and quieter tasks. This way, hopefully, you will be able to meet higher energy youth's need for sensory input before you need them to focus on something else.

### ***Communicate with parents***

It can be very beneficial to develop connections with parents or caregivers. They may be able to help you pinpoint a cause for a change in behaviour or provide information about the child, such as their interests, hobbies, or strengths, which can help you find a starting point for bonding with that youth. 'Two people who have the best interests of the child in mind make a greater impact than if they work alone.'

### ***Try to give time or alert them to upcoming transitions***

Keep in mind that some students might need more time to focus their attention, process information and plan their actions. Take this into account when giving instructions. Let them know upcoming changes, such as "as in 15 minutes we are going to play a game" to prepare them, then again at 10 minutes and 5 minutes. Behaviour often happens during these transition times. This allows the youth to process for a few minutes before the change happens.

### ***Start with a positive***

You can tackle most challenging situations in a positive way, just by reframing your statement, such as "I need quiet in the group right now so I can hear everyone's great ideas" ...VS... "Why are you talking?" Use Praise when appropriate, such as "Thanks for picking that up when I asked"... VS... "Pick that up."

---

### ***Catch the youth being good!***

This way, they know exactly what it is that they are doing that has made you happy, and they will be more likely to do it again. It also serves the double purpose of acting as a reminder for the other people in the group. "I loved seeing you jump in there to help Emily."

### ***Keep it short and sweet***

When giving a youth two options to choose from, always give the desired outcome as the first option (usually that's all they focus on). Give only one instruction at a time. Then the person will not be confused about what is expected.

### ***Don't make it personal***

Model how to deal respectfully with those who act disrespectfully. By addressing this person courteously, you show that an environment is still a safe place for everyone to learn. It also demonstrates your confidence. Avoid calling them out in front of their peers. This will likely only fuel the fire and cause them to be more disruptive or become very upset.

### ***Listen and validate***

Listen to the youth with your whole body. Be mindful of your body language, careful not to roll your eyes, sigh loudly or cross your arms. Let the person say their piece (within reason) and, if possible, validate the concern: "It sounds like you're frustrated with \_\_\_\_\_. Acknowledge how they are feeling and find a way to let them know it's a normal feeling and how to work through.

### ***Consider the complaint***

Are there others that might feel the same way but just aren't saying anything? Does that youth have ideas on how to make it better? Can you look at it from another angle? Can you do it differently with the same outcomes in mind?

### ***Don't defend the activity***

Youth often resist the activities they need the most because they might feel uncomfortable. You can say something like, "Other folks I've done this with in the past have said they had a lot of fun once it got going and really got a lot out of this. If it doesn't work for you, we have different activities coming up after it." A good learning activity proves its worth.

### ***Behaviour Management***

On occasion, despite our best efforts, we aren't able to manage a situation based solely on how we respond to a situation. It's important to exhaust positive re-enforcers before using "negative consequences". Document the effectiveness (or non-effectiveness) of all behavioural methods to justify the use of alternative measures. And to learn what works and doesn't work for that youth (and maybe with that staff member depending on the relationship.) Always design and implement interventions that are safe for students and staff, and that respect the students' dignity and basic rights.

*Types of negative consequences include:*

- Planned ignoring (may get worse before it gets better, move quickly back to response IMMEDIATELY following the desired outcome). This means no physical or verbal response - watch your body language, sighs, eye rolls, etc. This can be very difficult.

- 
- Correction, AKA, let's try that again! E.g., the youth threw a ball way past you on purpose to be silly during a game of catch. Explain that you really want to play this game of catch with them but cannot if they are silly. Give them a chance to do it again, and then give positive feedback when they do it the way you'd like them to.
  - Restitution (e.g., threw crackers everywhere and needs to clean up, make the situation right again) Make it a non-issue, and they can get back to the task they'd rather be doing as soon as that is done.
  - Time away (Take a little walk where we can see you cool off)
  - Timeout/time in (will be dependent on the need of the youth). Both situations would require a couple of minutes to settle and return to the activity as soon as possible. They may look like sitting alone quietly for a few minutes, sitting quietly with a staff. This is time for settling, not time to talk, with a clearly outlined time frame. This could be 5 minutes, 5 minutes of settled behaviour (if a few minutes are unsettled, then the 5 min settled time starts as soon as the desired behaviour starts), Combine this approach with positive programming strategies such as teaching them to recognize when they are becoming anxious and teaching them to independently remove themselves from situations before they lose control, and ways to work on resilience. Since removal from the group environment is a restrictive and serious form of intervention, use it only when less restrictive interventions have proved ineffective. (Some people may purposely engage in negative behaviours to avoid group situations, new situations and structured tasks. Generally speaking, timeout consequences are only effective when students feel that they are missing out on positive experiences.)
  - Movement activity - Blow off some extra energy/frustration (not to be done alone unless they choose to do so. This is not a punishment) so they can return and be successful.

#### *Guidelines for using negative consequences*

- Make clear to youth what the problem behaviour is and what the consequences are for engaging in that behaviour. Remember, this should be dealt with privately, during an attempt to intervene in changing the behaviour early on, and positively. (Eg: It's really tough for us to play the game when you are running around. We've talked a couple of times already, and we'd really love to have you play with us, but if you're not able to focus, we might have to take 5 minutes to sit out, settle down and refocus. We'd really like everyone to have a chance to have a great time, including you! If we need to sit for a few minutes, we can join back as soon as possible.)
- Deliver the consequence. Do not just threaten to deliver the consequence. Follow-through is very important.
- Recognize and embrace the use of negative consequences as a teaching tool, not a punishing tool. The consequence gives students another opportunity to learn that what they have done is problematic and that they can correct their behaviour.
- Be consistent. - Youth are less likely to learn from the consequence because they only get caught sometimes. People display problem behaviour because they sometimes get away with it. It is harder to learn to stop the behaviour if sometimes it is a problem, and sometimes it is not.
- Deliver the negative consequences in a matter-of-fact way. When an adult shows emotion while delivering consequences, students tend to react emotionally and, therefore, don't think about what they should have done. They are less likely to learn from the consequences.
- Be aware of the relationship between memory, information processing and consequences. For example, students with fetal alcohol spectrum disorder (FASD) have difficulty remembering or making associations between their behaviour and the consequences of their actions. Negative consequences may not motivate students with these types of disabilities to reduce or eliminate the problem behaviour. The

---

primary focus in these cases is to teach new or replacement behaviours and manage the environment to support positive behaviour.

## Barriers

### Transportation

Getting to and from programs can be a challenge, specifically in rural areas. There are typically two options in rural areas: buses and taxis. Bus routes can present challenges, including the lack of bus stops and run times. Kings transit will run bus's every two hours with completing transit routes at anywhere from 7 pm and 10 pm depending on the location, weekday, and season.

### Registration

Registration can prevent individuals from participating in programming. Below are considerations to add or alter current registration practices.

#### Multiple Registration Modes

Some individuals have varying levels of comfort in filling out forms and access to vehicles and technology. Therefore, a best practice is to have options of online registration and in person registration. Door to door registration is helpful as it provides options for participants with limited access to internet and a vehicle. This option also allows participants to meet facilitators which increases participation to the program. Online is easier for some individuals who access and feel comfortable with forms.

#### Forms

Helpful items to include in forms:

- Asking for preferred pronouns
- Address of participants (if providing transportation)
- Food considerations – this includes specific cultural food, allergies, food youth won't eat
- Accessibility considerations- Should there be program considerations to ensure everyone is able to fully participate in the activities?

*\*For sample forms see Appendix B.*

### Payment

Below are a few options for payment options for recreation programming. The hope is to ensure a respectful and dignified way for guardians to enter into the program. Some simple and effective ideas can include some of the below models.

#### Pay What You Can

This model is true to its name by allowing a participant to pay the amount they feel they can for the program. This model should be done as anonymously as possible to ensure there is not the embarrassment of not being able to afford programs. This can be done by submitting the payment in a blank envelope. Typically, this method would also have a maximum amount you can pay for the program. This will be most successful if there was a well-written explanation of how payment works. The goal of this write-up is to ensure that individuals paying understand that not everyone would know how much they did or did not pay for the program.

---

## **Scholarship**

Scholarships can be done in a few different ways. It is common that when an individual needs a scholarship, they need to come forward to the organization stating they cannot afford the program. Some organizations ask or require verification of what income the individual/family makes. This can be embarrassing and a poor representation of what the family is able to afford on recreation.

## **20/80**

This option requires a participant to approach the organization and say they are in need. The organization would then present this option as the organization would pay for 80% of the program, and the participant would pay the remaining 20%.

## **Free**

Providing a completely free program can ease the awkwardness for families who are unable to afford it. One challenge that may arise is the lack of investment from the participants. Because there is no financial investment, it can be easier to not show up because there seems to be nothing lost.

Registration can become a barrier with guardians' fear and illiteracy with forms and the ability to access the forms. Forms can be filled with legal jargon, which is challenging for almost any individual, but it is made especially more challenging for those who struggle to read. It is helpful to have an individual to go through the forms with each guardian to help them understand what they are signing and the purpose of the forms. Typically, forms are available online or via pickup. It would be helpful for some families to have the forms delivered to the guardians to be signed. Although the door to door registration is costly and takes significant time, this could mean that some youth will come that may have never had the chance to do so otherwise.

## **Nutrition**

Food is one of the basic necessities of life. It can be challenging to learn or focus without adequate (nutritious and amount) food. Any program would benefit from having a nutritious meal or snack provided at no additional cost to the participants. The dietary considerations should also be considered and should have an appropriate substitution, or the meal or snack changed. Consider food allergies and cultural food needs. If the program expects the youth to bring their own food, consider the challenge of the lack of food, they are able to bring and the feelings that are associated with that



## Program Advertisement

Program advertisements can be the first impression of a program. Advertising can unintentionally show who will be the most welcome and safe. Below are some questions you can ask when advertising.

- What individuals are represented in the advertisement? (race, sexual orientation, physical abilities, age, etc.)
- Where is the program being advertised? (Social media platforms, bulletin boards, schools)
- Is the language in the advertisement respectful, simple, and dignified? Does it include words like 'at-risk' youth or youth who live in poverty?
- Are barrier accommodations clearly articulated?

*INCLUSIVE ADVERTISING content developed by Kaileigh Skinner.*

*See also: linked article by Ann Gynn, "How to do Diverse and Inclusive Content Marketing that Matters".*

→ <https://contentmarketinginstitute.com/2020/06/diverse-inclusive-content-marketing/>

# INCLUSIVE ADVERTISING

## DO'S, DON'TS, AND QUICK TIPS

### A QUICK REFERENCE GUIDE

DON'TS	DO'S
Don't assume because YOU don't know any diverse populations in your community that those populations aren't there	Always ensure you have thought about different groups (other than your own) and how those groups will interact with promotional material and the event itself
Don't say the event will be a safe space if you haven't thought about how to make it safe prior to programming.  For example, if you say women's self-defence, but are having it in a space men will be in you shouldn't market as women only.	Language is important, be specific with who and who isn't welcome.  For example, if you want to do a women's self-defence promo as "Self-Defence for Female Identifying People". This demonstrates you have thought about how to include trans-females
Don't program for a community you are not connected to without first doing the research on how to make them included AND connecting with community members for support	Check with a member of the community, if you can't get a member of the community you want to attend try to research as best as possible
Don't assume that not including images that represent diverse populations will make diverse populations feel welcome.  For example, if you just have masculine men as the image you may not get femme, females, or non-binary people	Use diverse graphics, making sure images are representative of the community members.  For example, try to have diverse graphics that aren't gender specific if possible
Try not to use skin tone in graphics, if you do need to use skin toned graphics ensure that you have representation	When possible avoid using people, use objects and images that represent the activity, not the people. If you include people ensure diversity in representation.

---

## Equipment

There can be mistrust between the guardians and the organization. There are examples of times when a program states that it is free, yet when arriving at the program, there are optional costs when you arrive. It is extremely important that if there are optional costs associated with the event, this is clear and not advertised as a free event. With programs that require equipment, ensure that it is clear what equipment is included and what the participant needs to bring. Simply stating that group gear is included is not clear to individuals who are not yet part of the program, so give details. Another aspect of the equipment is the potential that youth may not have some 'common' equipment that may be needed for an activity. During winter activities, youth may not have snow pants, winter coat, or boots that may be needed to have a safe and enjoyable time. Having the resources to aid in providing this gear should be considered.

## Thoughts for Inclusion

Participants come from a diversity of backgrounds. Are there considerations to how your program, staff, and organization may or may not be serving minority groups? It is also important to consider what biases and experiences do you as an individual or organization have. This will impact the way you are able to serve a variety of experiences.

Below are some resources that can aid in the inclusive programming process. It is important to note that there may be intersectionality within various backgrounds.

## Indigenous

- ➔ [http://sportforlife.ca/wp-content/uploads/2019/09/ILTPD\\_SportOrganizationGuide\\_Sept2019\\_EN\\_web.pdf](http://sportforlife.ca/wp-content/uploads/2019/09/ILTPD_SportOrganizationGuide_Sept2019_EN_web.pdf)
- ➔ [http://mcpei.ca/wp-content/uploads/2017/10/ve\\_School\\_Climate\\_for\\_Aboriginal\\_Learners\\_a\\_.pdf](http://mcpei.ca/wp-content/uploads/2017/10/ve_School_Climate_for_Aboriginal_Learners_a_.pdf)
- ➔ [http://mcpei.ca/wp-content/uploads/2017/10/ve\\_School\\_Climate\\_for\\_Aboriginal\\_Learners\\_a\\_.pdf](http://mcpei.ca/wp-content/uploads/2017/10/ve_School_Climate_for_Aboriginal_Learners_a_.pdf)

## Newcomers

- ➔ [https://sportforlife.ca/wp-content/uploads//2018/01/Sport-for-Life-for-all-Newcomers-to-Canada\\_2018.pdf](https://sportforlife.ca/wp-content/uploads//2018/01/Sport-for-Life-for-all-Newcomers-to-Canada_2018.pdf)

## Varying Ability

- ➔ <https://ucpde.org/wp-content/uploads/2015/06/a-camp-for-everyone-a-guide-to-including-children-of-all-abilities-in-summer-camp-programs.pdf>

## 2SLGBTQIA+

- ➔ <https://case.edu/lgbt/sites/case.edu/lgbt/files/2018-04/communications.pdf>

*\*See Appendix C for LGBTQ2+ Inclusiveness toolkit.*

## General Inclusivity Resources

- ➔ <https://nbacl.nb.ca/module-pages/becoming-an-inclusive-recreation-provider-the-8-requirements/>

## Connecting Youth to Programs

By addressing the above challenges, there will be fewer barriers for an individual to participate in a program. Even without the above barriers, it can still be a challenge to engage youth in recreation programming. Comfort in trying a new activity in a new setting and new people can be challenging. A helpful next step is to think about what can create a safe, welcoming and less intimidating environment to enter into. Below are some ideas to consider.

- Youth require trust of the organization.  
*Why:* They are going to trust the info on the advertisement (eg. There are no hidden costs when it says the program is free.)
- Youth want to have a pre-existing safe connection to the program.  
*Why:* Going alone is scary, with at least one ally it is more comfortable.
- Youth like to have more information.  
*Why:* It can give the youth a sense of control when so many things are new. If they know what they are going to do and where to go it will be more comfortable.

## Staffing

### Who to Hire

One challenge that can be faced when working with youth is the lack of equipped leaders. Youth within this demographic may require a more specialized skill set. An example of this is the ability to take a step back from a specific behaviour and evaluate where behaviour could be stemming from. Youth within the demographic have needs that may be higher than other youth; therefore, it is recommended that there are more qualified leaders. Preferably ones that are able to see the larger picture of what is happening in programming and behaviour.

In the Annapolis Valley context, it could be beneficial to seek these leaders from the Community Development or Kinesiology program at Acadia University\* or the Social Services and Addictions Community Outreach Programs at Nova Scotia Community College (NSCC)\* Kingstec Campus.

*\*See Appendix D for contact information for each program.*

It should also be considered who may have various strengths and backgrounds that enable leaders to connect and provide effective programming. This can look like having representation from a variety of gender expressions. Having representation can lead to youth feeling safer and open the opportunity to connect easier with a youth identified safe or comfortable gender. Diversity could also include ethnic backgrounds and different ages. Knowing individuals with the variety of past experiences being from different background may aid in the way you can interact with youth.

### Position Recruitment

#### Job Postings


Job postings can be a barrier in obtaining qualified and effective candidates. It is helpful to look at some helpful tips and tricks to help your job post stand out. Check out the resources below for tips and tricks.



- ➔ <https://blog.proven.com/job-advertisements>
- ➔ <https://www.workforgood.org/article/19-tips-for-making-your-job-posting-amazing/>
- ➔ <https://www.hiringthing.com/successfully-post-jobs-to-indeed-free/>
- ➔ <https://www.glassdoor.com/employers/blog/5-effective-job-listing-tips-for-recruiters/>

## Interview

To grasp the whole picture about who an individual is and how they work is going to be essential in deciding who the best candidate will be for the position. Below are some resources on how to effectively interview. See Appendix E for Sample Job Posting.

	→ <a href="https://kevingctr.com/tips-successful-recreation-therapy-interview/">https://kevingctr.com/tips-successful-recreation-therapy-interview/</a>
	→ <a href="https://www.indeed.com/hire/c/info/6-interviewing-techniques-to-conduct-an-effective-interview">https://www.indeed.com/hire/c/info/6-interviewing-techniques-to-conduct-an-effective-interview</a>
	→ <a href="https://www.jobvite.com/blog/recruiting-process/hr-full-cycle-7-secrets-for-effective-interviewing/">https://www.jobvite.com/blog/recruiting-process/hr-full-cycle-7-secrets-for-effective-interviewing/</a>
	→ <a href="https://www.careerusa.org/resources/career-files/122-resources/career-files/61-interviewing-101/344-the-interviewing-cheat-sheet-100-resources-for-interviewers-and-candidates.html">https://www.careerusa.org/resources/career-files/122-resources/career-files/61-interviewing-101/344-the-interviewing-cheat-sheet-100-resources-for-interviewers-and-candidates.html</a>
	→ <a href="https://www.nrpa.org/blog/virtual-interviewing-and-onboarding-best-practices/">https://www.nrpa.org/blog/virtual-interviewing-and-onboarding-best-practices/</a>

## Potential Interview Questions

- [https://www.globalguideline.com/interview\\_questions/Questions.php?sc=Recreation\\_Coordinator&id=19439](https://www.globalguideline.com/interview_questions/Questions.php?sc=Recreation_Coordinator&id=19439)

## Training

As previously mentioned, youth need trained supportive leaders. Below is a chart with suggested training and resources that are recommended to assist in equipping leaders to be effective. *\*Please note that training referrals are specific to the Annapolis Valley Nova Scotia*

Training	Description
<b>Applied Suicide Intervention Skills Training (ASIST)</b>	ASIST is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.
→ <a href="https://legacy.livingworks.net/training-and-trainers/find-a-training-workshop/">https://legacy.livingworks.net/training-and-trainers/find-a-training-workshop/</a>	
<b>Mental Health First Aid (MHFA)</b>	MHFA is the help provided to a person developing a mental health problem, experiencing a mental health crisis, or a worsening of their mental health.
→ <a href="https://www.mhfa.ca/en/course-search?f%5B0%5D=field_course_access%3A0">https://www.mhfa.ca/en/course-search?f%5B0%5D=field_course_access%3A0</a>	
<b>Duty to Report</b>	Duty to Report is the legal responsibility to ensure that any suspected unsafe home environments are reported, and a child is kept safe. The aim of this discussion is to ensure that youth are kept safe.
*See Appendix F → <a href="https://novascotia.ca/coms/families/changestocfsa/Duty-to-Report.pdf">https://novascotia.ca/coms/families/changestocfsa/Duty-to-Report.pdf</a>	
<b>Policies &amp; Procedures</b>	Policies and procedures are important in understanding how an organization operates and functions. It helps employees understand regulations and guides decision making.
*See Appendix O for sample from the Portal	

<b>Trauma-Informed Care (TIC)</b>	TIC takes into account the gripping nature of trauma and creates a space that is conducive to healing and safety while ensuring a strong awareness to not re-traumatize individuals.
<i>*See Appendix A</i> → <a href="https://educate.crisisprevention.com/Refresh---Trauma-Informed-Care.html">https://educate.crisisprevention.com/Refresh---Trauma-Informed-Care.html</a> → <a href="https://www.seastarcyac.ca/services/workshops/">https://www.seastarcyac.ca/services/workshops/</a>	
<b>Cultural Awareness Training</b>	Cross-Cultural Competency is structured around the concepts of Awareness, Acceptance and Respect and includes five modules: Global Village, Religious Diversity, Gender and Sexuality, disABILITY, and an introductory module.
→ <a href="https://www.canvas.net/browse/uofwestflorida/courses/cross-cultural-competency">https://www.canvas.net/browse/uofwestflorida/courses/cross-cultural-competency</a>	
<b>Mental Health Literacy</b>	Youth can present with a variety of experiences that can impact the way they learn and function. It is important to understand varying mental illness' in order to best communicate and relate to youth.
<i>*See Appendix H</i> → <a href="https://www.teachmentalhealth.org/">https://www.teachmentalhealth.org/</a>	
<b>Staff Team Building</b>	Team building can provide a space to learn new skills, help employees and volunteers develop relationships, increases productivity, builds trust, and increases communication. <sup>4</sup>
→ <a href="https://blog.cake.hr/top-50-team-building-games-employees-love-play/">https://blog.cake.hr/top-50-team-building-games-employees-love-play/</a> → <a href="https://www.wrike.com/blog/team-building-games/">https://www.wrike.com/blog/team-building-games/</a>	
<b>Positive Youth Development 101</b>	The Positive Youth Development 101 curriculum aims to provide an orientation to the youth development approach for professionals new to the field of youth work. While maintaining core concepts of positive youth development that were promoted by the NYS Advancing Youth Development (AYD) curricula, this training includes new activities, resources, and research findings.
→ <a href="http://www.actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf">http://www.actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf</a>	
<b>Bullying</b>	Bullying is an ever-common challenge among youth. It is a growing issue, and in efforts to create a safe space for youth, it is important that leaders and facilitators are ready when the issue comes up.
<i>*See Appendix I</i> → <a href="https://safesupportivelearning.ed.gov/sites/default/files/NCSSLE-Safe-Respectful%20Mod-1-SlfStdy-508_0.pdf">https://safesupportivelearning.ed.gov/sites/default/files/NCSSLE-Safe-Respectful%20Mod-1-SlfStdy-508_0.pdf</a>	

<sup>4</sup><https://blog.vantagecircle.com/importance-of-team-building/#:~:text=Team%20building%20is%20important,team%20members%20fulfill%20their%20responsibilities.&text=Teamwork%20enables%20problem%20solving%20capabilities%2C%20strategizing%20and%20decision%20making%20skills.>

<p>→ <a href="https://study.com/academy/course/anti-bullying-training-for-teachers.html">https://study.com/academy/course/anti-bullying-training-for-teachers.html</a></p> <p>→ <a href="https://www.udemy.com/course/dealing-with-bullies/">https://www.udemy.com/course/dealing-with-bullies/</a></p>	
<b>Bedwetting</b>	In overnight camps, it is not uncommon, especially with younger ages, for participants to wet the bed. It can be an uncomfortable experience and, if not handled correctly, can cause participants to leave camp, not return, or be bullied by other campers.
<p>→ <a href="https://www.udemy.com/course/dealing-with-bullies/">https://www.udemy.com/course/dealing-with-bullies/</a></p>	
<b>Homesickness</b>	Youth experience the routine of everyday life. When brought into a new circumstance, it is not unusual for a youth to experience homesickness. Although it is called homesickness, it may not be the location in which they are accustomed to rather the routine and familiarity. Being equipped in reducing homesickness will allow the youth to get the most out of an experience and learn valuable coping skills.
<i>*See Appendix J</i>	
<b>First Aid</b>	Emergency medical assistance. The procedure in how to assist a medical emergency while minimizing future injury.
<p>→ <a href="https://www.redcross.ca/in-your-community/nova-scotia/first-aid-and-cpr/kentville-service-centre-first-aid-and-cpr">https://www.redcross.ca/in-your-community/nova-scotia/first-aid-and-cpr/kentville-service-centre-first-aid-and-cpr</a></p> <p>→ <a href="https://braveheartfirstaid.com/schedule/">https://braveheartfirstaid.com/schedule/</a></p>	
<b>Wilderness First Aid</b>	Wilderness emergency medical assistance. The procedure in how to assist a medical emergency while minimizing future injury.
<p>→ <a href="https://myrc.redcross.ca/en/?_ga=2.137825010.3304283.1602003408-86206266.1602003408">https://myrc.redcross.ca/en/?_ga=2.137825010.3304283.1602003408-86206266.1602003408</a></p> <p>→ <a href="https://adventureandsafety.ca/wilderness-first-aid/">https://adventureandsafety.ca/wilderness-first-aid/</a></p>	
<b>Compassion Fatigue</b>	Working with higher needs clients can be challenging for the physical and mental parts of self. It is important to address compassion fatigue and prevent it from taking its toll.
<p>→ <a href="https://www.ted.com/talks/juliette_watt_compassion_fatigue_what_is_it_and_do_you_have_it">https://www.ted.com/talks/juliette_watt_compassion_fatigue_what_is_it_and_do_you_have_it</a></p> <p>→ <a href="https://www.caringsafely.org/">https://www.caringsafely.org/</a></p>	
<b>Training of Youth Workers</b>	This is an online resource with access to videos, activities, handouts and activities to equip youth workers to serve youth effectively.
<p>→ <a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-1494/Manual%20TOYW%20EN%20Online.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-1494/Manual%20TOYW%20EN%20Online.pdf</a></p>	
<b>One Love</b>	This website offers a range of videos and training to go over what healthy and unhealthy relationships look like.
<p>→ <a href="https://www.joinonelove.org/">https://www.joinonelove.org/</a></p>	

---

## Support and Staff Care

**It is critical for the wellbeing of both staff and participants that the staff are well supported.** Individuals caring for the needs of others can be challenging to maintain long term due to burnout and compassion fatigue. This can be seen in professions such as social work or continuing care professionals. There are a few ways to reduce the stress and impact of this type of work. There should be a good network of individuals working and supporting program facilitators. This includes having a network of professional support, such as mental health and addictions workers and SchoolsPlus workers.

The last section, *Community Resources*, provides potentially helpful supports. This can also aid as a resource for problem-solving and as a connection point for referrals. The other part of staff care is to encourage and provide a space for Self-care. Having leadership staff practice this will encourage other staff and volunteers to practice self-care. Self-care is intentional experiences that interrupt a regular lifestyle to encourage rest and rejuvenation. Below are suggested self-care practices and ways to create self-care plans.

When creating a self-care plan it is important to remember that every plan needs to be continually re-evaluated. This needs to be done because our emotions and needs changed on a daily basis, some techniques that have worked in the past may not be as effective anymore. Self-check-ins are important in this evaluation process. If the feelings of being overwhelmed are sustained or seem out of control it is recommended that this staff or volunteer seeks professional support.

There are 8 areas of wellness: physical, spiritual, intellectual, psychological/emotional, social, family, occupational, and financial. When one area of wellness is suffering the other areas suffer and the same can be true in reverse. Encouraging a self-care plan is helpful to encourage positive practices to address various areas of wellness.

See links below for resources to create self-care plans:

<b>Professional Self-care</b>	<ul style="list-style-type: none"><li>➔ <a href="https://www.morningcoffeewithdee.com/professional-self-care/">https://www.morningcoffeewithdee.com/professional-self-care/</a></li><li>➔ <a href="https://www.themuse.com/advice/this-selfcareercare-checklist-will-make-your-work-week-even-more-fulfilling">https://www.themuse.com/advice/this-selfcareercare-checklist-will-make-your-work-week-even-more-fulfilling</a></li></ul>
<b>Physical Self-care</b>	<ul style="list-style-type: none"><li>➔ <a href="https://www.riddle.com/showcase/220605/personality-test">https://www.riddle.com/showcase/220605/personality-test</a></li></ul>
<b>Psychological Self-Care</b>	<ul style="list-style-type: none"><li>➔ <a href="https://www.myanxiousworld.com/self-care-ideas-for-psychologicalmental-health/">https://www.myanxiousworld.com/self-care-ideas-for-psychologicalmental-health/</a></li><li>➔ <a href="https://learn.redcross.ca/p/psychological-first-aid-self-care">https://learn.redcross.ca/p/psychological-first-aid-self-care</a></li></ul>
<b>Emotional Self-Care</b>	<ul style="list-style-type: none"><li>➔ <a href="https://www.riddle.com/showcase/220606/personality-test">https://www.riddle.com/showcase/220606/personality-test</a></li></ul>
<b>Spiritual Self-Care</b>	<ul style="list-style-type: none"><li>➔ <a href="https://www.riddle.com/showcase/219379/personality-test">https://www.riddle.com/showcase/219379/personality-test</a></li></ul>



## Relationship Self-Care

→ <https://www.riddle.com/showcase/220429/personality-test>

Creating a wellness culture can be largely beneficial to a staff. This can seem less important for seasonal staff, yet the pressures of seasonal staff can look different and still require wellness. See below for some ideas on what that could look like:

- All employees (especially leadership staff) must leave by a designed time
- Scheduling mid-day walks and having stretch breaks throughout the day
- Providing healthy snack options
- Encouraging water over coffee
- Bring in a chef to teach easy cooking recipes
- Get an office massage chair
- Have a water cooler over alternative drinks and bottled water
- Offer standing desks
- Help employees get a family doctor
- Host a wellness day
- Designate Wednesdays to wellness days
- Encourage employees to get flu shots
- Mindful Monday
- Hold a fitness challenge
- 21 days of gratefulness challenge
- Offer birthday vacation
- Go to lunch with new hires
- Incorporate plants around the office
- Post company's mission and core values in the office
- Celebrate work anniversaries



- [https://www.modahealth.com/pdfs/wellness/low\\_cost\\_activites.pdf](https://www.modahealth.com/pdfs/wellness/low_cost_activites.pdf)
- <https://inside.6q.io/57-great-ways-to-encourage-better-employee-health/>
- <https://socialworkmanager.org/wp-content/uploads/2017/10/Selfcare-toolkit.pdf>
- <https://schools.au.reachout.com/articles/developing-a-self-care-plan>

## Safety

### Registration

There should be a few considerations when it comes to registration. Having appropriate paperwork is essential as guardians need to be aware of the program and to gain consent to be facilitating activities and to have the guardian agree to the risk that their youth will be participating in. *\*See Appendix B for examples of Release of Risk forms, registration forms, and Consent to Release Participant Form.* A reason that an organization may want to utilize a Consent to Release Participant Form is to ensure that the youth is being picked up by safe individuals. It is a precaution to ensure that the youth is not with an adult that they should not be near.



- <http://communitysector.nl.ca/d/hbg/Waivers%20Managing%20Your%20Risk.pdf>
- <https://kaganlaw.ca/waivers-releases-liability-sports-recreational-activities/>

Registration is also a valuable time to ensure that the youth are prepared for the program. This could include communicating what gear will be needed, what the daily structure will be, physical activity expectations, and other similar considerations.

---

## **Risk Management** *Adapted from Leslie's Program Design Guide*

The four major areas of risk are social, psychological, physical, and environmental. Social risk is primarily associated with the individual's interaction with the group. A social risk could have an individual in the group feel embarrassed in front of their peers. Although this may not seem like a major risk, it could hinder individual participants from engaging in future activities. Psychological risk is typically an internalized struggle. For example, the participant may have a fear of heights. Physical risk involves participants having the potential to be injured or even killed. For example, physical risk could include dead trees that are near the group's tent. Each activity should be examined for each type of these risk. Risk can increase if there are multiple risks involved in one activity. After knowing the risks involved, there are three ways to deal with risk. As a program designer, you can eliminate, alter, or accept the risk. To eliminate the risk would be to not do that particular activity. The reason you may want to consider this option is if the risk is extremely high, and there is not a high success rate. An alternative to eliminating the risk would be to alter the risk, which involves changing the structure of the activity to reduce the risk involved. The last way to deal with risk is to accept the risk. This would involve the risk of being accepted as there is a high reward, and there is not a great personal danger.

A major way to reduce risks in event programming is to realize the risk before it happens. There will always be risks involved with any activity that will be organized but being prepared for the risks that will be a major way to ensure that there are less severe consequences. One way to do this is to create a risk management plan.

*\*To create your own risk management plan, see Appendix K*

## **Insurance**

It is valuable to have a conversation with your insurance company to ensure that you have the proper insurance to cover the type of program that is being facilitated. As the level of risk varies depending the location, type of activity, transportation, facilitators training and many other areas.

## **Policies**

Having 1 facilitator to 3 participants is recommended. One on one with a participant is never recommended. If there needs to be a conversation with a participant, ensure that it is a communal space that is within eyesight of another

There are many other recommended policies to keep facilitators and participants safe

*\*See Appendices G and H for reference.*

## **Emergency Situations**

Not every emergency is foreseeable, but there are potential issues that could arise. Prior to the program, there should be an emergency plan in place if something were to come up. This emergency plan would include the steps that would be taken when a situation came up. This plan should be well known by the entire group and shared with a supervisor. Or in cases where it is a wilderness trip, a contact who is not with the group on the trip.

*\*See Appendix L for a sample emergency procedure.*

## **Lost/Missing Person**

If the facilitator suspects someone is lost, the first step that should be taken is to gather the group quickly and count each individual to see if everyone is present. From here, try to keep the majority of the group together as the leaders go out and check areas like the tent, bathroom, kitchen area, and any other

---

common spots. If there is still no sign of the missing person, contact emergency services immediately, such as police or search and rescue.

### ***Duty to Report***

If a youth discloses about abuse it is the law to report anything that you were told. The youth should always be treated that their disclosure is true and report it accordingly to the appropriate authorities immediately. Doing this in a timely manner is essential to ensure that the youth is not leaving into a dangerous situation. As an organization there should be clear policies on what to do and training to ensure every facilitator is clear on the process.

*\*For more information on Nova Scotia's Duty to Report Policy see Appendix F.*

### ***Mental Illness Emergencies***

Mental illness can affect the trajectory of a program. When a youth shares feelings around depression, anxiety, suicidal ideation, or any other number of mental illness' you should seek to provide support to that youth. In many cases this looks like referring the individuals to professional support. If this is a youth, then a care worker or guardian should be notified. Being prepared is critical for the safety and wellbeing of participants.

*\*See Appendix M for a sample suicide emergency procedure.*

### ***Major/Minor Incidents***

Determining if an incident is minor or major could be the difference between life and death. A minor incident would solely include minimal injuries. This would mean that the group could move on after the incident without a severe concern for anyone's well-being. A major incident would involve a major injury or, in extreme cases, death. In any incident, it is important to immobilize the casualty immediately and assess the severity of the injuries. From this assessment, the first aid responder on the scene (typically the trip leader) will determine if the incident is major or minor. Determining this is extremely important as in the backcountry, there is limited access to health care, and a minor injury in an urban setting could be a major incident in a wilderness setting. This is one of the reasons why it is so important for the trip leader to be well equipped with wilderness first aid. If the incident is determined as a major incident, help should be called immediately. From here, treatment should occur to the best of the first aider's ability, and reassessment should constantly happen until help arrives.

### ***First Aid***

To reduce the risk of injuries, there should be a minimum of two people, preferably more, in the group certified with first aid. This first aid should be specific to the setting that the program is being facilitated. For a backcountry program wilderness first aid critical as a small injury in an urban area can become critical in the wilderness.

Being certified in first aid is not enough. This certification is useless if there is no equipment to help in the situation. Proper first aid kits are also a necessity. There are many first aid kits available to buy, but the most important part of a first aid kit is that it has some of the basic necessities and that the first aider will know how to use them. If there is something in the kit that the first aider does not know how to use, then do not waste space on bringing it.

*\*See Appendix N for a sample list of items to bring for your first aid kit.*

It is also important that the first aid kit is restocked frequently and is brought around with the group all the time. The first aid kit should include enough for the entire group; a group of three people will have fewer supplies than a group of 12.

If the desired program that is wanting to be facilitated is an overnight wilderness experience, it is suggested that there be appropriate training obtained, and extensive risk management is considered. For more information, refer to the following resources.



- ➔ [Curtis, R. \(2005\). \*The backpacker's field manual\* \(1st ed.\). New York: Crown Publishing.](#)
- ➔ [Jacobson, C. \(2007\). \*Canoeing & camping beyond the basics\* \(3<sup>rd</sup> ed\). Montana: FalconGuides.](#)
- ➔ [McGivney, A. \(2003\). \*Leave no trace\* \(2<sup>nd</sup> ed\). Emmaus: The Mountaineers Books.](#)

## Evaluation

Creating a program evaluation plan is helpful as it ensures that stakeholders have a consistent understanding of the outcomes, expectations, and vision for the program. The evaluation process allows for a guide in decision making and rerouting direction when outcomes are not being met.

Evaluation also aids in improving= future programming. Knowing areas of strengths and weaknesses can improve the program outcomes. There are several areas that can be evaluated within a program. Registration, communication, delivery/facilitation, content, outcomes achievements, and many other areas.

### Stakeholders

Depending the area of evaluation, it will be important to figure out who needs to be addressed. The following are major stakeholders that require feedback.

- Parents
- Participants
- Facilitators
- Program designers

### Format/Mode

There are different ways to gain feedback from participants. Some formats will be more helpful in gaining qualitative data and others will be better for gaining quantitative data.

### Interviews

There are two options with interviews: formal and informal interviews. Formal interviews require set questions and time to have a conversation where there is recording of stated data. Informal however is less structured and happens more naturally. It is simply questioning through conversations that do not have a set time.

#### PROS

- Gain the meaning behind questions, have the opportunity to ask for clarification
- More comprehensive understanding

#### CONS

- More time consuming
- Requires significant trust between interviewer and interviewee

### Survey

Surveys ask a series of questions. Question options can be open-ended, Likert scale, rating scale, multiple choice, and ranking questions. These surveys can be provided as a hard copy, electronic, or verbally. Surveys are ideal to get quantitative data.

## PROS

- Easier to get quantitative answers
- Easier to have anonymous data
- Many options for types of questions
- Some individuals are more comfortable not speaking to an individual in person

## CONS

- Literacy is needed for filling out data
- May not gain much background and contextual data
- May require internet and electronics

## Timing

If the program is multiple days or weeks. It may be helpful to have an evaluation halfway through then another at the end. This provides the opportunity to make adjustments throughout the program in a formalized way. This can also contribute to ensuring that goals are being achieved.

## Question Samples

*\*For sample mid-term surveys, end of term survey, and guiding questions for informal conversations, see Appendices O&P.*

## Qualitative

1. Name who you have developed a friendship with (a mentor, other youth, and program staff)
2. Are they connected to community recreation for the future?
3. Are they connected to a supportive community network (the Portal or other community agency)?
4. Did they explore future employment path- farming, construction, caring for others, recreation, or work with children?
5. Youth expressed demonstrate increased confidence, less stress and less inhibition.
6. Youth demonstrate improved communication skills, teamwork, good choices.
7. Spent Time with an employer or community service project (varies with youth) and report a positive experience.
8. What worked well about the registration process?
9. What could be done better about the registration process?
10. What activities would you like to see in the future?
11. What changes have you seen in your child/youth?
2. Did you try something new during the program?
3. How many participants gained a new certificate?
4. How many participants met someone new?
5. Have you increased your physical activity since starting the program?
6. Have you experienced less stress since the start of the program?

## Quantitative

1. How many participants attended the event?



- ➔ [https://www.fraserhealth.ca/-/media/Project/FraserHealth/FraserHealth/Health-Professionals/Research-and-Evaluation-Services/20170601\\_guide\\_to\\_planning\\_conducting\\_program\\_evaluation.pdf?la=en&hash=2B8872111BE43B9DE9E413B8E6E46094544E9987](https://www.fraserhealth.ca/-/media/Project/FraserHealth/FraserHealth/Health-Professionals/Research-and-Evaluation-Services/20170601_guide_to_planning_conducting_program_evaluation.pdf?la=en&hash=2B8872111BE43B9DE9E413B8E6E46094544E9987)
- ➔ <https://www.cdc.gov/obesity/downloads/cdc-evaluation-workbook-508.pdf>

# Community Resources

<b>Community Organization:</b>	<b>SchoolsPlus</b>	Location:	NKEC
Description:	What the organization does helps students and families navigate community resources to get the services that they need through a collaborative, a wrap around approach that encourages sharing of information and resources between community agencies. SchoolsPlus Facilitators act as liaisons between the school and community and coordinate and advocate for services for students and families.		
How can they support?	SchoolsPlus could support a program making appropriate referrals of SchoolsPlus clientele to upcoming programs.		
Contact Information:	NKEC - Michelle Ouelette Email: <a href="mailto:michelle.Ouelette@avrce.ca">michelle.Ouelette@avrce.ca</a>   Phone: 902-599-00387		
<b>Community Organization:</b>	<b>Chrysalis House</b>	Location:	Kentville
Description:	Chrysalis House Association is a non- profit a grassroots organization that provides shelter, support, counselling, advocacy, and outreach for abused women and their children. We work with individuals, organizations and businesses in our community to end violence against women.		
How can they support?	We can support a program by working with other organizations delivering part of a program, being on committee or advisory board, endorsing a program to support getting a grant, soon with our new shelter offering space for program delivery etc.		
Contact Information:	Ginger MacPhee, Executive Director Email: <a href="mailto:ed@chrysalishouse.ca">ed@chrysalishouse.ca</a>   Phone: (902) 679-6544 Linda Lapierre, Children's Outreach Email: <a href="mailto:lindal@chrysalishouse.ca">lindal@chrysalishouse.ca</a>   Phone: (902) 680-6912		
<b>Community Organization:</b>	<b>The Portal Youth Outreach Association</b>	Location:	Kentville
Description:	The Portal Youth Centre is a registered a non-profit charitable organization that is a resource centre for Annapolis Valley youth age 12-19 who are at risk or currently experiencing homelessness.		
How can they support?	The Portal can offer support with training opportunities for staff, providing referrals to organizations regarding behavioural challenges, and to refer clients to programming.		
Contact Information:	Email: <a href="mailto:info@portalyouth.ca">info@portalyouth.ca</a>   Phone: (902) 365-3773		
<b>Community Organization:</b>	<b>Big Brothers Big Sisters</b>	Location:	Kentville
Description:	BBBS creates mentoring relationships amongst adults and youth. Mentoring is a two-way, learning and development partnership where the young a person's needs are placed at the centre.		
Contact Information:	Email: <a href="mailto:annapolis.valley@bigbrothersbigsisters.ca">annapolis.valley@bigbrothersbigsisters.ca</a>   Phone: (902) 678-8641		
<b>Community Organization:</b>	<b>Canadian Mental Health Association</b>	Location:	Kings County and Annapolis County
Description:	As the nationwide leader and champion for mental health, CMHA facilitates access to the resources people require to maintain and improve mental health and community integration, build resilience and support recovery from mental illness.		
Contact Information:	Phone: (902) 679-7464   Email: <a href="mailto:info@cmhakings.ns.ca">info@cmhakings.ns.ca</a>		



<b>Community Organization:</b>	<b>Nova Scotia Community Health Board</b>	Location:	Kings County and Annapolis County
Description:	CHBS aims to improve health and wellness in our communities. A healthy community is one in which we recognize that health starts long before we need to visit a health care practitioner. A healthy community is one in which health starts in our homes, schools and communities. CHBs use a Population Health approach and work to reduce barriers to health created by the Social Determinants of Health--factors such as income, employment, education, healthy childhood development, social environment, physical environment, personal health practices and coping skills, access to health services etc.		
How can they support?	They have the potential to offer funding opportunities for programs and advertising.		
Contact Information:	<i>Annapolis/Kingston/Greenwood:</i> Phone: (902) 526-0369   Email: <a href="mailto:Louise.Hanavan@nshealth.ca">Louise.Hanavan@nshealth.ca</a> <i>Eastern Kings:</i> Phone: (902) 542-1244   Email: <a href="mailto:Lisa.Pomfrey-Talbot@nshealth.ca">Lisa.Pomfrey-Talbot@nshealth.ca</a>		
<b>Community Organization:</b>	<b>Department of Community Services</b>	Location:	Annapolis County and Kings County
Description:	The Department of Community Services is committed to a sustainable social service system that promotes the independence, self-reliance, and security of the people we serve. This will be achieved through excellence in service delivery, leadership and collaboration with our partners. Their Goals are: - Self-reliant people, strong families and inclusive communities - Strong, responsive and sustainable social service system - Integrated, quality service delivery system - Strong provider relationships and collaboration - Leadership and the continuous pursuit of excellence - Skilled, flexible workforce		
How can they support?	This is a resource for participants who are in need of additional support in their personal lives.		
Contact Information:	<i>Annapolis District</i> – (902) 532-2337; <i>Middleton Office</i> – (902) 825-3481 <i>Kings District</i> – (902) 678-6176		
<b>Community Organization:</b>	<b>Kids Action Program</b>	Location:	Kings County and Hantz County
Description:	Family resource programs & home-based support for families in Kings and Hants Counties with children aged 0 - 6 years.		
How can they support?	This resource may be helpful for teen parents.		
Contact Information:	Find contacts for each program on the following website: <a href="https://kidsactionprogram.com/programs/">https://kidsactionprogram.com/programs/</a>		
<b>Community Organization:</b>	<b>Moms in Motion</b>	Location:	Kings County
Description:	Moms in Motion (MiM) is part of a community partnership. Those involved with MiM include the Kings County Municipality, Town of Kentville, Public Health, Chrysalis House, Acadia, and Kids Action Program. This group supports moms doing mom things. We talk, cook, play, and support each other because being a mom is hard! In the winter months, we meet at the Kentville Rec Centre (it's attached to Town Hall), and in the spring, summer and fall, we are out and about in different communities with child-friendly areas – fresh air and sunshine!! Come out, have a break, a coffee, something to eat and talk to other mothers... it's good for our mental health! This is a safe and supportive environment where people will listen and help.		
How can they support?	This resource may be helpful for teen parents.		



Contact Information:	Sandra – (902) 670-5609.		
Community Organization:	<b>Kings Family Resource Centre</b>	Location:	Kings County
Description:	Here at the Kings County Family Resource Centre, we have programs for children, parents/guardians, adults, and parent-child interactive programs. All our programs are free! Hopefully, you and your family will visit us soon. We look forward to meeting you!		
Contact Information:	Office: (902) 678-5760		
Community Organization:	<b>Kings Volunteer Resource Centre</b>	Location:	Kings County and Annapolis County
Description:	Our mission is to inspire and lead the growth of a culture of volunteerism in the community.		
How can they support?	This is a platform that can be used to post volunteer opportunities and have potential relevant training.		
Community Organization:	<b>Red Door</b>	Location:	Kentville
Description:	Our mission is to provide confidential sexual health services for youth 13-30 years of age. We are proud to provide this support without judgement, in a safe environment with our expert staff.		
Contact Information:	<a href="mailto:info@thereddoor.ca">info@thereddoor.ca</a>   (902) 670-1411		
Community Organization:	<b>Salvation Army</b>	Location:	Across Nova Scotia
Description:	The Salvation Army offers programs and services that range from addictions and rehabilitation services, community family services, community churches, correction and justice services, and community thrift stores.		
Contact Information:	(902) 825-2452		
Community Organization:	<b>Youth Project</b>	Location:	Nova Scotia
Description:	The Youth Project is a non-profit charitable organization dedicated to providing support and services to youth, 25 and under, around issues of sexual orientation and gender identity. We provide a variety of programs and services, including support groups, referrals, supportive counselling, a resource library, educational workshops, social activities.		
Contact Information:	<a href="https://youthproject.ns.ca/">https://youthproject.ns.ca/</a>		
Community Organization:	<b>Valley Restorative Justice</b>	Location:	Annapolis Valley
Description:	The Nova Scotia Restorative Justice Program supports processes that aim to address the issues, harms and needs of those involved and to develop plans for the future. These plans include commitments by those with responsibilities for what happened to, take specific actions to address the harms caused.		
Contact Information:	Lisa MacDougall, Executive Director, Valley Restorative Justice Society <a href="mailto:valleyrj@ns.sympatico.ca">valleyrj@ns.sympatico.ca</a>   Phone: (902) 679-0650		
Community Organization:	<b>Town of Kentville</b>	Location:	Kentville
Description:	The Kentville Parks and Recreation Department works to foster a creative, progressive and inclusive community where everyone belongs, and everyone gets to play.		

---

How can they support?	We can support this program in a variety of ways, whether it be through the recreation programming that we provide, or through access to our facilities, and other resources. I think the main way that we can contribute is by serving as a link between this working group and other municipal units, and working collaboratively with those folks to redesign municipal recreation services.		
Contact Information:	Lydia Broderick - Phone: (902) 680-5172   Email: <a href="mailto:lbroderick@kentville.ca">lbroderick@kentville.ca</a>		
<b>Community Organization:</b>	<b>YREACH Immigrant Settlement Services</b>	Location:	Annapolis Valley
Description:	Our provincial YMCA YREACH Program provides information, orientation, and settlement/integration support to Immigrants, Refugees and their families who are new to communities outside of HRM.		
Contact Information:	Email: <a href="mailto:sarah.ehler@halifax.ymca.ca">sarah.ehler@halifax.ymca.ca</a>   Phone: (902) 670-4103		

## Appendix A: Trauma-Informed Practice Information Sheet

PORTAL YOUTH OUTREACH ASSOCIATION

JUNE 30, 2020

# Trauma Informed Care

Understanding, Respecting & Responding



## What is Trauma-Informed Care?

TIC takes into account the gripping nature of trauma and creates a space that is conducive to healing and safety, while ensuring a strong awareness to not re-traumatize individuals.

All staff are committed to practicing trauma-informed service delivery. The Portal will provide training, respectful screening, establish a safety plan and design policies that avoid the re-traumatization of individuals while ensuring a workplace culture that is versed in TIC.

1

### SAFETY

Ensuring physical & emotional safety while respecting privacy.

2

### CHOICE

Allowing the individual choice and control while providing them clear rights and responsibilities.

3

### COLLABORATION

Decision-making is done together, equally empowering the individual's role in planning and evaluation.



### Understanding

Assume that there's a likelihood that an individual has experienced trauma.



### Respecting

Triggers look different for everyone and so do symptoms. Trauma can also be intergenerational.



### Responding

Instead of "What's wrong with this person?" Think, "What happened to this person?"

**4**

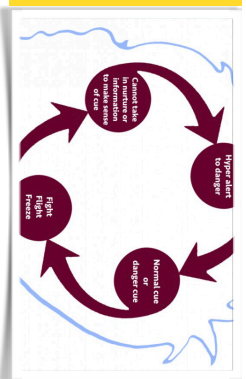
**TRUST**

Clearly define interpersonal boundaries and respectfully maintain them.

**5**

**EMPOWER**

Create an atmosphere where individuals can thrive, build skills and feel validated.



## Awareness & Avoiding Re-traumatization

### Fight Flight or Freeze Response...

A trauma response is usually not logical. It can be triggered by something obvious like restraints or isolation but it could also be a less obvious trigger like a smell, a familiar and unpleasant interaction or even a sound. Symptoms arise in an individual based on the type of response they have instinctually: fight, flight or freeze. During this time, the brain goes 'offline' and the individual believes they are right back in the traumatizing situation. Reasoning with someone in this state is challenging and a recommended response would be to use grounding methods to help

bring someone back to the present time and space, which is safe.

**During this time, the brain goes offline and the individual believes they are right back in the traumatizing situation.**

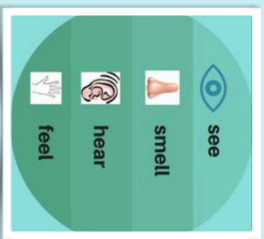
The first step to avoiding re-traumatization is to:  
-Assume that everyone has experienced trauma.  
-Identify the known triggers together while respecting boundaries and building trust.

### GROUNDING & A SAFETY PLAN

Every individual has a different way of coping, self-soothing, and building resiliency. When an individual is in the 'fight, flight or freeze' mode, a good IMMEDIATE grounding tool is to have them tell you:

- 5 Things I See Are...
- 5 Things I Smell Are...
- 5 Things I Hear Are...
- 5 Things I Feel Are...

Before working with a new client or colleague, it is important to establish boundaries, a safety plan, and the respectable response.



## Why Re-traumatization Hurts...

**RETELLING**

Being asked to continually retell the story while not feeling seen or heard.

**BEING A STATISTIC**

Feeling like a number with a label or being seen as the label.

**BREAKING TRUST**

Being put in situations that disturb or exacerbate the trauma and not feeling emotionally safe.

**POWERLESS**

Feeling that there's no choice in the way the service is being offered, the language that's being used or that there's no chance to offer feedback to make it better for others in the future.

### WHAT MAKES A STRONG SAFETY PLAN?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Identifying Warning Signs or Triggers</b>	<b>Identifying Coping Strategies</b>	<b>Identifying People Who Can Help</b>	<b>Identifying Things That Can Be Done to Make the Environment Safe</b>

**What are Triggers?**

1. Reminders of past events
2. Often unrecognized
3. Come in all shapes & sizes
4. Elicit threat responses (symptoms)
5. Elicit flares in chronic disease
6. Flares represent fight flight freeze
7. Based on unresolved trauma
8. May not be dangerous or stressful
9. Can be identified
10. Healing trauma helps chronic illness
12. Sensitivity to mold, infections & other exposures

**Coping Skills For Kids**

Healing  
Breathing exercises  
Loud the feeling  
Positive affirmations

**STABILIZING SELF**

**RE-OWNING**

**INTEGRATION**

**RECONNECTING**

---

## Appendix B: Sample Registration and Release Forms

### PROGRAMS

#### Notice and Release Form



Please sign and return the form with your registration to participate on a YOUTH PROGRAM or THE POTAL outing. PLEASE READ CAREFULLY! BY SIGNING THIS AGREEMENT YOU GIVE UP ALL RIGHTS TO LEGAL ACTION!

#### **1. WAIVER AND RELEASE:**

In consideration of myself, \_\_\_\_\_ in the operations offered or organized by THE POTAL YOUTH OUTREACH ASSOCIATION or THE POTAL, I, on behalf of myself, my heirs, executors, successors, administrators and assigns, hereby waive any and all claims I or such parties may have now or in the future and release from all liability and forever discharge THE POTAL YOUTH OUTREACH ASSOCIATION or THE POTAL and its directors, officers, agents, servants, employees and representatives, including independent contractors and its or their successors, heirs and assigns, (collectively, the "Releasees") of and from all actions, causes of action and claims of every nature or kind whatsoever, including but not limited to those associated with any damage, loss, DEATH or injury to myself or my property ("the "Lawsuit"), howsoever caused, arising out of, or in any way connected with, my or my minor child's participation in the Trip or outing and notwithstanding that the same may have been contributed to or occasioned by the negligence of the Releasees or any of them.

#### **2. ASSUMPTION OF RISK:**

I am aware of the dangers and risks inherent in the Trip or outing OR OUTING and in travel in more isolated areas, including, but not restricted to: travel over bodies of water, hypothermia, drowning, inclement weather, confrontation with wildlife, slipping and falling, falling objects, travel in motor vehicles, and/or suffering any type of accident or illness in the outdoors without access to medical facilities. I freely and voluntarily acknowledge and assume all of these risks and any unforeseeable risks associated with the Trip or outing and the possibility of personal injury, DEATH, property damage, or loss resulting there from and acknowledge that the Releasees do not assume any responsibility whatsoever for my safety during the Trip or outing.

#### **3. INDEMNITY:**

If for any reason a Lawsuit is started by myself, my family or my heirs against the Releasees, I agree to pay as liquidated damages for any suit all costs, including legal fees cost on a solicitor and his own client basis incurred by the Releasees or its representatives in defending such an action.

#### **4. SAFETY:**

I agree to learn and abide by safety rules and procedures established by THE POTAL YOUTH CENTRE STAFF and to make the staff or volunteers aware at any point in which I question my knowledge of these procedures or my ability to participate in the Trip or outing.

#### **5. PHYSICAL ABILITY:**

I confirm that I am physically able and fit to participate in the Trip or outing and do not have any medical condition or needs that have not been listed on the personal data form supplied by THE POTAL. I consent to receive first aid rendered to me by THE POTAL YOUTH OUTREACH ASSOCIATION or THE POTAL and agree to pay the costs of any rescue or medical attention rendered to me, my belongings or for my benefit.

---

**6. ALCOHOL & DRUGS:**

I agree that I will not be under the influence of any alcohol or drugs which may impair my participation in the Trip or outing.

**7. PHOTOGRAPHING:**

I agree that THE PORTAL STAFF OR VOLUNTEERS and other members of the Trip or outing are permitted to take film and photographic records of my participation in the Trip or outing and use same for personal or promotional use.

**8. INSURANCE:**

I agree that I am responsible for my own insurance coverage where applicable. The Portal Staff have the auto insurance necessary for transporting youth and adults.

**9. WEATHER:**

I agree that in response to unexpected changes in weather, water level or any other conditions, the Operator may alter or change itinerary of the Trip or outing at any time and without penalty or refund abilities.

**10. OTHER:**

I am not relying on any oral or written representations or statements made by the Operator other than what is set forth in this Agreement.

Date of Birth: dd/mm/yy \_\_\_\_\_ Health Care Card #: \_\_\_\_\_

Allergies: \_\_\_\_\_

Any other Physical, Emotional or Mental Health Concerns: \_\_\_\_\_

**11. FINAL AGREEMENT:**

I, \_\_\_\_\_ agree that all Lawsuits concerning any part of this Agreement will be held in Nova Scotia, Canada and that the laws of Canada will be the laws governing any said Lawsuits. *I confirm that I am 18 years of age or older and certify that I have read and understand and agree to be bound by the terms of this Agreement for myself, my minor children who are participating in the Trip or outing, my heirs, successors, executors, administrators and assigns.*

**DATED at** \_\_\_\_\_ **this** \_\_\_\_\_ **day of** \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
**PARTICIPANT SIGNATURE**

\_\_\_\_\_  
**PRINT PARTICIPANT NAME**

\_\_\_\_\_  
**WITNESS SIGNATURE**

\_\_\_\_\_  
**PRINT WITNESS NAME**

\_\_\_\_\_  
**PARENT OR GUARDIAN SIGNATURE**

If the participant is under 18 years of age

\_\_\_\_\_  
**PRINT PARENT OR GUARDIAN NAME**



## RELEASE FORM FOR MEDIA RECORDING

I, the undersigned, do hereby consent and agree that The Portal Youth Outreach Association, its employees, or agents have the right to take photographs, videotape, or digital recordings of me beginning on date this form is signed to use for the purpose of social media and program promotion, now or hereafter known. I further consent that my name and identity may be revealed therein or by descriptive text or commentary.

I do hereby release to The Portal Youth Outreach Association, its agents, and employees all rights to exhibit this work in print and electronic form publicly or privately and to market and sell copies. I waive any rights, claims, or interest I may have to control the use of my identity or likeness in whatever media used.

I understand that there will be no financial or other remuneration for recording me, either for initial or subsequent transmission or playback.

I also understand that The Portal Youth Outreach Association is not responsible for any expense or liability incurred as a result of my participation in this recording, including medical expenses due to any sickness or injury incurred as a result.

*I confirm that I am 19 years of age or older and certify that I have read, understand and agree to be bound by the terms of this Agreement for myself and minor children who are participating.*

Participants Signature:

Date:

Guardian's Signature:

(If participant is under the age of 19)

Date:



**Employment Support & Income Assistance  
Youth Development Initiative  
Participant Information and Consent Form**

This form is to be completed by the organization. Submit a Participant Information and Consent Form for each participant.

**Note:** Please submit this form to your YDI caseworker within 10 days from the start of project activities.

**1 Provide information on your organization and project**

Name of organization: \_\_\_\_\_

Project name: \_\_\_\_\_

**2 Provide information on the participant**

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Date of birth (dd/mm/yyyy): \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone (xxx-xxx-xxxx): \_\_\_\_\_ Phone for messages: (xxx-xxx-xxxx): \_\_\_\_\_

School / Type of Program: (Academic, General, IPP): \_\_\_\_\_

Grade level completed: \_\_\_\_\_

Parent or guardian name: \_\_\_\_\_

**3 Provide participant consent**

I, \_\_\_\_\_, hereby grant permission to  
Name of Participant

\_\_\_\_\_ to release my participant related data to the Department of  
Name of Community Organization

Community Services for the purposes of project evaluation. I understand I may be asked to complete a written evaluation upon completion of the project.

Signature of Participant: \_\_\_\_\_

Date (dd/mm/yyyy): \_\_\_\_\_

Name of Community Organization Representative: \_\_\_\_\_

Signature of Community Organization Representative: \_\_\_\_\_

Date (dd/mm/yyyy): \_\_\_\_\_

---

#### 4 Provide parental / guardian consent

Complete this section if youth is under the age of 19.

**Note:** If youth is an independent youth, youth can sign without parent/guardian consent. Youth are considered independent youth if they are living independently.

Name of parent or legal guardian or another authorized person:

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Phone (xxx-xxx-xxxx): \_\_\_\_\_

I, \_\_\_\_\_, hereby give consent for \_\_\_\_\_  
Parent/Guardian/Authorized Person Name of Participant

to participate in the \_\_\_\_\_ sponsored by the  
Project Name

Department of Community Services. I grant permission to \_\_\_\_\_  
Name of Community Organization

to release participant related data to the Department of Community Services for the purposes of project evaluation. I understand this may include a written evaluation form completed by the participant.

Signature of Parent or Guardian or Authorized Person: \_\_\_\_\_

Date (dd/mm/yyyy): \_\_\_\_\_

Name of Community Organization Representative: \_\_\_\_\_

Signature of Community Organization Representative: \_\_\_\_\_

Date (dd/mm/yyyy): \_\_\_\_\_

---

## Registration

### Participant Information:

#### Participant Name \*

First Name      Last Name

#### Preferred Name \*

#### Preferred Pronouns \*

#### Name of School \*

#### Civic Address \*

### PARENT/GUARDIAN INFORMATION:

If under the age of 19 years of age please have a guardian fill in the following information.

#### Parent/Guardian Name \*

First Name      Last Name

#### Address \*

---

Street Address

Street Address Line 2

**Phone Number \***

Area Code

Phone Number

**E-mail \***

example@example.com

**Preferred mode of contact \***

Email, text, phone call, etc

## MEDICAL INFORMATION

**Physician Name**

First Name

Last Name

**Phone Number**

Area Code

Phone Number

**Health Card number \***

**Medical Concerns \***

---

### **Accessibility Considerations**

### **Dietary Considerations**

---

## ***Appendix C: LGBTQ2+ Inclusivity Toolkit***

### **LGBTQ2+ Inclusiveness: Toolkit for Inclusive Municipalities in Canada and Beyond**

This toolkit includes an overview of the issues, courses of action and examples of good practices from Canadian municipalities that are members of the Coalition of Inclusive Municipalities. It was developed by CCUNESCO in partnership with UNESCO's International Coalition of Inclusive and Sustainable Cities.

Date: 27 June 2019

Follow link to resource:

➔ <https://en.ccunesco.ca/-/media/Files/Unesco/Resources/2019/06/CIMToolkitLGBTQ2PlusInclusiveness.pdf>

---

## ***Appendix D: Community Contacts***

<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>Contact</b>
Mary Sweatman	Assistant Professor	Acadia University Community Development	mary.sweatman@acadiau.ca
Kim Vaughan	Administrative Coordinator	Acadia University Kinesiology	kinesiology@acadiau.ca
Murray Pickering	Social Services	NSCC	Murray.Pickering@nsc.ca
Dale Gruchy	Community Outreach Program	NSCC	Dale.Gruchy@nsc.ca



---

## **Appendix E: Sample Job Posting**

---

### **Job Description**

Successful candidates will consult with youth to identify interests, goals and/or desired life paths. With this information, the candidates will design and facilitate activities and programs that promote health, expand mind and skills, build meaningful connections, and explore participants' interests.

#### **The goal of the project**

Engage and connect current clients and Department of Community Service Clients from ages 16 - 24 years old in skill development and recreational opportunities that achieve the following goals:

1. Health promotion (Physical, social, and mental)
2. Expanding mind and skills
3. Build meaningful connections (with mentor, other participants, community members, nature)
4. Exploration of interests and knowledge which leads to career exploration

#### **Job Responsibilities:**

- Lead youth recreation programs and organize skill development opportunities as directed by youth goals.
- Provide quality programming that would help youth to engage in healthy living and is preventative in nature.
- Be a safe and positive influence on youth ages 16-24.
- Model a lifestyle that is balanced with belonging, taking personal responsibility, and dealing with issues.
- Communicate with youth outreach staff to support youth.
- Keep program equipment and gear organized, cleaned and well maintained.
- Keep stats of involvement and provide documentation and reports as required.

#### **Conditions:**

- Minimum wage for 35 hours a week for the months of June to the end of August.
- Could include weekends, weekdays, and evenings.
- Ability to be mobile as activities can take place throughout the Annapolis Valley.
- Successful candidates must be able to submit a clear Criminal Record Check and Child Abuse Registry Check.
- Have or be able to obtain First Aid training.
- Adhere to the Portal's policies and confidentiality agreements.

#### **Qualifications:**

- The ideal candidate will have experience working with youth from various backgrounds in a supportive environment and leading skill development and recreation programs.
- Have an understanding of risk management and first aid.
- The ability to engage young people through texting, calling, social media messengers, and in-person conversations.
- The candidate must excel in written and verbal communication.
- The candidate must be between 18 and 30 years of age.

- 
- Access to a vehicle and has a class 5 license, clean driving record for use of company vehicle is an asset.
  - Must possess strong planning, time management, organizational, evaluation, administrative skills, and have the ability to multitask.
  - Align with the mission and values of the organization.

Job Types: Full-time, Temporary

Salary: \$12.55 per hour

## Appendix F: Duty to Report

# Children and Family Services Act DUTY TO REPORT

### Overview

The Children and Family Services Act is designed to protect children from abuse and neglect. There have recently been dedicated improvements to the Act, resulting in over 80 amendments. Some of these changes have a direct impact on the Duty to Report sections, which may impact community organizations.

These changes promote early intervention and are intended to prevent long-term harm. It is no longer required that children demonstrate that they have suffered serious harm as a result of abuse and neglect. The amendments allow the Agency to intervene earlier, allowing risk to be reduced before long term damage can occur.

### Duty to Report

Every individual in the province of Nova Scotia has a legal obligation to report concerns of abuse or neglect of a child under the age of 19 in order to ensure children are protected from harm. Failure to report is a criminal offence.

### Three Types of Reporting

1. Duty to report for every Nova Scotian
2. Duty of professionals and officials to report
3. Duty to report third-party abuse

### Processes

There are three sections of the Act that outline the Duty to Report provisions. In accordance with Section 22(2), any concerns that a child is or may be at risk of harm, must be reported to the agency, preferably closest to where the child resides. The obligation to report is as follows:

#### 1. Duty to Report as per Section 23 of the CFSA

- Applies to any person in Nova Scotia who has information, whether it is confidential or privileged, indicating a child is in need of protective services.
- This person is obligated to report the information to the child protection office closest to where the child resides.
- The information is to be reported immediately. If the information is not reported, the individual is liable to a fine of not more than \$2,000.00 or imprisonment for a period not exceeding 6 months or both.
- If more than one person is aware of the information, it is necessary for each person to report their information to the agency to fulfill the legal duty to report.

The legislation outlining the "Duty to Report" highlights the legal obligation of every Nova Scotian to report concerns of abuse or neglect of a child in order to ensure children are protected from harm.

#### Location within the CFSA

Sections 23, 24 and 25 of the CFSA legislate individuals who believe a child is or may be at risk of harm under Section 22 (2) to make a report to child protection.

This legislation helps ensure the safety of Nova Scotian children by requiring all abuse and neglect situations be reported.

## 2. Duty of Professionals and Officials to Report as per Section 24 of the CFSA

- Applies to every person who performs professional or official duties with respect to a child, including but not limited to; a health care professional, physician, nurse, dentist, pharmacist, psychologist, teacher, school principal, social worker, family counsellor, member of the clergy, peace officer, medical examiner, youth worker, recreation worker, operator or employee of a day-care facility.
- If, in the course of a person's professional or official duties, they have reasonable grounds to suspect a child has, may have, is, or is about to suffer abuse, the information (confidential or privileged) shall be reported immediately to the agency closest to where the child resides.
- This section also requires a professional, when they have been notified by the agency that a child is or may be in need of protection, to advise the agency of the location of a child if known.
- If more than one person is aware of the information, it is necessary for each person to report the information.

### What should professionals do when they suspect abuse?

- a) Trust their feelings – have trust in the disclosure by the child and trust their own knowledge of the child in determining whether they believe a child may be at risk of abuse.
- b) Document – Keep track of the identified changes in the child or concerns.
- c) Report by doing the following:
  - Contact the child welfare agency in the area in which the child resides
  - Provide identifying information including names and contact information for the child and the parent
  - Provide the social worker with all the information available – disclosure, observations
  - Professionals will not be anonymous.

## 3. Duty to Report Third-Party Abuse as per Section 25 of the CFSA

- This applies to a child under 16 years of age who suffers or is at risk of suffering physical harm or sexual or emotional abuse inflicted by someone other than the parent/guardian or the abuse is caused by the failure of the parent or guardian to supervise and protect the child adequately.

### Professionals include:

- Health care professionals
- Physicians
- Nurses
- Dentists
- Pharmacists
- Psychologists
- Teachers
- School principals
- Social workers
- Family counsellors
- Members of the clergy
- Peace officers
- Medical examiners
- Youth workers
- Recreation workers
- Operators or employees of a day-care facility

### What happens after professionals call in to make a report?

- A child protection social worker will gather information and review the referral and determine whether to investigate based on the information provided.
- A professional will be provided with a letter of acknowledgement indicating whether the concern was investigated.

### Duty to Report Third Party Abuse

It is important to note the Duty to Report Third-Party Abuse ONLY applies to children under the age of sixteen. However, the reporter must report if the alleged offender has access to or parents children who in turn may be at risk.

---

## **Appendix G: Portal Policies**

\*Excerpt taken from Portal Youth Outreach Association policy and procedures

### **Definitions**

1. FTE- Fulltime Equivalent. So a full time staff person is identified as 1.0 FTE and works 35 hours per week. A part-time person if they work 17.5 hours is known as a 0.05 FTE.
2. Personal time away- The need for full and part-time staff to have a daily time of rest free from responsibilities in the community.
3. Crisis Management- is the formulated plan with a youth that is experiencing stress that involves other community members and agencies. Usually this is done during the day.
4. Emergency is defined as a life threatening situation that requires the accessing of resources beyond our immediate support and services.
5. Organic relationships/ natural supports- are people that care and may or may not have the capacity to love, encourage and care for those that need a friend or alternative family.
6. Sick Leave- the disengaging from work due to physical or emotional needs that warrant being away from work.
7. Staff or employee- For the intent and purpose of clarity in this document, all references to staff or employee include: fulltime, part-time, paid and unpaid staff. Volunteers who carry a significant role could be considered unpaid staff and therefore these policies would apply to them.
8. Students or interns are people that are in a place of learning and therefore these policies apply to them but responsibilities will vary according to education or training.

### **Time at work**

The priority of time at work is the youth and families that we serve and support. Each one has a unique story and fundamental to each one is the need to be loved and encouraged. Time and attention is the best way to display the value that each one inherently has. Each one of us demonstrates the act of giving someone our attention, differently. Nonetheless, the individual would feel that they are heard, affirmed and their “load” is lighter because of the time spent. Time at work can be defined as time onsite with one of our programs, available for when someone has a need, time on the phone, spending time in the community, time offsite engaged in some way, or preparing or following up to strengthen our work.

Involving youth in our work where possible is central to creating a sense of belonging. Creating or repairing or building something that involves a youth in the steps is also a part of work. Serving in the community may seem indirect to our immediate work, but if it involves a youth and/or the family, that is work. Our work is not something that we do to someone or even for someone. It is something we share and do with them. Walking alongside through the highs and lows of life is foundational to building a relationship. Our humility and honesty in the routine of life, can go a long way in behaving very differently than what many youth experience.

The work is hard and yet, filled with profound joy. In this work, each staff or volunteer needs to be ready to emotionally engage. If a staff or volunteer is not able to engage in some way, it could mean taking some time off (see below) or it might mean being honest and carrying out a task that requires less emotional stress. Being aware of one’s capacity, strengths and abilities on any given day is vital to an authentic connection. A youth might need a variety of interventions or responses to their situation and their emotional or spiritual state on a particular day. Our sensitivity to those in need is to be guided by our values. Further detail of that compassionate response is outlined in appendix C.

### **Use of mobile phones, tablets, computers and youth files**

Due to our confidentiality policy, the information for each youth and family is to be protected and kept confidential. Electronic devices like mobile phones, tablets and computers are tools for our work with young people. There is often sensitive information contained on each. This information that can help people but also the careless use of the same can be a violation of privacy or can expose a youth and break down trust. Staff and volunteers are expected to: use passwords for devices and sensitive documents; secure devices during open times and after hours; youth files and information binders are to be kept in the office; and youth accessing services are



---

to use only designated computers or devices. The staff person assigned to a certain device is to be under the sole use of that staff person.

## Use of Social Media

Facebook, twitter, Instagram, and websites can be valuable means of providing information and communication. Appropriate use of each is crucial. Names and photos will not be posted without permission and only when giving recognition or celebrating an event. The use of the media release form is to be used and renewed annually. A verbal consent each time is also recommended before any picture is taken. Staff and volunteers are to be sensitive and careful about their own personal posts on any social media as the public cannot distinguish between a personal post and one endorsed by the association. The direct or indirect naming of any youth or family member in posts is prohibited. Invitations through social media are acceptable as long as there is always the request made, "would you like to be included in invitations for events on social media?" Individuals can always at any time request their name be removed from the invitation list for future events.

## Time off

The intent of this section of the policy is to ensure full and part-time staff is refreshed and able to engage by having personal downtime. For staff and volunteers, their personal time off needs to be regular and consistent. Portal Youth Outreach Association recognizes the need for full and part-time staff to have a daily time of rest free from responsibilities in the community. Outreach is demanding work and it can sometimes be challenging to know when one is working and when one is just being a good neighbour. Responding to requests or needs is not recommended unless planned ahead of time and then amount of time is recorded and taken as time off in lieu. If a staff person schedules a day off on a regularly scheduled work day, the time will be flexed and rescheduled for the alternative, as identified by the staff person.

## Personal Time on Weekends

Since the majority of our work is Monday to Friday and evenings, weekends are to be guarded as sacred time. Staff are encouraged to have two days off in a row each week, whether those days fall on a Saturday- Sunday or Sunday- Monday. Time spent with friends and family and not "helping" people is recommended. Within a team, someone can be identified as the person on call if there is a need. The person that is "on call" can respond to requests or needs but only with the expressed purpose of scheduling follow up or directing the individual youth or family to a needed service. Since the programs of Portal Youth Outreach Association are not a "crisis service", staff should not feel the pressure to be available 24-7 (see Crisis management section). With responding to requests, while on call, the amount of time required for a "call" is recorded and taken as time off in lieu.

## Overtime

Portal Youth Outreach Association does not have the ability to pay overtime, unless there is provision within an employment grant program. An employee and the Director (representing PYOA) can agree **in writing** that the employee will receive paid time off work instead of overtime pay. This is sometimes called "banked" time or "time off in lieu." If an employee has agreed to bank overtime hours, he or she must be given 1½ hours of paid time off work for each hour of overtime worked. Paid time off must be taken within three months of the week in which the overtime was earned or, if the employee agrees in writing, it can be taken within 12 months.

If an employee's job ends before he or she has taken the paid time off, the employee must be paid for all unused banked time. This must be paid no later than seven days after the date the employment ended or on what would have been the employee's next pay day.

## Vacation Pay and time off

Vacation pay is accumulated throughout the year to cover an individual's pay while away on vacation. Vacation Days will be earned at a rate of 1.25 days per month worked. Vacation pay (4%) will be accrued with each pay. You will receive two weeks' vacation annually. All vacation must be taken in the year it is accrued (Jan 1- Dec 31) and must be requested 4 weeks in advance and submitted to payroll. One week will be set annually between Christmas and New Years as the Portal will be closed. Additional days needed would require scheduling days off around work days or by "banking time" or using "time off in lieu" for overtime hours worked. Banking time must be confirmed with the person's immediate supervisor. If an employee has agreed to bank hours, he or she must

---

be given 1 hour of paid time off work for each hour of time worked. Paid time off must be taken within three months of the week in which the time was banked or, if the employee agrees in writing, it can be taken within 12 months.

### **Parental Leave:**

Parental leave is the time of rest and care that parents need to provide for their newborn. Portal Youth Outreach Association sees self-care and care of family as important and therefore the priority on taking time off when needed. Parental leave begins immediately upon the birth of the child and ends not later than 52 weeks after the birth. If both parents are employed with TVRA, one parent will take 2 weeks off with the birth of the child, while the other parent takes between 26 and 52 weeks leave. Staff are required to provide four weeks' notice, in writing, of the date they intend to begin parental leave and the date they will return to work on completion of the leave. Staff will be advised by the Director of the options regarding maintenance of benefits while they are on leave of absence. The maximum combined pregnancy leave and parental leave an employee or a couple is 52 weeks.

Upon Return to Work: The Employee / staff will be placed in their former position or a comparable one, at not less than his/her wages at the time of commencement of the leave of absence.

### **Statutory Holiday Times**

The following statutory holidays: New Year's Day; February Civic Holiday, Good Friday, Easter Monday, Victoria Day, Canada Day, August Civic Holiday, Labour Day, Thanksgiving Day, Boxing Day, and Christmas Day are recognized by the association. Staff will have the respective days off and additionally any other days decided by the association, identified 30 days prior to the holiday time. For example, the days between Christmas and New Year's will likely be considered days off unless a special event is planned and agreed on by the team with a respective program. This is not counted as vacation days but considered time for "recovery" or for self-care. For part-time staff, if the statutory holiday falls on a weekend or an existing day off, the staff will not take an additional day off unless otherwise negotiated.

### **Compassionate Leave**

Compassionate leave is an extended period of absence from work granted to someone as the result of particular circumstances, especially the death of a close relative. Close relative is defined as a parent, child, sibling, partner or spouse. The time on leave will be determined by the individual and the Director. If the leave is longer than 7 days, the director will consult with the Board- Staff liaison. Together they will assess the amount of leave needed.

### **Working- onsite or offsite**

The nature of outreach means staff are available by getting out in the community, going to where youth are and welcoming youth into a safe space. That safe space can be outside walking, in a coffee shop, playground, ball park or an outside space. With this vital dynamic, staff will be onsite and offsite on regular basis. Staff are asked to update the calendar and communicate with their respective team. Knowing whether the staff are available for any consultation or communication is the need for communication of timeframes and whereabouts. Offsite work is considered the same work as onsite work. There will be no additional compensation. Program expenses for any programs offsite will be reimbursed if planned ahead and the funds are identified in the program budget. Please read the information on risks with offsite work (below). A release of risk form must be signed by all participants and his or her parent (if under 19 years of age) before leaving the program site, i.e. The Portal.

### **Confidentiality**

The information and details of the lives of youth and families that we serve is not to be shared with any outside party. The Association will take special care to protect youth or children's identities and specific geographic location in public relations materials. Therefore, to protect their identity, staff and volunteers will only post a youth or children's first names and will not distribute their last name or address. If pictures or videos of children are used, written permission will be granted. Unless there is a specified reason, a Release of Information will be completed and signed for each youth. For those under 19 years of age, a parent will be asked to also sign. If no parent is willing or able, the signature of those 16- 19 years will be honoured for that individual.



---

Each individual involved with the association, paid or unpaid, will be required to review and sign a confidentiality declaration. That declaration says, *"I declare, and hereby acknowledge that as a member of Portal Youth Outreach Association involved with the Portal Youth Centre or any offsite program or initiative, whether as Board member, volunteer, or staff member, I may be entrusted with knowledge of the personal and private affairs and personal information of certain persons associated with Portal Youth Outreach Association and its projects. I hereby undertake not to divulge any of this knowledge nor to discuss it at any time, or in any place, or with any unauthorized person, during the term of my service with the Association or thereafter, except in the course of my duties as pertaining to the community."* Information pertaining to the work within Portal Youth Outreach Association, personal information of other members of the Board, the volunteers, staff, or Interns/students is also privileged.

The exceptions to this are when consent has been given with the use of a release of information. There is safety situations where limitations on confidentiality are acceptable, such as:

- If a child, youth, or anyone is at risk of harming themselves and/or another person
- If there is cause to believe that a child has been or may be abused or neglected
- If there is cause to believe that an elderly or disabled person has been or may be abused, neglected, or subject to financial exploitation
- If there is a breach or violation of a court order
- If an individual is in a situation of physical harm such as domestic violence or sexual violence

Depending on the situation above, the report would be given to one or more of the following outside agencies: Child Welfare, the Police/RCMP, the Crisis Response Service or Emergency Health Service.

All records and personal information will be kept secured in a file cabinet or office.

## Crisis Management

Crisis management is the formulated plan with a youth that is experiencing stress that involves other community members and agencies. Usually this is done during the day. There will be times when a youth will reach out in the evenings and weekends with issues that go beyond our resources and expertise. The response will be to re-direct the youth to the Kid's Help Phone @ 1-800-668-6868 or for young adults to the 24hr Mental Health Crisis Line @ 1-888-429-8167. Responding to requests or needs from someone not currently engaged with our services is not recommended unless planned ahead of time. Every effort should be made to redirect the youth to an appointment time on the next day that staff are working. If the staff connected to the youth or family determines the need to respond, then amount of time is recorded and taken as time off in lieu.

Youth will sometimes use text messages and FB messenger as a way to cope with the stressors. It is unclear how serious the issues are communicated through this mode and leaves the youth vulnerable and at risk. The association provides crisis management but not crisis response. Our hope is to build in natural supports to prevent managing life's stressors from becoming a crisis. Staff are under an obligation to report a crisis if a youth or young adult is: threatening suicide, experiencing domestic or sexual violence, has a medical emergency, parental neglect, or ends up in the middle of an abusive situation. ***If any of the above crisis situations arise, contact either 911 or the Police.*** Do NOT engage in counselling through text messages. The main task is to determine if it is a "crisis" or if they are in need of emotional support.

### **THREATENING SUICIDE**

Questions to ask include: "What is going on?" "Are you in safe place, right now?" "Do you have a plan?" If after business hours, the need should be determined within a few text messages or a five minute conversation. If a plan is clear and about to be carried out- call 911. If they need to access help (not 911), call the director and arrange transportation (two people or taxi). Access EMS through Valley Regional- someone that is responsible needs to go with them to Emergency. If during business hours, contact the Crisis Response Service @ 1-855-273-7110.

### **EXPERIENCING DOMESTIC VIOLENCE OR AN ABUSIVE SITUATION**

Questions to ask include: "Are you in immediate danger?" If "yes", call 911 with address and brief description of the situation. Do not go and enter the premises. If they have fled, still call 911. If they are not in immediate danger

---

but need to leave, call the director and a plan will be formulated. ***Do not direct what they should do or intervene between them and the perpetrator.***

### **MEDICAL EMERGENCY**

If the situation is life threatening- call 911. If injured, assess and direct them or support them in getting to emergency. Colds, sore throat, aches, or chronic issues are not medical emergencies but can be attended to by a family doctor or walk in clinic.

### **IMMEDIATELY HOMELESS**

Arrange transportation to Inn from the Cold, Harvest House or Phoenix Youth Shelter in Halifax.

Further work would entail:

1. Knowing where the youth is staying and talk about safety (16 years and up).
2. Make a plan to establish something more stable. This is where our intake would begin.
3. Provide a “last Minute kit” when needed.
4. If under 16 years of age, call Child Welfare @ 902-678-6176. If the youth has left a group home contact Child Welfare or the police.

## **Safety onsite and offsite**

All participants (or parents if under 19 years of age) in off-site programs need to read, sign and return the Release of risk form. Staff will ensure that programs are planned to prevent any risks or dangers. The following could be situations that require some planning: travel over bodies of water, exposure to cold weather or water (hypothermia), drowning, inclement weather, confrontation with wildlife, slipping and falling, falling objects, travel in motor vehicles, and/or suffering any type of accident or illness in the outdoors without access to medical facilities. Therefore the following precautions (all are contained in the release of risk form) will be taken:

1. Discuss the safety rules and procedures established, before the activity or outing, begins.
2. Ensure that all staff or volunteers are aware the procedures and the plan for an emergency.
3. Any limitations for any staff, volunteers or participants will be identified before participation in the program or outing.
4. Any participant will have confirmed any medical condition that could pose a concern.
5. A first Aid kit will travel with staff and participants to every program or outing. The kit will be checked before the activity commences.
6. All participants agree that they will not be under the influence of any alcohol or drugs while participating in the program or outing.
7. Unexpected changes in weather, water level or any other conditions and that the leader may alter or change itinerary of the program or outing at any time and without penalty or refund abilities.
8. A packing list for participants, staff and volunteers will be provided at least 24 hours ahead of the program or outing.
9. Emergency contacts are acquired or updated for all participants, staff and volunteers.
10. Programs that involve water activities would always be at a lifeguard supervised area or one of the staff or volunteers would be certified with a Lifesaving Society Bronze Cross or higher, current certification.
11. Canoe or kayaking trips would be overseen by a certified canoe instructor or equivalent experience/knowledge. The authorized leader will be pre-approved by the Director.
12. Program staff or leader will be within cell phone reception area or have a satellite phone on site for the program or outing.
13. Staff will review the Prevention checklist for each program or outing prior to departure. Health information, Release of Risk forms, and First Aid kit will be taken on each outing or program that is off-site.

## **Prevention Check list**

- Discuss the safety rules and procedures established, before the activity or outing, begins.

- 
- Ensure that all staff or volunteers are aware the procedures and the plan for an emergency.
  - Any limitations for any staff, volunteers or participants identified.
  - Any participant will have confirmed any medical condition that could pose a concern.
  - A first Aid kit is available. The kit will be checked before the activity commences.
  - Check weather.
  - A packing list for participants, staff and volunteers was be provided at least 24 hours ahead.
  - Emergency contacts are available for all participants, staff and volunteers.
  - Programs that involve water activities: the certified person is available
  - Canoe or kayaking : certified canoe instructor or equivalent is present.
  - Program staff or leader will have cell phone reception area or have a satellite phone on site.
  - Health information and Release of Risk forms are ready to be taken.
  - The outing location and return time is shared with the group emergency contact.
  - Other emergency or safety equipment is identified and prepared- emergency blankets, whistles, rain gear.

## Appendix H: Mental Health Literacy<sup>5</sup>



1

### WHAT IS MENTAL HEALTH LITERACY?

The purpose of this presentation is to provide a brief description of different types of mental illnesses, how they manifest in someone's life and how a front-line worker can best support someone living with any of these disorders. -As well as how the individual may be affected by these mental disorders first-hand, as a result of their living environment.

Many mental disorders go undiagnosed because of stigma, lack of access to health resources, lack of education around mental health in-general or various other possibilities.

A diagnosis can come from a Psychiatrist, who is a specialized medical doctor that focuses just on illnesses that affect the brain. This doctor will assess symptoms, patterns and request psychological tests to diagnose the disorder. It can be possible for someone to have more than one mental health diagnosis at a time, and it may explain some of the behaviours they exhibit that aren't always easy to understand.

2

### THE BRAIN

A mental disorder is when the brain is not functioning the way it is supposed to due to a combination of genetic vulnerabilities and environmental inputs.

There are 6 Components of the brain...

1. Thinking & cognition
2. Emotions & feelings
3. Somatic (physical symptoms)
4. Sensing & perception
5. Signalling & intuition
6. Behaviours

3

### THE BRAIN AND THE BODY

"Stress" Ordeal / life stress is not a mental illness. This is a description of the brain and body's way of coping with life's stressors.

Life stress...  
(example, a break-up)



Brain response  
(negative feelings, and behaviours that show emotion, like crying)

Adaptation  
Coping mechanisms, building resilience and preparing for next time a life stress hits

Life stress...  
(same example, a break-up)



Body response  
(increase in temperature like a fever and negative sensations like aching)

Adaptation  
(immune system fights to prepare for next time a life stress hits)

4

### MINIMIZING MENTAL ILLNESS

Have you ever heard...

"I'm so depressed..." OR "That's so depressing!"

"This is going to give me PTSD!"

"I've got the worst OCD when this place is a mess!"

"That person was such a schizoid..." OR "You totally psyched me out!"

"I am having the worst anxiety attack..."

When people say things like this, they are minimizing the mental health disorder and discounting everyone who lives with a mental disorder.

You will learn that depression is a very serious illness that is uncontrollable.

PTSD isn't something you can announce that you will get.

OCD isn't just that you're a neat-freak or a germaphobe, it gets in the way of every action in a day.

To use terms like schizoid... is really offensive and makes a joke of the most serious of mental illnesses.

When someone has an anxiety attack, they think they are dying. They don't know they are having an anxiety attack!

5

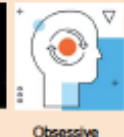
### COMMON MENTAL ILLNESSES IN ADOLESCENCE



Depressive Disorders like Bipolar or Depression



Eating Disorders Like Anorexia, Bulimia Nervosa or Binge Eating



Obsessive Compulsive Disorders



Attention Deficit Hyperactivity Disorder

6



<sup>5</sup> Resource provided by the Portal (Kentville, NS).

\*\*\*

Anxiety Disorders like Generalized, Panic Disorder or Agoraphobia

Stress Disorders Like Post Traumatic Stress Disorder or Dissociative Identity Disorder

Autism Spectrum Disorder

7

### CHILDREN, YOUTH + MENTAL HEALTH

Risk factors rise in children and youth when they have a history of trauma, violence, mental wellness issues in the family, substance use in the family or by the individual, develop or grow up in an environment that is unstable and/or unsupervised.

So what are these illnesses?

How does someone with these illnesses behave?

How can a person caring for someone with a mental illness be a good support?

We need to understand and treat mental illness just like we do any physical illness. Just because it may be invisible, it is still there, affecting almost 1/4 people at some point in their lifetime.

8

### ANXIETY

ASSOCIATED BEHAVIOURS

AVOIDANCE

PANIC

NERVOUSNESS

WORRY

FEAR



9

### GENERALIZED ANXIETY DISORDER (GAD)

HOW TO BEST SUPPORT SOMEONE LIVING WITH GAD...

1. IDENTIFY AND ADDRESS THE SYMPTOMS
2. DON'T MINIMIZE SOMEONE'S FEELINGS OR EXPERIENCES
3. LEAD WITH ENCOURAGEMENT
4. TRY AND UNDERSTAND THAT ANXIETY IS SOMETHING THAT IS MANAGEABLE BUT NOT CURABLE
5. PROVIDE VALIDATION

10

### SYMPTOMS OF GAD

<ul style="list-style-type: none"> <li>• LIGHTEADEDNESS</li> <li>• SWEATING</li> <li>• NAUSEA</li> <li>• FEELING EDGY AND/OR RESTLESS</li> <li>• SHORTNESS OF BREATH</li> <li>• DIARRHEA</li> <li>• GETTING EASILY TIRED</li> </ul>	<p><u>ANNOYING THOUGHTS</u></p> <ul style="list-style-type: none"> <li>• BELIEVING THE WORST WILL HAPPEN</li> <li>• PERSISTENT WORRY</li> <li>• ALL-OR-NOTHING THINKING</li> <li>• OVERGENERALIZING (MAKING OVERALL ASSUMPTIONS BASED ON A SINGLE EVENT)</li> </ul>	<p><u>ANNOYING BEHAVIOURS</u></p> <ul style="list-style-type: none"> <li>• AVOIDANCE OF FEARED SITUATIONS OR EVENTS</li> <li>• SEEKING REASSURANCE</li> <li>• SECOND-GUESSING</li> <li>• IRRITABILITY AND FRUSTRATION IN FEARED SITUATIONS</li> <li>• COMPULSIVE ACTIONS (LIKE WASHING HANDS OVER AND OVER)</li> </ul>
---	---	--

11

### ATTENTION DEFICIT HYPER-ACTIVITY DISORDER (ADHD)



12

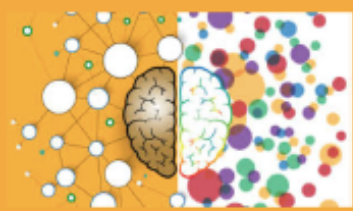
### SYMPTOMS OF ADHD/ADD

- Inattention:**
  - Short attention span for age (difficulty sustaining attention)
  - Difficulty listening to others
  - Difficulty attending to details
  - Easily distracted
  - Forgetfulness
  - Poor organizational skills for age
  - Poor study skills for age
- Impulsivity:**
  - Often interrupts others
  - Has difficulty waiting for his or her turn in school and/or social games
  - Tends to blurt out answers instead of waiting to be called upon
  - Takes frequent risks, and often without thinking before acting
- Hyperactivity:**
  - Seems to be in constant motion; runs or climbs, at times with no apparent goal except motion
  - Has difficulty remaining in his/her seat even when it is expected
  - Fidgets with hands or squirms when in their seat; fidgeting excessively
  - Talks excessively
  - Has difficulty engaging in quiet activities
  - Looses or forgets things repeatedly and often
  - Inability to stay on task; shifts from one task to another without bringing any to completion

13

### LEADING TIPS (ADHD)

1. SEAT THE PERSON NEAREST TO THE LEADER AND AWAY FROM DISTRACTIONS.
2. TAKE LOTS OF MICRO BREAKS FOR PLAY.
3. GIVE PERSON SOMETHING TO FIDGET WITH THAT DOESN'T DISTRACT OTHERS.
4. GIVE INSTRUCTIONS IN BABY STEPS.
5. CREATE A SPECIAL SIGNAL TO INDICATE WHEN YOU WOULD LIKE THEIR IMMEDIATE FOCUS ON YOU.



14

### AUTISM SPECTRUM DISORDER (ASD)

**Avoid sensory overload**

**Use visuals**

**Be predictable**


**Directly teach social skills**



15

### BIPOLAR DISORDER

- 1
- 2
- 3

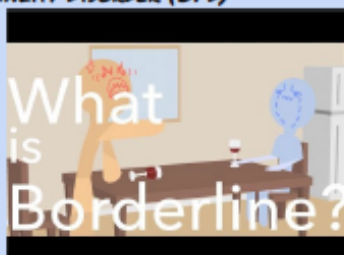


16

### BORDERLINE PERSONALITY DISORDER (BPD)

**Symptoms**

1. Frantically avoiding real or imagined abandonment
2. A pattern of unstable & intense interpersonal relationships
3. Unstable self-image
4. Impulsivity or risky behaviour and decision-making
5. Recurring threats of self-harm
6. Reactive moods
7. Ongoing feelings of emptiness
8. Inappropriate and uncontrollable anger
9. Stress related paranoia or ideation



17

### HOW TO BEST SUPPORT SOMEONE LIVING WITH BPD


1. LEARN ABOUT BPD AND OBSERVE THE PERSON YOU'RE CARING FOR AND HOW THEY LIVE WITH BPD
2. MODEL CONFIDENCE AND EMPLOY RESPECT
3. BUILD TRUST AND MAINTAIN TRUSTWORTHINESS
4. MANAGE YOUR ROLE WITH THEM AND THEIR STYLE OF ATTACHMENT TO YOU
5. ENCOURAGE THEM TO ALWAYS BE OPEN TO GROWTH AND HELP
6. CELEBRATE THEIR STRENGTHS
7. CREATE FUN SITUATIONS BUT BE AWARE OF MANIPULATION
8. TAKE SELF-HARM AND SUICIDE SERIOUSLY
9. BE SELF-AWARE OF HOW YOU ARE WITH THEM AND YOUR IMPACT ON THEM

18




## BRAIN INJURIES

### TRAUMATIC BRAIN INJURY (TBI)



### POST-CONCUSSION SYNDROME



Dr. Robert Cantu  
Neurosurgeon  
Boston Children's Hospital

19

## DEPRESSION

### PHYSICAL MANIFESTATIONS...

- SMALLER FRONTAL LOBES
- DEPLETION OF NEURO-TRANSMITTERS
- HORMONE ABNORMALITIES
- SLEEP INTERRUPTIONS



20

## DISSOCIATIVE IDENTITY DISORDER (DID)

**REQUIRES:**


- CONSISTENCY IN THE WAY THAT YOU CARE FOR THE PERSON LIVING WITH DID.
- AVOID TRIGGERS THAT CAUSE INTENSE REACTIONS.




DEREALIZATION

21

## EATING DISORDERS



Rhiannon Hoyle, PhD  
Clinical Psychologist



22

## FETAL ALCOHOL SPECTRUM DISORDER (FASD)

- CREATE A SUCCESSFUL ENGAGE ENVIRONMENT
- PROVIDE STRUCTURE
- KEEP VARIETY
- USE REPETITION
- LEAD WITH COMPASSION AND HUMOUR
- BE FLEXIBLE AND WORK AS A TEAM!



What is FASD?

23

## SYMPTOMS OF FASD

**PHYSICAL**

- Distinctive facial features, deformities of joints, limbs and fingers, slow physical growth before and after birth, vision difficulties or hearing problems, small head circumference and brain size, heart defects and problems with kidneys and bones.

**MENTAL**

- Poor coordination or balance, intellectual disability, learning disorders and delayed development, poor memory, trouble with attention and with processing information, difficulty with reasoning and problem-solving, difficulty identifying consequences of choices, poor judgment skills.

**BEHAVIOURAL**

- Restlessness or hyperactivity, rapidly changing moods, difficulty in school/trouble getting along with others, poor social skills, trouble adapting to change or switching from one task to another, problems with behavior and impulse control, poor concept of time, problems staying on task, difficulty planning or working toward a goal.

24



## GENDER DYSPHORIA

TYPE 1: PHYSICAL  
TYPE 2: SOCIAL  
TYPE 3: MENTAL OR EMOTIONAL

Plus News

25

## NARCISSISTIC PERSONALITY DISORDER (NPD)

DR. BEN MICHAELIS EXPLAINS NARCISSISTIC PERSONALITY DISORDER

- Try to get the person offhook with the group's goals
- Tell them how they impact you
- Remind them that they are the way because of their low self-esteem
- Keep in mind that content of a situation matters
- Maintain a healthy outlook when working with someone with NPD
- Don't get derailed from the course or be manipulated onto their agenda
- Keep it light and use humour as a connection point

26

## OBSESSIVE COMPULSIVE DISORDER (OCD)

Obsession: an idea or thought that continually preoccupies or intrudes on a person's mind.

Compulsion: an irresistible urge to behave in a certain way, especially against one's conscious wishes.

27

## OPPOSITIONAL DEFIANT DISORDER (ODD)

- Recognize and praise positive behaviour
- Avoid power struggle
- Set boundaries and enforce consequences
- Follow a routine
- Be consistent
- Learn ways to practice self care
- Be forgiving

28

## POST TRAUMATIC STRESS DISORDER (PTSD)

- Work using a trauma informed lens
- Understand how PTSD works in the brain and how the survivor responds to triggers
- Identify triggers without retraumatizing (consult a mental health professional)
- Keep a list of grounding tools available that work for each victim
- Practice square breathing
- Have survivor tell you 5 things they see, hear, smell, and feel when they are in crisis
- Create a safety plan that works for the individual
- Have an emergency plan on hand with trusted people in the survivor's life, that you can contact

29

## PSYCHOSIS + SCHIZOPHRENIA

Psychosis: characterized by an impaired relationship with reality. It's a symptom of various mental disorders or a side effect of mind-altering drugs.

Schizophrenia: A diverse and serious mental illness that is characterized by the following symptoms... hallucinations, such as hearing voices, paranoid delusions and exaggerated or distorted perceptions, beliefs and behaviors... a loss or a decrease in the ability to initiate plans, speak, express emotion or find pleasure... disorganized and disorganized thinking and speech, trouble with logic thinking and sometimes bizarre behavior or abnormal movements... impaired cognition. Problems with attention, concentration, memory and declining educational performance.

30

### SOMATIC SYMPTOM DISORDER (SSD)

A person having a significant focus on physical symptoms, such as pain, weakness or shortness of breath, that results in major distress and/or problems functioning. The individual has excessive thoughts, feelings and behaviors relating to the physical symptoms. The physical symptoms may or may not be associated with a diagnosed medical condition, but the person is experiencing symptoms and believes they are sick (that is, not feeling the illness).

## Somatic symptom disorder

Somatic Symptom Disorder vs. Anxiety Disorder

only symptoms vs. neurological dx

Khan Academy

31

### SUBSTANCE USE DISORDER (SUD)

Cycle of Abuse:	Stages of Recovery:
Initial Use	1. Precontemplation
Abuse	2. Contemplation
Tolerance	3. Preparation
Dependence	4. Action
Addiction	5. Maintenance
Relapse	

32

### SOURCES

Particularly helpful by Robert Chamberlain of Pediatric Health Services Association

Twin Mental Health Organization

The University of British Columbia

Psychiatrist Dr. Stan Kutcher

Anxiety Canada

Psych to Go

Centre for ADHD Awareness Canada

National Autistic Society (UK)

The Royal College of Psychiatrists

About Medicine

Centre for Addictions & Mental Health

The Mayo Clinic

Michigan Medicine

Johns Hopkins Medicine

Psychiatry.Org

National Public Radio

TED Talks

Duke University

Lecturio

Vox Media

Psychology Today

Michigan Online Medicine

Provincial Outreach Program for FASD

Pink News

Smarter Parenting

Dr. Ben McWhorter

Psych Hub

Khan Academy

Penn State PRO Wellness

33

---

## Appendix I: Bullying Worksheet<sup>6</sup>

### Bullying Info Sheet

***Bullying is our number one phone call from parents after the kids are sent home. Kids can be really terrible to each other and you will encounter it at some point this summer. Your job is to prevent it, address it, and deal with it properly.***

#### **What is bullying?**

- Bullying is a learned behaviour. Bullies often come from homes where there is poor supervision, as well as modelling of and tolerance for aggressive behaviour. Therefore, we must do everything to model loving, life-giving relationships in an attempt to help the bully “unlearn” bullying.
- There are three key aspects of bullying:
  - An imbalance in power
  - Repeated hostile activity
  - Intentional hostile activity
- Bullying is defined as a person or group trying to **hurt or control** someone in a harmful way. Bullying can take on all sorts of different “faces”:
  - Physical violence (punching, pushing, hitting, etc.), and verbal abuse (racial or homosexual slurs, “you’re stupid, ugly, etc.”) are most noticeable. However bullying can be NOT talking to someone, or even just looking at someone a certain way. Remember, it’s about hurting or controlling someone intentionally. It is ALWAYS and in ALL FORMS just plain UNACCEPTABLE.
- Bullies do not just “grow out” of bullying. Instead the types of bullying change with age:
  - Playground bullying, sexual harassment, gang attacks, dating violence, assault, marital violence, child abuse, workplace harassment and elder abuse.

#### **What bullying is not:**

- Bullying is not about a conflict that needs resolving. Rather, it is a behavioural issue.
- Bullying is not a normal part of growing up.

#### **The bully:**

- Bullies tend to be confident, aggressive and lack empathy for the victim
- Bullying gives something to the bully. Because it is intentional and repeated, bullying makes the bully feel good in some way. Therefore to ultimately change the bully’s behaviour, we must provide a constructive alternative that will provide the bully with equal or greater satisfaction. Reasons people bully:
  - It can be an attempt to be popular, or to appear tough or “in charge”. Some bullies will do it to get attention, or to control others through fear.
  - Some bullies are bullied themselves, and bullying others is a self-preservation mechanism. (“If I make fun of her first, she can’t make fun of me”)
  - You may encounter the camper who is a bully who does not even understand how wrong bullying is, or how it makes the other person feel. They are simply following modelled behaviour in their lives.

---

<sup>6</sup> Provided by Brent Ankrom from Brightwood Ranch (Evansburg, Alberta) in 2020.

- 
- When you encounter a camper or group of campers bullying another camper, remember you are not against the bully. You are obviously for the victim as well, but you must not pit yourself against the bully. You are always for the campers, no matter what they do.

**The victim:**

- Victims tend to be quiet, passive children with fewer friends.
- Victims do not respond effectively to aggressive actions.
- Victims are often ashamed, and might not tell an adult

**The best solution is PREVENTION:**

- The single most effective deterrent to violence and bullying is adult authority and visibility. So be with your campers; supervise them. Be sure to model appropriate behaviour. Do not favour one camper over another.
  - To make it more tangible, let me put it this way: There should be 2 staff with the campers as often as possible. Rest time is not a time to shower or sleep for the counsellors. If you have climbing wall as your next activity, don't take 5 kids and tell the other three to catch up and you'll meet them there. You're leaving room in all of these situations for the campers to be alone and therefore providing them with a lack of accountability. Make sure that when your campers go to bed, it's your bedtime too – not suddenly go drink coffee time with other staff, or even go pray and listen to my good Christian music in my car time. You absolutely must be with your cabin. Even things like being conscientious of when you take your bathroom break. Never leave your campers alone, especially not in the cabin!
- Encourage communication, develop empathy, and promote accountability.
  - Teach campers not to bully. Teach them not be ashamed of what other people may say about them or do to them. (Their identity should not be found in the opinions of men!) Teach campers to be confident and stand up when somebody is being a bully to them or to someone else. Teach them to not be afraid to seek help from an adult.

**What should I do if I encounter bullying?**

- Intervene immediately to stop the confrontation.
- Calmly separate the parties involved.
- The first time talk with the campers:
  - Acknowledge the situation.
  - Gather additional information if necessary (if you didn't see it all)
  - Make a plan to stay safe for the rest of the day/week. At this time determine a location and length of time for a "time-out" should the problem recur (e.g. at the edge of the playing field for 10 minutes).
- If necessary have the campers responsible make restitution.
- The second time, repeat the 3 steps you followed for the first confrontation. This time send any campers who are responsible for bullying or violence to your predetermined location for a supervised "time out". Tell them what step 3 will be if they do this again. Again, you are not against the bully, but against the bullying. Make this clear to the bully (and the victim if necessary)
- The third time you may decide to send the camper(s) responsible for bullying or violence to another (lengthier) supervised "time-out". If their action so warrants it, you can send them to the office (likely for the duration of that activity, at which time you can come pick him/her up again to rejoin the group if they are ready).
- DO NOT BE AFRAID TO ASK FOR HELP! That's what all the support staff is here for. If you have a recurrent bullying problem, please do not hesitate to bring your

---

camper(s) to Brent, Jim, Darryl, or myself. And because the bully is often hurting too, it gives us a real chance to minister to the campers who may need most to be ministered to on a more individual basis.

## Appendix J: Homesickness

# Homesickness at Day and Resident Camps

## Part I: Helping with Homesickness

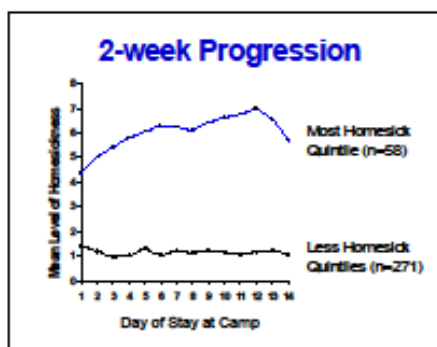
**Definition:** Homesickness is distress or impairment caused by an actual or anticipated separation from home. Homesickness is characterized by acute longing and preoccupying thoughts of home and attachment objects (parents, pets, friends). Different people miss different things about home.

**Symptoms:** Symptoms of homesickness include depression, anxiety, withdrawn behavior, somatic complaints (infrequently), and acting-out behaviors (rarely). Cabin leaders are pretty good at detecting moderate and severe cases of homesickness, but milder cases often go undetected.

**Prevalence:** More than 95% of all campers report having some homesick feelings on at least one day of their camp stay. It's normal! Some 20% report moderate or severe levels of homesickness. Only 7% have severe depressive and anxious symptoms along with their homesick feelings.

**Behaviors:** Homesickness is most commonly associated with withdrawn behaviors, anxious and depressed behaviors, and somatic complaints. Surprisingly, the data suggest that homesick girls show more acting-out behaviors than homesick boys. Not all homesick children look homesick.

**Progression:** Conventional wisdom held that homesickness usually went away after the first few days at camp. It's not that simple. As it turns out, the most homesick children begin their stay with a high level of homesickness, and, without any intervention, it can get worse and worse until just before they go home. (See graph below.) When campers know returning home is imminent, the severity of their homesickness decreases.



**Predictors:** There are a variety of factors that predict homesickness. These include Experience factors, Personality factors, Family factors, and Attitude factors. Understanding these predictors can give you insight into individual cases of homesickness. This insight will help you tailor a treatment plan. Some things can be changed; others cannot.

**Experience factors:** Children are more likely to get homesick if they are young, have little previous separation experience, and have no previous experience at your camp.

**Personality factors:** Children are more likely to get homesick if they perceive low control over their own emotions, are anxious or depressed in the months before camp, and are insecurely attached

(i.e., they are unsure whether their caregivers will give them love when they need it).

**Family factors:** Children are more likely to get homesick if they felt forced to come to camp, if their parents expressed doubt or anxiety about their going to camp, or if there is something about their home situation that makes them worried, such as an upcoming move or divorce.

**Attitude factors:** Children are more likely to get homesick if they have low expectations of camp, believe their homesickness will be strong, and have a negative first impression of camp.

**Treatment:** If you read the previous sections, you can see that there are some risk factors for homesickness that you can't change at all. For example, you can't do much about a camper's parents. However, there are many things you and your homesick camper can do. Read on.



## Homesickness Management

Analyzing Skillful and Unskillful Strategies for Supporting Homesick Campers & Staff

Sample Dialogue #1	What's working? What's not working?
<p>Camper: I hate this place. It sucks. (Starting to tear up.) I want to go home...now!</p> <p>You: What do you mean it sucks? This place is awesome.</p> <p>Camper: I mean there's nothing to do.</p> <p>You: (sarcastically) <i>Nothing</i> to do? Right.</p> <p>Camper: See? Not even <i>you</i> care. No one does.</p> <p>You: I'm sorry. That's not what I meant. But how can you say that you hate camp?</p> <p>Camper: Well, I'm not having any fun.</p> <p>You: Has there been <i>anything</i> you've liked?</p> <p>Camper: Well...I guess siesta is OK. I like to read.</p> <p>You: That's a start. We have siesta every day, and there are other free times during the day when you can read.</p> <p>Camper: Really? Like when?</p> <p>You: Well, if you don't go to General Swim, it's OK to hang out in the division and read. But you might also want to find a buddy and go to swim.</p> <p>Camper: No one wants to go to swim with me.</p> <p>You: Maybe they don't know you very well. How about if I help find you a buddy for General Swim this afternoon?</p> <p>Camper: OK...I guess.</p> <p>You: It's hard sometimes to be in a new place where you don't know anybody.</p> <p>Camper: Just like in my neighborhood.</p> <p>You: What do you mean?</p> <p>Camper: Well, we just moved to Portland this year and I don't know anybody. All my friends are back in Seattle.</p> <p>You: That's rough. I wonder if there are any other kids here from Portland.</p> <p>Camper: I wouldn't know.</p> <p>You: But I could find out for you.</p> <p>Camper: Can <i>you</i> go to General Swim with me?</p> <p>You: Actually, I have to lifeguard during swim, but I'll see you down there, OK?</p> <p>Camper: OK.</p>	

Sample Dialogue #2	What's working? What's not working?
<p>Camper: (Sobbing). I just want to go home.  You: You sound really sad to be here.  Camper: I want to go <i>home</i>.  You: You know, everybody misses something about home when they're away. The way you feel is normal.  Camper: It's <i>not</i> normal. It's terrible. I don't want to be at camp. I want to be <i>home</i>.  You: It's hard to imagine being happy at camp.  Camper: I want to go home.  You: Let's talk first about what might make camp more fun for you. Do you want to feel better?  Camper: I want to go <i>home</i>.  You: There are lots of different things you can think or do to help make things better when you feel homesick. You might feel now like the only way to feel better is to go home, but there are other ways to feel better. I've got a few ideas for you.  Camper: Like <i>what</i>?  You: Well, tell me what you've thought or done so far to help make things better.  Camper: I try not to think about home but I always <i>am</i> thinking about home.  You: What about writing letters?  Camper: I don't have any stamps.  You: Well that's a cinch. I can lend you some stamps. Would writing a letter home help make things better?  Camper: Only if I got a letter back.  You: I'm sure your mom or dad will write back. What else have you tried when you're feeling homesick?  Camper: I like to play soccer. But I can do that at home. I want to go home.  You: You <i>can</i> play soccer at home, but at home you don't have all these other kids to play with. Plus, at camp you also have the beautiful lake, the ropes course, the archery range, and all kinds of other cool stuff. And camp only lasts for a few weeks. Home will still be there when camp is over, right?  Camper: I guess so.  You: I like your new attitude.</p>	



---

## ***Appendix K: Risk Management Plan<sup>7</sup>***

### **Risk Management Plan**

Trip Name \_\_\_\_\_

Year of Trip: \_\_\_\_\_

Trip leaders: \_\_\_\_\_

Participants: \_\_\_\_\_

\_\_\_\_\_

Type of Trip: \_\_\_\_\_

Location of trip: \_\_\_\_\_

What is the trip leader's experience and training?

#### **Gear**

First aid kit supplies:

Personal equipment List:

Group equipment list:

#### **Itinerary**

#### **Activity Risk Assessment**

#### **Medical Documents**

#### **Emergency Contacts**

Trip Contacts:

Off trip Contacts:

- Back-up person:
- Organization:
- Search and rescue:
- Local ranger:

\_\_\_\_\_

<sup>7</sup> Resource provided by Leslie Ubels from Program Design Guide in 2020.

- 
- Forest fire ranger:

Checking-in Points and times: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Group Code of conduct**

### **Emergency Procedure**

Escape points: \_\_\_\_\_  
\_\_\_\_\_

Lost/ Missing person:

Major incidents:

Minor incidents:

Escape points:

**\*\* Give this document to trip leader, back-up person, and organization\*\***

---

## **Appendix L: Sample Emergency Procedure<sup>8</sup>**

### **BRIGHTWOOD RANCH EMERGENCY PROCEDURES**

Emergency situations can occur at any time. Remember, we are a long way from emergency services and professional response may not be timely. The most effective way to plan for emergencies is through prevention and good safety practices.

#### **A. BUILDING EVACUATION PROCEDURE**

These procedures shall be followed when conditions are created which require building evacuation:

1. Inform other persons in your immediate area as to the reason for evacuation.
2. Exit the building by the nearest door.
3. Close all doors as you leave.
4. Help those who need assistance, especially disabled persons.
5. Report to the designated area, the BASEBALL DIAMOND BACKSTOP.
6. If the Director or Camp Manager is not present, attempt to find him.
7. In the Director's absence, the Camp Manager or Program Director shall be in charge and make decisions regarding evacuation, perform head counts, etc.

#### **B. IN CASE OF STRUCTURAL FIRE**

1. Alert other persons that fire is in progress.
2. If the fire is small, put fire out with fire extinguisher by following instructions on extinguisher. Notify the Camp Director immediately so the fire may be reported properly.
3. If the fire is large telephone 9-1-1, inform the operator as to the nature of the emergency and give detailed instructions on how to locate Brightwood Ranch (see directions posted near phones). Also telephone the Director on his cell.
4. Evacuate all persons and meet at the first designated area, the BASEBALL BACKSTOP
5. If the Camp Manager is not present call him on his cell phone.
6. Turn off gas at valves in each facility.
7. Check all buildings and rooms and evacuate people in those areas. Never enter a room without a backup person being present. Feel doors at the top for heat before opening and close door upon exiting.
8. If safe, attach hose to hydrant and turn on. Use garden hose to douse fire until assistance arrives.
9. If fire becomes too dangerous, evacuate the area and meet at the second designated area, THE BRIDGE. Make sure everyone evacuates the area.
10. Do not re-enter the area until authorized to do so by the County Fire Department, the Director or the Camp Manager.
11. If a fire extinguisher has been discharged, notify the Camp Manager so it can be sent for servicing.

#### **C. IN CASE OF WILD FIRE**

##### **1. MINOR FIRE ON PROPERTY**

- a. Alert other persons that fire is in progress. Call or send someone to locate the Camp Manager.
- b. If the fire is small, use a shovel to smother the flames with dirt.

---

<sup>8</sup> Provided by Brent Ankrom from Brightwood Ranch (Evansburg, Alberta) in 2020.

- 
- c. If the fire gets out of control, call 9-1-1 to request assistance. If possible, turn off gas at valves.
  - d. Follow evacuation procedures.

## 2. MAJOR FIRE ON/NEAR PROPERTY

- a. Call 9-1-1 to report the fire.
- b. Alert Camp Director that fire is in progress.
- c. Keep close contact with County Fire Department and be prepared to implement procedures for structural fire and evacuation if necessary.

## D. ANIMAL CARE IN EVACUATION SITUATION

In the event of an emergency that requires the evacuation of animals on the property and the evacuation will not result in harm to humans, do the following:

1. Evacuation of animals firstly applies to horses in the barn or corrals. If safety permits, evacuate the animals in the petting zoo.
2. In the event that you cannot safely evacuate the animals, check all animals for injuries and escapees immediately after the crisis. Check all equipment for damage.

## E. EMERGENCY FIRST AID

1. Do what you can following first aid procedures and call for the nurse.
2. In any circumstance where an individual is unconscious or having a serious medical emergency, call 9-1-1. Tell the dispatcher the nature of the emergency and give detailed instructions on how to locate Brightwood Ranch.
3. Send for additional help as soon as possible.
4. All staff will have basic First Aid and CPR training.

## F. EMERGENCY UTILITY FAILURE

### 1. GAS

- a. If you smell or otherwise detect a leak of gas, cease all operations; follow evacuation procedures. **DO NOT TURN ON OR OFF ANY LIGHT SWITCH OR ELECTRICAL EQUIPMENT.**
- b. Turn gas off at valve in facility in question.
- c. Immediately inform the Camp Manager, if he is absent, telephone the Director.

### 2. FLOODING/PLUMBING FAILURE

- a. Do not touch energized electrical devices while you are standing in an area flooded with water.
- b. Contact camp Manager immediately, if he is absent telephone the Director.

# EMERGENCY PROCEDURES

## INJURY

- 3 people to the gate to wait for the first responders and ambulance.
- Move campers out of visual range of the injured camper.
- Send a staff person to get the nurse.

## LOST CAMPER

### STEP ONE

- The counselor is to check the cabin and then a favorite spot of the camper if they know of one.
- Report to the Director:
  - Check with counselor to see when the camper was last seen and if there might have been something troubling the camper. Also what was the camper wearing.

The counselor is to go to their cabin in case the camper shows up.

## STEP TWO

- If the camper is not found
  - THE PHONE IS NOW OFF LIMITS – NO INCOMING OR OUTGOING PHONE CALLS.
- 1) Sound Alarm – three blasts. repeat. repeat
  - 2) All Campers and counselors are to run to the baseball diamond and line up in cabins groups and are to be quiet.
  - 3) Once the cabin group is there the counselors are to go to the front of the Dining Hall.
  - 4) Do a staff role call.
  - 5) Inform the staff who the camper is and what he/she is wearing.
  - 6) Two designated staff are to stay with the campers and do a head count. Once it is determined that the campers are all accounted for or someone is still missing, the second person is to run and report to the director.
  - 7) Satellite camps do not need to be informed during this process – Tipi Village, Frontier Outpost or Wrangler Training Program.
  - 8) Staff are to commence runs
    - a. Call out the camper's name
    - b. Go slowly.
    - c. Stay with the camper if you find him/her if the camper will not come to the office with you.
    - d. We time the runs so we know how long it takes.
      - e. Train station people will grab a set of keys to check all rooms.
    - f. Do not split up on a run. Stay close together.
  - 9) Siren When camper is found
  - 10) The procedure is the same for the outlying camps starting with STEP 1 above and moving to STEP 2 and including the main site campers and staff

	Spares –	
Roads – wilderness chapel, road past open area, creek cookout site, red shed and meadow		20:00
Ropes course and Frontier Outpost, Outback campsite, to the fish pond.		21:00
Sports shed, the lake area and tipi village		20:00
Close tipi, Swamo area behind swings/ tent		7:00
Gazebo, barn, outhouse, bales, lagoon, petting zoo– back down Petting zoo trail.		20:00
Houses, Green and White Trailer, Brown and White Trailer, maintenance shop and shed – back down Chapman Trail.		9:40
Dining Hall,– in every room, in and around the buildings and on top, outside deck – second floor		10:00
Guys cabins and shower house– in every room, under every bunk and outside the building and on top and under every deck, mechanical room and water tank building.		8:15
Girls cabins – in every room, under every bunk and outside the building and on top. Check outside mechanical room doors and under every deck.		12:00
Staff trailer and down Eagle Pass, down road, climbing tower.		12:00
Archery and Amphitheatre – down the path, in and around the out tripping shed, under seating at amphitheatre, in and around both archery and riflery.		6:00
Offices – in every room – need key, outside bottom floor		8:00
Train Station and caboose– every room, under the deck, skateboard ramps, outside building, in and underneath caboose.		6:00

- [assign all staff to designated areas]
- The nurse is not to have a run.
- Check all building in, around and on the roof.

#### STEP THREE

- Staff will do their run again.
- The Camp Manager will drive down the road and then north and south down Range Road 73 for about 2 miles each way.
- Program Director and second staff person are to take all campers into the Dining Hall for games. This is so that all other campers stay accounted for.
- Maintenance man will drive the Gravel pits. The wranglers will ride the trails.
- Phone call to neighbors.

#### STEP FOUR

- Phone Police
- Phone Director of Hope Mission – Bruce Reith 1-780-422-2018 cell 1-780-953-0195
- Phone Parent of Camper.

#### EMERGENCY PROCEDURE RECORD

Date	Time	Staff Person Running the Procedure	Real/Drill	If real, Name of camper and outcome: If drill, comments:

---

## Appendix M: Suicide Emergency Procedure<sup>9</sup>

### SUICIDE ATTEMPT EMERGENCY PROCEDURE

*In the event that a camper is in the process of attempting suicide at camp by causing trauma/injury to themselves through use of a weapon or jumping off an elevated structure please follow:*

1. ONE VOICE: One staff member will focus on the young person and most importantly get the young person to focus on you. Other staff may stay to block access but they must remain silent.
2. Remove any object that can be used to harm themselves or others.
3. Second counsellor please remove all other campers and unnecessary people from the area.
4. Without the young person knowing, we need to immediately get the camp director or, in his absence the person in charge.
5. The Director will then take charge and delegate.
  - a) Someone is to call 911, in this scenario we would require all services. Fire truck to get them down, an ambulance for injury and police for safety.
  - b) Someone should be sent to the end of the road to guide police, ambulance, and fire department in.
  - c) Either the Director themselves or a member of senior staff/experienced staff who has dealt with these situations successfully should take over. There can only be one voice at a time.
  - d) The nurse will be sent also, treating it as a medical emergency.
  - e) Any and all staff attending the situation should stay back and stay calm

*Our job is to keep the young person alive until the professionals get here, get their favorite counsellor, or whomever to keep them talking.*

For the person talking to the camper:

- Try to calm the young person down, get them to engage with you, focusing on you. Do not ask about what happened or things that may elevate the situation. We want them to calm down and engage with us rationally.
- You are not in the movies, DO NOT attempt a forced physical intervention, unless absolutely necessary and it can be done without harm to yourself or the young person. Its better to wait for the police than to risk the young person or yourself being harmed.
- If the young person calms down before the police arrive, call 911 to notify and stand down unnecessary services. The young person should be taken away from danger and where possible move to a safe space.
- As soon as police and paramedics are on site they are in charge of the situation.
- In the event that a camper is in the process of attempting suicide at camp by overdose please follow:

### Boundaries with Young People

*Brightwood Ranch Policy on developing mentorship based relationships with young people*

We want to encourage our Youth Development Program staff to develop healthy mentorship relationship with our campers and where possible, for this to continue outside of camp with specific

---

<sup>9</sup> Provided by Brent Ankrom from Brightwood Ranch (Evansburg, Alberta) in 2020.



---

campers they have connected with. We also desire this to be done in a way that it is healthy and safe for both our young people and our staff.

In this we want to outline some clear boundaries in developing relationships with young people and on maintaining these after camp.

Boundaries are hard because there's a tension. We want to love, trust, and care for every young person but sadly experience has shown over and over again that we need to protect our hearts and protect ourselves. We ask you to remember regardless of the age or gender of the young person, that your relationship to them is one of leader to camper, not friends. This is not to mean that you are not friends, but that you need to conduct yourself with respect to the fact that you are first and foremost a leader in their life.

Our young people are incredible but humility demands we recognize the truth that in 150 young people we sometimes get manipulators. Young people who are so hurt and broken that they long for relationship, but in an unhealthy manner. They see the slightest things as rejection and respond with emotional manipulation but, as I said, it is 1 in 150.

#### During Camp

During camp you will meet a varying number of young people and for varying lengths of time,

Depending on the program you are working with. We recognize that in older age programs that run for 4 weeks there is a deeper relationship formed but you need to remember no matter the age, gender, or maturity you are always a leader and they are always a camper.

Therefore the boundaries included are:

**Do not give out your cell number.** Whenever personal cell phone number get handed out to the youth during camp, it often ends up with you getting late night calls or messages and your number getting shared. Young people are able to call us on the Brightwood number 780-727-3840 if they have a problem. Outside of camp is your time off keep it that way!

**The weekends are your time off.** Camp is a marathon, we allow these young people access to us from Sunday afternoon till Friday evening but we need our weekends to relax, breath and process. During camp give your weekends to yourself no to campers otherwise you will become overwhelmed.

**Do not make promises that you cannot keep or joke about having friendships with campers outside of camp.** It is easy to make a comment such as "well you'll just have to come to my church group..." or "after camp we should go see that movie..." or "I want you to meet....." It has happened that campers took such comments seriously and then got hurt when they found out that the counselor was joking or could not commit. Do not make promise you cannot keep at the end of the summer. You will go back to your busy life and we hope that if you are in the Edmonton area you will be able to meet up with young people. However we recognize that you have busy lives outside of camp so only commit to that which you can do.

**Know when to get help** If a young person is overly attached to you in that they are being demanding on your time, acting possessive over you, trying to contact you on your time off or via social media please speak to a senior staff member and the camp director. You will not be the first staff member that this has happened to and we want to support you.

**Do not put up with continual emotional manipulation.** At times it is tough to tell in the moment when campers are being emotionally manipulative. A good way to evaluate whether or not you are being manipulated is when you are alone, are you drained? Do you feel like they were asking too much? Speak to staff about it and lessen the depth.

---

## Mentorship After Camp

We love hearing about staff who continue relationships with campers and seek to meet up with specific young people to encourage and strengthen them as well as have fun. Throughout the year we get tickets to events and we love to give them to staff to take their campers out. If you know that a young person has a birthday or needs some time and you believe the Lord is calling you to do then please message the camp director about free tickets and ways we can help you connect.

Depending on your program you will have a differing number of young people you connect with and length of time you have to connect with them. We do not expect nor would we suggest that you try to continually meet up with 28 youth unless it is your full time job. So, from the beginning do not think of numbers but think of the specific one or few young people that God is putting on your heart.

We want you to be aware for your own emotional protection and we ask you to use humility when connecting with youth. By this I mean having an accurate view of your experience and ability as well as of the young persons. Be aware of what is a healthy relationship to foster and what is not. Sometimes it may be due to the state of the young person or sometimes it may be your own state.

In all our practice we want to show humility having an accurate view of ourselves and of others.

### Show humility by:

**Are you ready?** We are there to support our young people, not for them to emotionally support us. We are there to be an example to them not them to us. So before you start meeting up with young people, ask yourself if your life is in a place where you can be an example. We ask that you maintain the same standard of behavior with young people outside of camp that we ask of you at camp.

**Respect your level of Experience.** And the levels of those around you. If those who have worked with at risk youth long term are telling you something, listen to them because they probably have already made the mistake and learned from it.

**Recognize where your young person is at.** Are they emotionally mature? Do they lie? Are they an attention seeker? Loving young people is not about being blind to their weaknesses, it is about loving them as they are knowing their strengths and weaknesses.

**Ask could this young person be crossing boundaries?** We all love it when a young person opens up, but ask if it is safe. For example, if they are of the opposite gender and start messaging you at night they are crossing boundaries. If every time they do not get an instant response, they get upset and make you feel guilty they are crossing boundaries. If they play you off against other leaders, they are crossing boundaries.

**Think about how you are being accountable.** These young people often come with pain and hurt and we need to ensure that we have people to process with so we do not become overwhelmed. Also in continuing to connect to a young person out of camp you need to make sure that you are being held accountable in how much time you give and have people knowing when you meet up and where. Do you have permission from the right people e.g. Camp Director, Guardian and/or Social Worker?

**Honor.** The bible talks about honoring mothers and fathers, for many of our young people they have foster parent, case workers or group home workers. We want to respect the professionals that work with our young people whether they are social workers, psychologists, guardians, etc.. They work year round with these young people and have a great wealth of experience. Yes they may get it wrong sometimes but so do we. When we encourage or endorse young people not to respect the workers in their lives we damage the young people from receiving care from those most qualified to give it. Unless the professional is clearly breaching boundaries or ethical codes, we back them in the eyes of our youth.

---

**Another way we respect professionals.** We are not their support structure. We come alongside them. Knowing our limits I want to encourage you to learn, read and think deeply about practice with at risk youth. A diploma/degree weighs little without experience and understanding on top of it. Professionals are those who are tried, tested and have learnt more from their mistakes than there are books written on the subject. If a young person is struggling with depression, serious anxiety, eating disorder, etc.. You need to get them involved in support services and professionals who are trained to help young people through this. In the case of the young person bringing up harm to self or to others then you need to contact child protective services and we recommend you also contact the camp director. So we can offer you and the young person adequate support.

#### Connecting with a young person

You are **required to get permission** from the camp director and the young person's parents, guardians, and or key workers before planning on meeting up and keeping in contact.

Do not give them your cell phone number.

In regards to social media please see our policy. In simple form if you are not public in your communication, do not do it.

You can use email. Email is a safe and solid way to keeping in touch with a young person and allowing them to have someone to chat with but not expose yourself to a situation where a young person ends up harassing you. Please keep copies of all emails. If at anytime a young person says something that is concerning, contact camp.

Do not continually instigate the conversation. Let them start it up and be the driving force behind meeting up. The young person should be setting the pace of the contact with meeting up being limited at once every week.

#### When meeting up

If you meet up make sure it is public and well lit. Good things happen in public spaces. There are lots of places to meet up from Timmies to West Ed; Just make sure you sit in groups or in a public location.

Limit how often and how long you talk. Be wise in the time you give them. It is okay to talk back and forth and be highly aware that the young person does not misinterpret your relationship. This is a very quick way for issues to come up and for the young person and yourself to get hurt.

You cannot promise confidentiality. Knowledge of harm to self or others is a duty to report. You are first and foremost a leader in their lives. If you believe them to be in harm you have to report it. Please contact camp if you need advice on how to do this.

All activities must be appropriate to the age and stage of development of the young person. E.G. cinema movies. High risk and dangerous activities should be avoided and under no circumstances should your activities include alcohol, tobacco and or drugs.

#### Self-Care

If you are taking on things you need to someone like a pastor in your life to talk to so you do not become burdened. If you are not a part of a healthy church community where you have support and accountability you should not be taking on burdens of others as this is a quick way to exhaustion.

We are a positive influence in their lives not a damaging one. You cannot force a young person to change if they do not want to change. Change must be a desire of their own in order for it to happen. Young people are not our projects to create in the way we see fit. They must make their own choices, we only act as guides.

---

### Discipline/Managing Behavior

In a mentor style relationship behavior is controlled mainly by the depth of the relationship and trust between you and the young person. They enjoy time with you and as such respect you.

In the event where a young person starts to behave inappropriately, start by having a conversation about what is happening, and using positive approaches to manage behavior. If this does not work, use logical consequences such as ending the time together early or when safe, speak with the parent or guardian.

If a young person becomes overbearing or demeaning in either constantly taking your time, making you feel uncomfortable, or not respecting your boundaries, contact camp to let us know so we can support you. Also, we suggest you set firm boundaries with the young person.

*Examples include:*

You may not call me, I will call you once a week/once every two weeks

Blocking on social media.

Setting limits on when they can come see you.

Also telling them "If you break these I will....."

### Gifts

We have no problem with you buying things like coffee, etc.. But we do not want a precedent of always buying a young person gifts as this can seem like buying the young person.

In some events such as birthdays, graduations, Christmas, etc.. You may feel like giving a young person a gift and that is fine. In these circumstances we ask that you take the following into consideration.

It must be low cost and not overshadow what the parent could give the child

It must be appropriate

Check with the parent or guardian first

---

## ***Appendix N: Out Trip First Aid Kit List<sup>10</sup>***

### **First Aid Kit Supply List**

- Whistle
- Sterile 4x4 gauze pads
- Triangular Bandage
- 3 inch Roller bandage
- Pressure Dressing
- White crepe roller bandage
- Cotton tipped applicators
- 1 inch Hospital tape
- Absorbent dressing
- Adhesive bandages
- Oral Thermometer
- Shears
- Tweezers
- Safety Pins
- Disposable Gloves
- Flashlight and batteries
- Antiseptic wipes
- Cold and Hot Packs
- Sugar packets
- Emergency blanket
- Zip lock bags
- Wind and waterproof matches
- Jack knife
- Sunscreen
- Hand sanitizer
- Water purification
- Biodegradable soap
- Quick splint
- Pain and fever medications
- Other required medications for participants
- Pen/ Pencil
- Accident report forms

---

<sup>10</sup> Resource provided by Leslie Ubels from Program Design Guide in 2020.

---

## ***Appendix O: Midterm Evaluation Survey***

### **Camper Outcomes**

Check off each outcome once it has been achieved.

<b>Outcomes</b>	<b>Youth 1</b>	<b>Youth 2</b>	<b>Youth 3</b>	<b>Youth 4</b>	<b>Youth 5</b>
Increase Confidence					
Less Stress					
Less Inhibition					
Engagement in good Physical Activity					
Engagement in Community Activities					
Engagement in a positive social environment					
Increased Skills in Communication					
Increased skills in teamwork					
Work/service opportunities					
Completion of First aid					
Meaningful connection to with one adult					
Improved connection to Community					
Positive experience with a group leader or Employer					
Comments, Successes, Celebrations					

---

## ***Appendix P: Camper End of Term Evaluation Survey***

### **Camper End of Camp Evaluation**

1. What was your favourite activity? Why?
2. What is one way you were encouraged?
3. Did you feel like you built a friendship/connection with one of these?
  1. A mentor
  2. A youth
  3. Program staff
4. What were some activities that you did this summer that you might not have been able to do before?
  1. (examples: Hiking\biking\work project\learning games)
5. Did ENGAGE help you with any of these
  - a. Stress
  - b. Lack of structure
  - c. Boredom
  - d. Isolation
  - e. Anxiety
  - f. Gaining confidence
6. How did it help?
7. Did you make at least one community connection?
8. Who or with what resource
9. What did you accomplish?
10. Name three skills that you gained
11. What did ENGAGE help you improve?