



Program Assistant Manual



Métis Settlements

Life Skills Journey

Program Assistant Manual

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PROGRAM OVERVIEW

Team

- Principal Investigator: Fay Fletcher - project vision/mission
- Project Specialist: Mandy MacRae - contracts, expenses, travel planning
- Program Coordinator: Matana Skoye - PA workplans, training, summer camp
- Research Coordinator: Rebecca Shortt - surveys, registrations, focus groups
- Qualitative Research Coordinator: Brent Hammer - publications, focus groups, ethics
- Program Assistants: Kyle Durocher (East Settlements), Destiny Chalifoux (Lead Trainer at Elizabeth), Delauren Anderson (Lead Trainer at Gift Lake), Elisha Lamouche (Gift Lake), Matthew Cunningham (East Prairie), Allison Cardinal (Buffalo Lake), Stephanie Cunningham (Peavine)

Project History

- Funded by Alberta Health Services from 2010-2021 in response to the Safe Communities funding program; renewed several times
- 2010-2013: Program development with Buffalo Lake
- 2013: First year of implementation at Buffalo Lake and Kikino for 7-10 year olds
- 2014: Added program for 11-14 year olds
- 2015: Added Fishing Lake and Elizabeth
- 2017: Added Gift Lake and East Prairie
- 2018: Added Peavine and Program Assistant role

Research Goals

- Summer camp strengthens resilience for campers
- Training improves Facilitator and Program Assistant leadership skills. Camp leaders:
 - Use positive reinforcement and hopeful language
 - Build their own emotional intelligence
 - Learn MSLSJ content
 - Collaborate with services and organizations within and between Settlements

To continually improve training and summer, we collect data, including:

- Registration forms, attendance, surveys from children
- Focus groups and interviews with Facilitators and Program Assistants
- Journals from Program Assistants
- Team debriefs

Program Topics

This program builds resiliency, boosting participants' inner strengths and amplifying their external support system to overcome adversity.

<p>Respectful Relationships</p> <ul style="list-style-type: none"> - Role Models - Community & Neighbourliness - Communication - Bullying - Gang Awareness 	<p>Addictions and Physical Health</p> <ul style="list-style-type: none"> - Refusal Skills - Crime - Gambling & Online Gaming - Smoking - Alcohol - Drugs - Cooking Skills
<p>Emotions</p> <ul style="list-style-type: none"> - Emotional Intelligence - Anger & Conflict Resolution - Self-Care - Stress & Anxiety - Grief & Loss 	<p>Inner Strength</p> <ul style="list-style-type: none"> - Hopes & Dreams - Media Messages - Wellness Fair - Self Esteem - Outdoor Education

Project Timeline

<p>January</p> <ul style="list-style-type: none"> - Manual edits - Publications and presentations - Project planning and budgeting 	<p>February</p> <ul style="list-style-type: none"> - Develop contracts with Settlements for summer program (MOU) - Plan training and camp logistics - Recruit Program Assistants - Order supplies 	<p>March</p> <ul style="list-style-type: none"> - Recruit Facilitators - Begin training Program Assistants - UofA's fiscal year end
<p>April</p> <ul style="list-style-type: none"> - Confirm training and camp logistics with communities - Interview Facilitators - Organize supplies for delivery 	<p>May</p> <ul style="list-style-type: none"> - Hire Facilitators - Kick-off/open houses with Gift Lake, East Prairie, Peavine - Deliver supplies 	<p>June</p> <ul style="list-style-type: none"> - Facilitator Training in Gift Lake - Kick-off/open houses with Buffalo Lake, and Elizabeth
<p>July</p> <ul style="list-style-type: none"> - Facilitator Training in Elizabeth - Summer camp at Gift Lake, Peavine, and East Prairie - Wrap-ups in the East 	<p>August</p> <ul style="list-style-type: none"> - Summer camp at Buffalo Lake, Elizabeth - Wrap-ups in Buffalo Lake, Elizabeth 	<p>September</p> <ul style="list-style-type: none"> - Data analysis
<p>October</p> <ul style="list-style-type: none"> - Reporting to communities 	<p>November</p> <ul style="list-style-type: none"> - Manual edits - Publications and presentations - Project planning/budgeting 	<p>December</p> <ul style="list-style-type: none"> - Manual edits - Publications and presentations - Project planning/budgeting

PLANNING CAMP

Logistics and Timeline

This is an overview of what and when items need to be completed for a successful camp. Use this as a guide, modifying or adding elements to make the LSJ program work for your community.

9 months before camp

- Develop a job posting for your Facilitators

6 months before camp

- Develop a risk management plan for how you will deal with First Aid issues, disclosures of abuse, and related incidents in your community (*use First Aid and Health description as a guide*)
- Consider holding a Play Day in your community to increase awareness and promote participation
- Brainstorm your community's regular summer events, including any events outside of the community that children and youth typically attend (Ex. Bible camp) and write these dates on a calendar. Come up with camp dates that don't conflict with these regular events
- If you are planning to recruit University students, most are looking for summer placements at least 6 months before camp

4 months before camp

- Recruit Facilitators - advertise the job posting and interview candidates (ideally provide summer schedule during the interview)
- Meet with your guests for training and camp to discuss when you need them, where, and what they will be speaking about
- If you have Facilitators from outside your community, such as university students or Alberta Future Leaders, book accommodations for these Facilitators
- Consider whether or not to include a smoking policy for Facilitators (i.e smoking on camp grounds). Discuss action plan with relevant stakeholders

3 months before camp

- Print any documents that you need to train Facilitators

- If you plan to revise the manual or add new content, do so now. This may require participation/input from others, including people from recreation or health
- If you are using FrontlineSMS to send messages to community members about the program, consider setting up messages in this time period so that they are automated
- Communicate the final training and camp schedule to Facilitators
- Set up contracts with any vendors (ex. bussing, food) and paid program guests
- Contact Facilitators to ensure they provide an RCMP Security Clearance and a Child Welfare Check
- While children are still in school, send information and registration forms home
- Book facilities in the community for training and camp

1 month before camp (Training)

- Train Facilitators. Make sure that all Facilitators become familiar with the Facilitator manuals, videos and activities
- Print any documents that you need for camp. This might include extra registration and parental consent forms. Photocopy documents for your Facilitators and handouts for the children
- Check supplies that you already have in storage. Buy any camp supplies and equipment that you need
- Print certificates for Facilitators, given to commemorate the completion of training

1 week before camp

- Follow up with your guests, letting them know the date, time, location, and purpose of their visit

During camp

- Record Facilitator attendance daily, on timesheets, for payroll
- Make sure that all children attending camp have a registration form and follow up with parents if needed - this is important so that you have emergency contact information for parents/guardians, health care numbers, etc
- Take camper attendance daily if this information is important to your community. This may be useful for you to report back to Council or service providers
- Take photographs at camp, which can be shared on social media or used in future presentations, reports, and yearbooks
- Have Facilitators discuss the day's activities at the end of each day. This provides a time to reflect on what went well, what could be improved, and what events they should be aware of that may impact the success of the camp

1 week after camp

- Clean and organize supplies for next year
- Meet with your Facilitators and other staff to discuss issues and make a plan for changes to next year. Some questions you might ask the group include:
 - What issues came up that weren't addressed by the content or we don't know how to address through the existing content?
 - Can you tell me about a time when you saw kids making healthy choices or showing better social skills/respectful relationships including the use of hopeful language?
 - Can you tell me about a time when you noticed any positive changes happening for a kid during camp?
 - Can you tell me what you enjoyed the most about participating in this program? Why?
 - Can you tell me what you enjoyed the least about participating in this program? Why?
 - Can you tell me about a time this summer when you felt like a leader?
 - What do you feel were your strengths as a leader?
 - What areas do you feel you would like to improve on as a leader?
 - On a scale of 1-5, 1 being the lowest and 5 being the most positive, how would you rate your journey (personal experience) with the program?
 - What do you think are the greatest success of the program? What are the greatest challenges?
 - What should we change about the Facilitator job description? How should we recruit next year?
 - Is there anything we should change about our risk management plan to reduce injuries or other incidents?
- Mail an update to parents with information on this year's program success
- Pay invoices for food, buses, equipment, accommodation, etc

1 month after camp

- Make sure all of your supply invoices are paid – this may include food, bussing, equipment, guest honoraria, and travel reimbursement for staff
- Consider updating your local leaders (ex. Settlement Council) or service providers (ex. At an interagency meeting) about how camp went, what you learned, how the children responded, and why it's important to continue to support a summer camp for your community's children
 - Make sure that, if you are adding photos to handouts or social media, you delete any photos of children without photograph permissions. This will

make it easier for you to know which pictures you can use

- Consider making a yearbook of pictures from camp to be shared at your meetings and available to the children next summer or at your next Play Day
- Make a list of equipment and supplies that you need to replenish for next year. Brainstorm where you could request donations from for these supplies
- Meet with University of Alberta Research Team members to share your summer camp and program experiences

LOG BOOK

The Log Book is used by the Program Assistants and Facilitators during training and camp. It stores important information relating to work hours, youth emergency contacts, photo consent, and team contact information. As registration forms are collected, the Program Assistant must transfer necessary information onto the appropriate sheet in the Log Book.

[Camper Attendance](#): this must be filled out every day at the start of camp.

[Camper Emergency Information](#): use information from the registration forms to fill this in.

[Child/Youth Disclosure](#): information on procedure if a youth discloses information.

[Conflict Resolution Escalation Procedure](#): procedure to follow when conflict persists.

[Conflict Resolution Form](#): form to use when conflict arises.

[Conflict Resolution with Co-Workers](#): procedure on how to handle conflict.

[Daily Prep and Wrap](#): this outlines what should be done in the hour before and after camp.

[EpiPen Administration Permission](#): permission to give a camper an EpiPen if needed.

[Extra Facilitator Activities](#): list of tasks for Facilitators if there are only a few campers.

[Extra Games](#): a reference list for many more games to play with campers.

[Facilitator Contact Sheet](#): list of contact information for Facilitators.

[Facilitator Sign In](#): where Facilitators will input their work hours.

[Field Trip Form](#): use for field trips with youth

[Guest Speaker Form](#): use when asking people to come speak at camp and training.

[Head Lice Form](#): to be sent home with campers if there is a case of lice at camp.

[Media Release](#): consent form for non-campers to use their photo, name, and quotes.

[No Field Trip Consent](#): a list of campers who do not have permission to go on field trips.

[No Photo Consent](#): list of campers who do not have permission to have their photos taken.

[Pre Survey](#) and [Post Survey](#): surveys for campers to complete at the start and end of camp.

[Program Incident & Investigation Report Form](#): used for first aid and injuries at camp.

[Registration Form \(General\)](#): camper registration form.

[Supply Sign In/Out](#): for signing in and out more expensive items, such as technology.

[Team Diagram](#): gives an overview of the MSLSJ team

[Wait List Form](#): Wait list for too many youth

Daily Preparation

- Create daily schedule and hang for campers to see.
- Assign group game leaders.
- Set up tables and chairs if needed.
- Prepare supplies for the day.
- Washroom supply check.
- Check play areas for potential dangers.
- Put out morning snack.
- Welcome campers to camp.

Daily Wrap-Up

- Have campers put all their artwork into their portfolio.
- Campers can grab a snack. Make sure to throw away any garbage!
- Ask campers to clean up their team tables.
- Have campers take home any belongings they brought with them.
- Thank all the campers for a great day at camp.
- Get campers on the bus or ensure they have a ride home with a guardian.
- All Facilitators help clean the recreation centre, put away any supplies if needed.
- Pull out supplies needed for the next day.
- All Facilitators participate in the daily discussion.
- Record hours.

Extra Facilitator Activities

(if there are less than 3 kids per Facilitator)

- Clean and organize art table, supply buckets, supplies, toy storage.
- Check first aid kits.
- Write out plan for the amazing race (ages 11-14 camp).
- Wipe down mindfulness mats.
- Ask Settlement Administrator if they needs help.
- Check supplies in the bathrooms.
- Create inventory of supplies.
- Help prepare the day's meal.
- Preparing supplies and materials for the next camp day.

PROGRAM CONTACT LIST

Name	Title	Email	Number	Community
Fay Fletcher	Principal Investigator	fay@ualberta.ca	1-780-492-2283	
Winnie Chow-Horn	Stakeholder Engagement and Knowledge Mobilization Coordinator	wwchow@ualberta.ca		
Matana Skoye	Program Coordinator	matana@ualberta.ca	1-780-886-4995	
Destiny Chalifoux	Lead Program Assistant	dachalif@ualberta.ca	1-780-965-7383	East Settlements
Kyle Durocher	Program Assistant	kduroche@ualberta.ca	1-780-263-1164	East Settlements
Allison Cardinal	Youth Life Skills Coordinator	allison4@ualberta.ca	1-780-519-1064	Buffalo Lake
Ruth Calaheson	Youth Life Skills Coordinator	calahesonr@gmail.com	1-587-643-3239	Gift Lake Metis Settlement
Lyndon Anderson	Program Assistant	anderson.lyndon@ualberta.ca	1-780-523-8047	Peavine Metis Settlement
Kim Gadwa	Program Assistant	gadwakimberlyn@gmail.com	1-780-815-1768	Elizabeth
Kaylee Desjarlais	Facilitator			Elizabeth

SUPPLY ORGANIZATION

Supply legend	
Bin #	Contents
1	Afterbite, bug spray, first aid kit, bandaids, sunscreen, soap (hand small bottle), soap (hand refill bottle), gloves (latex), Hygiene Kit
2	Construction paper, pencil crayons, dry erase markers, spray + eraser, sharpies, pencil sharpeners, gluesticks, markers,
3	Paper (8.5 x 11), stapler, staples, markers (washable thick), envelopes large, scissors
4	Tempura paint, ice cube trays, table cloths, paint brushes, rubberbands, water beads, tye dye kits,
5	Craft supplies, Play-doh
6	Garbage bags, paper towels, Rain Ponchos, laundry bg
7	Sports equipment
8	Masking tape, hemp string, balloons, nuts + bolts, tarps, straws (coffee), straws (large), matches, fidget toys, cotton balls, Bandanas
9	Cameras, film, extension cord, power bar, diffuser, speaker
10	11-14 t-shirts
11	7-10 t-shirts

GUESTS

Inviting guest speakers to camp is a great way to enhance and complement Life Skills Journey modules, helping children and youth familiarize themselves and make connections with members of their community. Program Assistants should speak to community members (service providers, Council members, or parents) a few months before the start of camp to ask for recommended contacts that can be approached to share their knowledge at camp. Speakers should include health care workers such as nurses to discuss hygiene, the RCMP, firefighters, Elders, farmers or an adult who works with animals, a spiritual leader, or other role models and respected members of the community.

Module	Purpose of guest	Confirmed
Community	Discuss the meaning of kinship and tell a story of the community's history.	
Bullying	Optional Guest. Invite RCMP to talk about bullying prevention.	
Grief & Loss and Hopes & Dreams/ Spirituality	Hopes & Dreams: Discuss meaning of values, goals, hopes and dreams. Spirituality: Discuss what spirituality means and share beliefs in God/Creator.	
Addictions & Substance Abuse	Invite RCMP guest to discuss substance abuse and bring in drunk goggles to demonstrate the effect of alcohol.	
Respectful Relationships	Visit a farm to model respectful interactions with animals (for example, a grooming demonstration).	
Wellness Fair	Invite parents and community members to attend the Wellness Fair.	
Community	Share the story of the community's history.	
Role Models	Invite a member of the community whom children can look up to as a role model; tell of their successes, accomplishments and challenges.	
Talent Show	Invite parents and community members to attend the Talent Show.	
Alcohol	Invite RCMP guest to discuss alcohol awareness and join in on obstacle course	

Life Skills Journey Guest Speaker Form

Guest Speaker Contact Information (*required information)

Guest's full name*: _____ SIN Number*: _____

Phone: _____ Email: _____

Home Address*: _____

Emergency contact name & phone: _____

Bio: _____

Name of host: _____ Phone: _____ Email: _____

Presentation topic: _____

Event description & goals: _____

Date and Time of presentation: _____ Location: _____

Speaking time needed (hours, minutes) _____

Age of audience: _____ Estimated audience number: _____

Honoraria amount: _____ Room setup style (audience style, roundtable): _____

Requested equipment: _____

Instructions for Guest Speakers

- We request that all guest speakers arrive 15 minutes before presentation start time
- If using a powerpoint, please send by email in advance to your event host
- Please contact event host directly if you have any questions or changes

Settlement Representative Name Settlement Representative Signature Date

Guest Speaker Name Guest Speaker Signature Date

Original: Program Assistant	1 copy: Guest	2nd copy: Mandy MacRae	3rd copy: Settlement Representative
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EMPLOYEE ROLES AND RESPONSIBILITIES

The Team

There should be at minimum 2 and at maximum 4 tiers of employees hired to run the MSLSJ camp. At minimum there should be (i) a Camp Administrator and (ii) Facilitators. At maximum there should be (i) a Camp Administrator, (ii) a Program Assistant, (iii) Facilitators, and (iv) Junior Facilitators. As well, a cook must be hired to plan, prepare and clean up after meals. Each of those roles is summarized below. For a detailed job description of each role see the job postings in the appendices.

The Camp Administrator

The Camp Administrator is the first position that needs to be filled in order to run the MSLSJ camp. The Camp Administrator is the lead in all things pertaining to camp planning and operations. The Camp Administrator should be from within the community and may also hold an education or recreation role in the community.

Some of the specific duties of the Camp Administrator include, but are not limited to:

- Secure facilities to run camp
- Ensure all necessary equipment for camp is acquired
- Schedule camp
- Advertise and promote camp in the community
- Hire Facilitators
- Hire a cook, and confirm the number of children, guests, and Facilitators to be fed each day
- Schedule guests
- Organize and oversee training; for support with training contact Fay Fletcher, Associate Professor in the Faculty of Extension at 780-492-2283
- Register campers
- Hire a driver to bus children to camp
- Manage attendance
- Respond to issues/emergencies during camp; access to a vehicle is essential for this
- Manage Facilitators
- Provide a safe and positive environment for all participants
- Mentor Facilitators through positive reinforcement and the use of hopeful language

The Program Assistant

The Program Assistant coordinates and manages training and camp schedules. The Program Assistant will need to have an excellent understanding of the camp and will be responsible for the management of daily Facilitator duties.

Some of the specific duties of the Program Assistant include, but are not limited to:

- Run morning meetings with Facilitators and welcome campers
- Oversee the set-up of materials for camp
- Oversee the creation of a detailed schedule each day
- Pair Facilitators up into working teams, and with Junior Facilitators
- Assign leads for various activities throughout the day
- Monitor adherence to life skills content
- Handle difficult disciplinary cases
- Cover for sick or absent Facilitators
- Ensure that Facilitators are following the Employee Code of Behaviour
- Oversee camp clean-up and making sure that equipment stays organized
- Enforce camp and community policies at camp
- Answer Facilitator questions
- Provide leadership decisions for unplanned situations
- Provide a safe and positive environment for all participants
- Mentor Facilitators through positive reinforcement and the use of hopeful language

The Facilitators

The Facilitators are hired to deliver the MSLSJ program to campers. They will work in pairs and be responsible for a group of 10-18 children. Facilitators should be enthusiastic about working with children, be excited to spend their summer outside in the sun playing games and be able to handle sensitive topics with maturity and respect.

Some of the specific duties of the Facilitator include, but are not limited to:

- Participate in training
- Enforce rules and regulations of recreational facilities and program equipment to maintain discipline and ensure safety
- Administer first aid according to prescribed procedures, and notify emergency medical personnel when necessary
- Organize, lead, and promote knowledge of Life Skills Journey program concepts through arts, crafts, sports, and games; activities will occur both indoors and outdoors
- Receive training in, and lead, mindfulness activities with children and youth
- Act as mentor and provide assistance and guidance to Junior Facilitators

- Greet new arrivals to activities, introduce them to other participants, explain facility rules, and encourage participation
- Consult with the Camp Administrator and program assistant to discuss and resolve participant complaints
- Contribute to the evaluation of Life Skills Journey program concepts to determine if they are producing desired results
- Perform physical activities that require considerable use of your arms and legs and moving your whole body
- Provide assistance, medical attention, and emotional support to others such as coworkers and camp participants
- Provide a safe and positive environment for all participants
- Mentor campers through positive reinforcement and the use of hopeful language

Junior Facilitators

Junior Facilitators may be brought onto the Facilitator team; this is encouraged. Junior Facilitators are usually between the age of 15-18. They are closer in age to the campers than the Facilitators are; they create an extra link between the campers and Facilitators and provide a more tangible role model for campers. Junior Facilitators are the next generation of Facilitators.

Some of the specific duties of the Junior Facilitator include, but are not limited to:

- Help with setup of equipment
- Fill-up water bottles and set-up snacks
- Assist in serving lunch to campers
- Provide extra assistance to campers who have difficulty with tasks or need extra attention
- Organize activities during free time
- Assist Facilitators where needed
- Serve as positive role models, be “upstanders” where necessary
- Inform Facilitators about any conflicts or issue they become aware of
- Mentor campers through positive reinforcement and the use of hopeful language

Camp Cook

The camp cook is responsible for preparing snacks and lunch for campers and Facilitators each day. The cook is hired by and reports to the Camp Administrator. Their job is described in more detail in the Nutrition and Cook Responsibilities section of this handbook.

Some of the specific duties of the cook include, but are not limited to:

- Plan meals for each week, selecting foods from the pre-approved foods list and

following the (vegetable + entree + fruit) formula for lunches

- Prepare a weekly shopping list according to the maximum number of children expected at camp
- Purchase all food on the shopping list on the Sunday before camp starts each week
- Have snack prepared for the campers when they arrive at camp each day
- Make a nutritious lunch for children, Facilitators, and guests each day
- Clean up lunch dishes
- Prepare a snack for campers when they leave camp
- Work around the dietary restrictions of campers and Facilitators
- Wear camp appropriate clothing
- Store food in appropriate manner (fridge/freezer, tightly sealed)
- Follow food safety hygiene standards
- Provide a safe and positive environment for all participants
- Mentor campers through positive reinforcement and the use of hopeful language

Facilitator Supervision

The Facilitators will work under the supervision of a Program Assistant. The number of Facilitators hired should be based on the maximum number of children that are expected to register for camp, where there should be one Facilitator for every five campers. Use the following chart or formula to determine how many Facilitators to hire.

Table 3. Camper and Facilitator numbers

Number of Campers	Number of Facilitators
10	2
15	3-4
20	4-5
25	5-6
30	6-7

$((n-1) \times 5) \times 1.25 = \text{registration target}$

n = Facilitators

Accepting Registration Forms:

When you receive completed registration forms, please add the date and time received at the bottom of the form. This way, we can ensure that we are accepting registration forms in an orderly fashion. Each Coordinator/PA is responsible for keeping track of how many registration forms are accepted based off the maximum amount. Please ensure you are checking in at the office regularly and marking the date/time they were received.

Facilitators will divide children so that each pair of Facilitators is responsible for an equal number of children (10-18/Facilitator pair). It is recommended to hire one extra Facilitator (an odd number) so that one Facilitator--possibly in the role as Program Assistant-- can assist teams as necessary and provide backup for sick or absent Facilitators. At least one of the Facilitators hired should be a male to act as a positive male role model and to have an individual who can monitor bathroom activity of male campers, etc. Likewise, at least one female Facilitator should be hired.

All Facilitator management is the responsibility of the camp administrator and program assistant. This includes keeping track of Facilitator hours and handle requests for absences and sick days.

It is an expectation that Facilitators will provide leadership and mentorship to Junior Facilitators. Since junior Facilitators are younger in age and may not have specific job experience, it is important that Facilitators provide guidance and direction for Junior Facilitators each day. Junior Facilitators may be paired with one Facilitator for the duration of camp.

Any Facilitators who do not follow the Facilitator code of conduct will be issued three written or verbal warnings about their behaviour after which employment should be terminated for further infractions.

Employee Code of Behaviour

The Métis Settlements Life Skills Journey (MSLSJ) program is designed to build supportive peer relationships, provide adult mentorship, and help children recognize their own inner strengths. While representing the program, team members are expected to follow the MSLSJ Code of Behaviour. Communicate proactively with your supervisor about any personal or professional issues that could affect any of the below expectations.

MSLSJ Code of Behaviour

1. Treat all team members, campers, parents, and community members with respect.

2. Create a safe environment for all team members and campers where they may feel comfortable with sharing their thoughts and experiences with the group.
3. Positively represent MSLSJ at all times, including: online, in community and at events.
4. Learn and promote Life Skills Journey modules through discussions, activities, and modelled behaviours. Participate in all activities to the full extent of your ability.
5. Approach each day with a positive attitude and enthusiasm.
6. Use appropriate and inclusive language at all times, especially during summer camp. We do not tolerate swearing or discriminatory comments about race, gender, sexuality, socioeconomic status, religion, ability/disability, and physical appearance.
7. Care for program equipment and ensure that others do the same. Ensure all supplies are stored appropriately (clean, accounted for, in their original bins). Report any missing, broken, stolen, or lost items to the Program Coordinator.
8. Do not use cell phones or other electronics unless on break or during lunch. All cell phone use should occur away from campers, as it is distracting for both you and them. In the case of an emergency phone call, please step away from camp and training spaces.
9. No smoking in the presence of children. Smoking should only occur during a designated break time and in a designated location, to be determined by the Program Assistant.
10. No drugs or alcohol during work hours.
11. Wear appropriate clothing for your position (ex: for camp, wear t-shirt provided, active footwear).

Printed Name

Signature

Date

Email

Conflict Resolution Procedures

Conflict Resolution with Co-workers Procedure

Purpose:

To ensure that all staff are treated with respect and that conflict is handled in an appropriate and ethical manner. This procedure is meant to be used when any employee breaks any item within the code of behaviour.

Scope:

All staff, including permanent and temporary positions.

Procedure:

1. Approach all parties to assess the situation
2. Make sure all parties are calm and willing to participate in a conversation.
3. Identify a safe place and time to talk with all parties within 24 hours of the incident.
4. If the topic is sensitive, conduct separate meetings if dealing with multiple parties.
5. Discuss the event in question with all parties. Encourage the use of “I Statements.”
6. Confirm the facts/situation to determine if any items from the [Employee Code of Behaviour](#) have been violated.
7. Remind all parties of the Employee Code of Behaviour.
8. Brainstorm and collaborate on a solution with all parties involved.
9. Have all parties agree on a solution. A solution means that a consensus was reached. A consensus means everyone accepts, understands, and supports the decision. This does not necessarily mean that everyone is fully satisfied.
10. Act on your solution and check back to make sure that the solution worked.
11. If the solution is not agreed upon, acted upon, or isn’t upheld, fill out the [Conflict Resolution Form](#) and share it with the Program Coordinator

Conflict Resolution Escalation Procedure

Purpose:

Guidelines for escalating Facilitator behaviour to the Program Coordinator and appropriate Community contact.

Scope:

Program Assistants, Facilitators, Program Coordinator, and Community Administrator. The Program Assistants have the responsibility to escalate behaviour that does not meet the Employee Code of Behaviour to the Program Coordinator and appropriate Community contact. The appropriate Community contact has the authority to dismiss Facilitators.

Procedure:

1. Follow the [Conflict Resolution with Co-workers Procedure](#)
2. If solution isn’t resolved, complete the [Conflict Resolution Form](#)
3. If problem persists, contact the Program Coordinator immediately
4. Issue will be escalated to the appropriate community contact

Conflict Resolution Form

INSTRUCTIONS
<ul style="list-style-type: none"> • After following the <i>Conflict Resolution with Co-workers Procedure</i>, fill out the following information • Once completed, please sign and date the form and send it to the Program Coordinator

EVENT DETAILS	
Who was involved (list full names)	
Where did the incident take place	
When did the incident take place	
What happened. Provide as much detail as possible	

Printed Name

Signature

Date

Email

TRAINING OVERVIEW

Training Facilitators is an essential part of the MSLSJ camps. Thoughtful training will allow Facilitators to become comfortable in their roles, will equip them with knowledge and contribute to skills development so that they may bring the life skills camp to life.

Facilitator Training

Training will be provided by experienced Life Skills Journey Facilitators, who have received ‘train the trainer’ education from University of Alberta partners. Training will take approximately 20 full days, and we recommend training for 4 days a week over a month period.

Training will take place on one Settlement and may host Facilitators from multiple settlements. Ideally, training should be run with 10-15 Facilitators so that all activities can be practiced; some training activities require a certain threshold of participants.

The ideal training facility is a combination of a more formal environment, to learn program content, with a recreation centre or community hall, to practice activities.

Junior Facilitator Training

Junior Facilitator training should be a condensed, one day version of Facilitator training. The training should provide an opportunity for Junior Facilitators to meet the rest of the camp employees, learn what their role will be and learn the behavioural codes of conduct.

Breakdown of a Junior Facilitator Training day:

- Team building activity (consider pairing each Junior Facilitator with a Facilitator)
- Overview of Junior Facilitator roles and responsibilities.
- Describe the MSLSJ program to Junior Facilitators and discuss what they may be able to contribute to camp in terms of the Life Skills Journey content.
- Games
- Review Employee Codes of Behaviour, sign contracts, and hand out Facilitator t-shirts.

Facilitator Training Schedule

(weekly and daily)

Weekly

[Insert Community] Weekly Training Schedule

9:30 AM to 4:30 PM Daily (30 min. lunch) at [insert building]

LSJ Training Dates:

Standard First Aid Training:

Week [insert week number here, ex. 1, 2, 3, or 4]

Date	Tuesday	Wednesday	Thursday	Friday
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Speakers				
Topics				

Daily

[Insert Community] Weekly Training Schedule

Sample Day 1: [insert date]

Time	Length	Topic	Speaker
9:30-10:00	30 min	Welcome and LSJ Program Overview and History	
10:00-10:30	30 min	Ice Breaker	
10:30-11:00	30 min	Roles, Responsibilities and Code of Conduct	
11:00-11:15	15 min	Break	
11:15-12:00	45 min	Training Overview and Swag	
12:00-12:30	30 min	LUNCH	
12:30-1:00	30 min	Surveys	
1:00-1:30	30 min	Full Value Contract	
1:30-2:30	60 min	Manual Handout and Overview <ul style="list-style-type: none"> ● Overview of modules ● Learn through play ● Wave model ● Strongly suggested guidelines - be flexible 	
2:30-2:45	15 min	Break	
2:45-3:15	30 min	Camp Set-up	
3:15-3:45	30 min	Structured Day Camp <ul style="list-style-type: none"> ● Schedules ● Why use schedules? 	

		<ul style="list-style-type: none"> ● Schedule for camp 	
3:45-4:15	30 min	Things You Want to Learn Activity	
4:15-4:30	15 min	Daily Discussion Process <ul style="list-style-type: none"> ● Importance/expectation of being involved ● What they are used for 	

CAMP STRUCTURE

Schedule (weekly and daily)

[Insert Community] Camp Dates:

11-14 Camp: July 2nd - 5th and July 8th - 12th

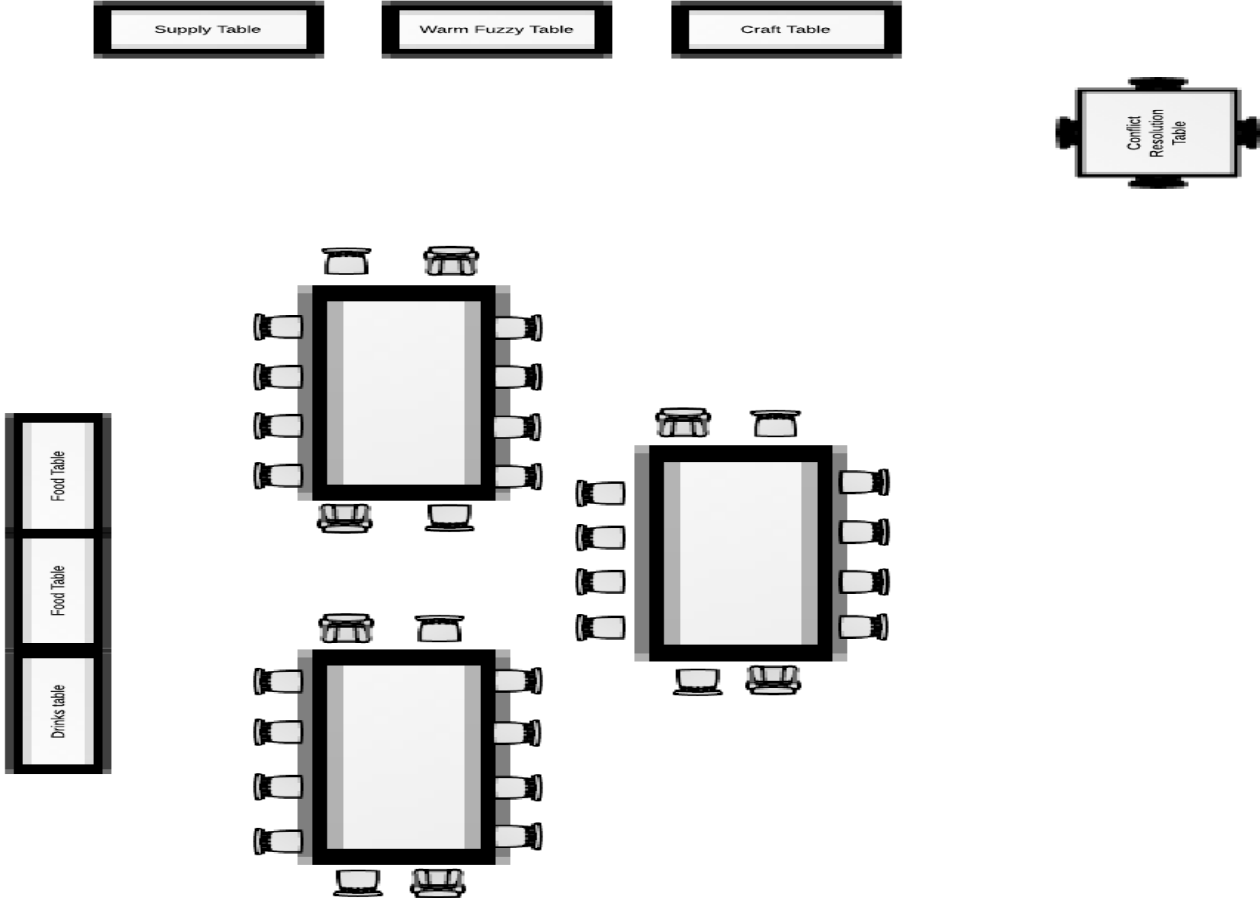
7-10 Camp: July 15th - 19th and July 22th - 26th

SUNDAY	MONDAY	TUESDAY	WED.	THUR.	FRIDAY	SAT.
May 30	July 1 No camp	July 2 Day 1: 11-14	July 3 Day 2: 11-14	July 4 Day 3: 11-14	July 5 Day 4: 11-14	July 6
July 7	July 8 Day 5: 11-14	July 9 Day 6: 11-14	July 10 Day 7: 11-14	July 11 Day 8: 11-14	July 12 Day 9: 11-14	July 13
July 14	July 15 Day 1: 7-10	July 16 Day 2: 7-10	July 17 Day 3: 7-10	July 18 Day 4: 7-10	July 19 Day 5: 7-10	July 20
July 21	July 22 Day 6: 7-10	July 23 Day 7: 7-10	July 24 Day 8: 7-10	July 25 Day 9: 7-10	July 26 Day 10: 7-10	July 27

Sample Daily Camp Schedule

Time	Activity
10:00-11:00	Facilitators arrive, camp-set-up, morning meeting
11:00-11:20	Campers arrive, snacks handed out, attendance, free-time
11:20-11:45	Active game
11:45-1:00	Life Skills Content
1:00-1:45	Lunch and free time
1:45-2:10	Active game
2:10-2:25	Mindfulness
2:25-3:45	Life Skills content
3:45-4:00	Camper clean-up, snack, line-up for bus
4:00-5:00	Facilitator clean-up, daily debrief

Layout (Sample Recreation Centre Site Map)



Camp Meals

Sample Meal Plan

Please check registration forms for allergies and make adjustments as needed.

Drinks:

- Ensure water is provided for every meal (notify Program Assistant if water supply is low)
- Juice boxes should be limited to once a day (preferably in the afternoon)

Snacks (choose 2 for morning snack and reserve high sugar snacks for the afternoon):

- Fruit cup
- Apple sauce
- Yogurt
- Hard boiled egg
- Mini-muffins
- Fruit (Apple/orange/banana etc.)
- Raw vegetables (broccoli, carrots, celery, tomatoes, peppers) and dip
- Crackers and cheese
- Granola bar (low sugar/nut free)
- Raisins

Vegetables:

- Assorted raw vegetables (carrots/celery/tomatoes and dip (ranch/hummus))
- Cabbage and carrot coleslaw
- Caesar salad
- Garden salad
- Cucumber tomato salad

Fruit:

- Sliced apples
- Sliced oranges
- Grapes
- Sliced watermelon
- Sliced cantaloupe
- Mixed fruit tray

Entree:

- Macaroni and cheese with sliced tomatoes and peppers, ½ hard boiled egg/child
- Pizza bagels (11-14)
- Pizza pitas (7-10)
- Grilled chicken wrap with cheese and lettuce
- Fancy grilled cheese (add tomatoes, a slice of meat and pickles to the traditional)
- Hot dog on whole wheat bun and baked fries
- Chicken burgers and baked fries
- Spaghetti with meatballs
- Shepherd's pie
- Meatloaf sandwich
- Sliced tomato, lettuce, cheese, cucumber optional meat sandwich
- Ham and cheese sandwich and potato salad
- Soft shell tacos
- Sloppy joes

Table 4. Example Meal Plan Per Child: Week 1.

	Snack	Lunch*	Snack
Monday	<ul style="list-style-type: none"> ● Apple sauce ● Water 	<ul style="list-style-type: none"> ● Carrots, celery and ranch dip ● Macaroni and cheese with sliced tomatoes and red pepper; ½ hard boiled egg/child ● Grapes ● Water 	<ul style="list-style-type: none"> ● Mini-muffins ● Juice box
Tuesday	<ul style="list-style-type: none"> ● Banana and yogurt tube ● Water 	<ul style="list-style-type: none"> ● Cucumber and tomato salad ● Meatloaf sandwich ● Slice of watermelon ● Water 	<ul style="list-style-type: none"> ● Cheese and crackers ● Juice box
Wednesday	<ul style="list-style-type: none"> ● Fruit cup and mini-muffin ● Water 	<ul style="list-style-type: none"> ● Caesar salad ● Hot dog on whole wheat bun and baked fries ● Slices of orange ● Water 	<ul style="list-style-type: none"> ● Veggies and dip ● Juice box
Thursday	<ul style="list-style-type: none"> ● Granola bar and apple ● Water 	<ul style="list-style-type: none"> ● Garden salad ● Grilled cheese with ham, tomato and pickle ● Slices of orange ● Water 	<ul style="list-style-type: none"> ● Apple sauce ● Juice box
Friday	<ul style="list-style-type: none"> ● Apple sauce ● Water 	<ul style="list-style-type: none"> ● Cabbage and carrot coleslaw ● Chicken burgers and baked fries ● Slice of cantaloupe ● Water 	<ul style="list-style-type: none"> ● Mini-muffin ● Juice box

*Each meal should include a vegetable, main course and fruit.

Theme Days

Theme days add an extra level of fun and excitement to camp, and keep campers more engaged throughout the day. Having equipment freely available at camp on these days--such as face-paint, hair ties, hair gels, and photo-booth props--provides an opportunity to include as many campers as possible in a theme day.

Generally theme days are held on the last day of the week (usually Friday). Make sure to start advertising the theme day around camp from day one of the week. Advertising would include: telling campers, sending letters home, and/or putting signs up at camp.

Theme Day Ideas:

<ul style="list-style-type: none">● Colour day-dress up in a solid colour● Superhero day- dress up as your favourite superhero● Crazy hair day- have campers do their hair in a crazy way● Pajama day- dress up in pajamas● Beach day- dress up for the beach● Zoo day- dress up as an animal you would find at the zoo	<ul style="list-style-type: none">● Sports day- dress up in your favourite sports attire● Country day- dress up like a country● Futuristic day- dress up like you are from the future● Holiday day- pick a holiday and plan your day around it● Fiesta Friday!- dress up for a fancy party● Superstar day- dress as your favourite star
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HOW TO USE THE MANUAL

Learning Goals

- Facilitators will practice using the Facilitator Manual as they are intended to be used.

The manuals provide detailed information about module activities and discussions.

Example: turn to first day and the first activity. As you can see, detailed instructions for this activity are provided, you should be able to understand and practice the activity with the instructions provided in the manual. As well, a series of discussion questions that can be used after each game is included.

Time will be provided throughout training for reading the manual content, try to envision the discussions and games during this time. 'I didn't understand the game' will not be an acceptable excuse for not doing it during camp, so please use your reading time for reading and ask questions when things are not clear. It is 100% acceptable and expected to not get the instructions, but not so much to not ask for clarification to achieve understanding.

The manuals are for training and planning, but we do not want Facilitators using the manuals during camp. It is really boring for the campers to hear you read a script. They do not listen, do not become engaged with the material, it's boring for you, which makes it boring for the campers and then they do not learn any of the great material that they are at camp for. That is not to say that you need to be a super star memorizer, we use the quick guide during camp. In the morning before camp each day you are expected to read the quick guide and then refer to the manual if you need to write down further instructions or questions, or just clarify what the activity instructions are.

One thing to note. The schedules are not absolute, so don't get too attached to them. There is every possibility that you will have to re-arrange things based on the availability of guests, facility changes, and community events, etc. That is not something that you have to worry about being responsible for at all, just something that you should be aware of, the schedules are not law!

HOW TO CREATE A LESSON PLAN

Lesson Plan Template

Lesson objectives	•			
Day	Activities	Instructions	Time	Materials
	<i>Game/Activity /Discussion</i>	<i>Break down the full instructions. Can either be step by step or a general point form list.</i>	<i>Estimate total time</i>	<i>List all materials</i>

Lesson Plan Considerations

- Balance of lecture and activities
- Includes a mix of active, non-active, and creative activities.
 - Videos, arts and crafts, whiteboard discussions
- Be prepared for indoor and outdoor delivery (dependant on weather)
- Visuals are present (google slides, prezi, carnival slides)
 - Request module ressources
- Download presentations
- Consider the use of handouts and group reading
- Save time for questions
- Become familiar with the topic and go over your lesson plan (practice)
- Ask for help if required

TRAINING CONTENT

In this section you will find a lesson plan example for each theme and module. Below the example lesson plan is a link to further resources.

Respectful Relationships Lesson Plans

Respectful Relationships Theme Discussion Lesson Plan

The goal of this theme is to teach campers how to develop respectful relationships with all living things (people, animals, and the environment) by promoting leadership, inclusivity, and good communication.

Lesson objectives: Total time- 10 min <ul style="list-style-type: none"> ● To understand the concept of respectful relationships ● Teach the importance of respecting all living things ● Demonstrate respectful relationships with peers, family, animals, and environment. 			
Activities	Instructions	Time	Materials
Respectful Relationship Discussion	<ul style="list-style-type: none"> ● This theme focuses on respectful relationships with all living things. ● A respectful relationship involves: kindness, trust, honesty, appreciation and acceptance among other qualities. ● It is important to establish respect because it creates a safe space for everyone. ● This theme explores how we should all lead by example by respecting and including others. ● Ask the group what qualities make up a respectful relationship? Write down their answers on the easel board ● Ask the group why building healthy relationships is important? Write down their answers on the Easel board. 	10 min	Easel on wheels, dry erase markers

Role Models Lesson Plan

The goal of this module is to teach children about role models, as well as leading by example through demonstrating respectful relationships with peers, family, animals, and the environment.

Lesson objectives: Total time- 90 min			
<ul style="list-style-type: none"> ● To understand what a role model is and who can it be in your life. ● Teach the importance of leading by example. ● Demonstrate respectful relationships with peers, family, animals, and environment. 			
Activities	Instructions	Time	Materials
Introduction Role Models	<ul style="list-style-type: none"> ● Introduce “Roles Models” to Facilitators: ● The goal is to teach campers about role models, as well as leading by example through demonstrating respectful relationships with peers, family, friends, animals and the environment. ● Using sticky notes, ask the group to answer the following on separate sticky notes and have them place them on an easel pad at the front of the room : <ul style="list-style-type: none"> ● What is a role model? ● Who is your role model? Who can be a role model? ● What does “Leading by example” mean? 	10 min	Slideshow, Easel pad, sticky notes, markers
Spider Web	<p>This activity is better played in a large group. It can be played sitting or standing up.</p> <p>The goal to get across is for participants to visually see how they are all connected to each other in some way (finish reading description).</p> <p>Do activity and then debrief.</p>	20 min	Hemp string
Family Portrait	<p>Family portrait is an activity that gets the participants thinking about who they include in their family. Read instructions with Facilitators. Have volunteers read with you. Do activity and then debrief after.</p>	35 min	8.5x11 paper, ice cube trays, paper towel, paint, ponchos, paint brushes, cups of water
Three Legged Race	<p>Can be played in a large group or small groups.</p> <p>Introduce: The three legged race has the participants working together to succeed!</p> <ol style="list-style-type: none"> 1. Create a finish line for the teams to race to 	15 min	Bandanas, small pylons

	<p>2. Facilitators tie two of their legs together and complete a race against the other teams.</p> <p>3. Facilitators must respect their partner and work together to be able to complete this race.</p>		
Describe Farm Visit and Planting Seeds	<p>Farm Visit: Briefly explain why we have a farm visit and what we are trying to get across. It must relate to respectful relationships. Explain the process of the farm visit and address any concerns anyone might have. Make a list of what they need to bring to be prepared.</p> <p>Planting Seeds: What are the benefits of teaching kids gardening? Review 7 benefits it teaches children. Explain the importance of taking care of the seedling while watching it sprout and grow. Read instructions and debrief.</p>	10 min	Manuals

[Role Model Resources](#)

Communication Lesson Plan

The goal of this module is to teach campers about different styles of communication, how to communicate effectively, and how to open up more with others.

<p>Lesson objective: Total time- 90 min</p> <ul style="list-style-type: none"> ● Facilitator will be able to explain what communication is. ● Facilitators will be able to send messages effectively and engage in active listening. ● Facilitators will be able to paraphrase and modify instructions for activities. ● Facilitators will be able to describe strategies that they can use to increase their own communication with campers. 			
Activities	Instructions	Time	Materials
Introduction	<p>In a group, give an introduction to the topic of communication</p> <ul style="list-style-type: none"> ● Share objectives ● Definition: Communication is the exchange of thoughts, messages, or information, through speech, visuals, signals, writing, or behavior. <p>In groups of 3-4, have Facilitators answer the following questions. Invite them to put their answers on a sticky note.</p>	10 min	Slideshow, easel on wheels, dry erase markers

	<p>What are the three requirements for communication?</p> <ul style="list-style-type: none"> ● Sender ● Message ● Receiver <p>What are the three types of communication?</p> <ul style="list-style-type: none"> ● Verbal ● Non- verbal ● Written <p>Ask Facilitators to share their answers with the group.</p>		
Fishbowl game	<ol style="list-style-type: none"> 1. Split group into two teams. 2. Have every Facilitator write a person, place, and a thing on 3 slips of paper; place them in a container. 3. Team A will go first, they will try to get their team to guess as many slips as they can in 2 minute. They can speak and move. Once their time is up, they add up how many slips of paper they guessed correctly and record that many points for the round, put these slips to the side. 4. Team B repeats. 5. Once all of the slips of paper have been guessed, the round is complete, and slips all get added back to the bowl for rounds 2 (can only say one word) and 3 (cannot speak). 6. Add up the total number of points each team has guessed from each round and the team with the most points wins! 	35 min	Paper, container, pen
Improving Communication	<p>In small groups, discuss tips and tricks someone can use to grow their skills in communication:</p> <ul style="list-style-type: none"> ● Treat others how you would like to be treated. ● Speak honestly when there is a problem ● Avoid taking part is gossip; it is a destructive form of communication ● Accept people for who they are <p>In small groups come up with ways you can better your communication skills:</p> <ul style="list-style-type: none"> ● Expressing your feelings, ● Using "I" statements ● Being assertive <p>Practice assertiveness:</p> <ul style="list-style-type: none"> ● Take turns responding to scenarios 	10 min	Easel on wheels, dry erase markers, slideshow

3 Musketeers Maze	<ol style="list-style-type: none"> 1. Play game in a large group. 2. Create a maze using various equipment. 3. Split into teams of three: <ul style="list-style-type: none"> ● <u>Eyes</u>: you can see everything, but you cannot talk or move. ● <u>Mouth</u>: you can talk, but you cannot see or move. ● <u>Legs</u>: you can move, but you cannot see or talk. 4. The Eyes and Mouth must help the Legs to make their way through the maze. 	35 min	Blindfold, pylons, skip rope, frisbees, hula hoops, chairs, dodgeballs, tape, deck rings, poly markers
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[Communication Resources](#)

Bullying Lesson Plan

The goal of this module is to teach campers about different types of bullying, why bullying is wrong, how to prevent it, and ways to resolve problems with bullies.

<p>Lesson objectives: Total time- 90 min</p> <ul style="list-style-type: none"> ● Facilitator will be able to define what bullying is, identify types of bullying and the different roles that a person can play in a given bullying scenario. ● Facilitators will be able to explain what campers can do to mitigate bullying. ● Facilitators will propose strategies that they will use to help mitigate bullying at camp. ● Facilitators will be able to paraphrase and modify activities and discussions from the bullying module. 			
Activities	Instructions	Time	Materials
Ted Talk on Bullying	https://www.youtube.com/watch?v=sa1iS1MqUy4 Shane Koyczan <ul style="list-style-type: none"> ● Group debrief ● Viewer discretion is advised 	20 min	Video, speakers
Bullying Information (Discussions)	<ul style="list-style-type: none"> ● What is bullying ● Facts/myths about bullying ● Effects of bullying ● Refer to bullying facts sheet ● Types of bullying 	40 min	Slideshow, fact sheet handout
WITS	<ul style="list-style-type: none"> ● Explain what WITS: Walk Away, Ignore, Talk it out, Seek help ● We will all use WITS as a process to deal with bullying as it happens 	15 min	Slideshow

Upstander Skits	Perform skits in groups of 4 with scenarios relating to bullying where members of the group are either <ul style="list-style-type: none"> • Bystander • Upstander • Bully • Victim 	15 min	Pen, paper
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[Bullying Resources](#)

Gang Awareness Lesson Plan

The goal of this module is to help campers understand the consequences of joining a gang.

Gang Awareness Lesson Objectives: Total time- 20 min <ul style="list-style-type: none"> • Facilitators will be able to present topic effectively to campers. • Facilitators will be able to define and understand gang awareness. • Facilitators will be able to understand the reasons why others might join gangs. 			
Activities	Instructions	Time	Materials
Gang Awareness Discussion	<ol style="list-style-type: none"> 1. Split Facilitators into small groups. 2. Ask each group what a gang is? A gang is a group of people who take part in illegal activity. 3. Ask each group why people join gangs? <ul style="list-style-type: none"> • People join gangs for different reasons, but really, they won't find what they are looking for. They might be looking for a sense of belonging, protection, money, excitement, prestige and family. • People who do not have a sense of belonging are at the greatest risk for joining a gang. 	20 min	Slideshow, easel on wheels, dry erase markers

[Gang Awareness Resources](#)

Community Lesson Plan

The goal of this module is to help children understand the importance of being a positive member of their communities.

Lesson Objectives: Total time- 90 min <ul style="list-style-type: none"> • Get Facilitators to learn the importance of building a strong community for camp. • Set goals for camp. • Learn about host community background from guest speaker. 			
Activities	Instructions	Time	Materials
Community Discussion	Introduce the topic and ask what they think community means. Describe what community means and go over	10 min	Slideshow

	common words that people use to describe a community.		
What do we know about our community	Put your Facilitators to the test! Do a quick exercise about how much they know about their communities. After they have come up with their own answers, they can do more research. Ask them to present what they found out!	30 min	Paper, pens, markers, slideshow
Human Knot	<p>What happens when a community comes together? Do the Human Knot for team building! Work together.</p> <ol style="list-style-type: none"> 1. Stand in a circle. 2. Have everyone close their eyes and hold their hands out in front of them. 3. Everyone moves forward and grabs hold of two other hands in the circle (make sure each person holds the hands of two other people). 4. Have everyone open their eyes and instruct them that they must untangle the knot they made and form a circle with everyone still holding hands. If there are multiple groups then they can race to become untangled. 5. Debrief 	10 min	
Where do you belong?	<p>Show different types of communities people can be apart of. Share the different types of communities and the importance of belonging to different kinds of communities.</p> <p>Do the activity: ask Facilitators what communities they are apart of. Write it down and show how even though we are all different, we can be apart of the same communities. We can work together and become a strong and safe community.</p>	15 min	Construction paper, pens, markers, crafts, slideshow
Helium Stick	<ol style="list-style-type: none"> 1. Have the group stand in two lines facing each other with the stick in-between the groups. 2. Explain the rules: each person must constantly have their index fingers in contact with the stick. The stick has to rest on top of their fingers, no curling fingers around the rod. 3. Explain the rules: each person must constantly have their index fingers in contact with the stick. The stick has to rest on top of their fingers, no curling fingers around the rod. 	10 min	Stick from outside

	<p>4. Have the group put their hands at waist height with only the pointer finger of each hand extended and lay the stick across their fingers. (When first laying the stick on their fingers apply a downward pressure so that the stick will rise when the pressure is removed.)</p> <p>5. Debrief</p>		
Discussion	<p>Go over the values of a community. “What do communities provide?” “What are your responsibilities?”</p> <p>Make summer camp goals within the Team!</p>	15 min	Construction paper, markers, pens, slideshow

[Community Resources](#)

Talent Show Lesson Plan

<p>Lesson objectives: Total time- 10 min</p> <ul style="list-style-type: none"> Facilitators will be able to help campers create a talent to show. 			
Activities	Instructions	Time	Materials
Talent Show	Direct Facilitators to read over the Talent Show in the Facilitator Manual	10 min	Facilitator Manual

Addictions & Physical Health

Lesson Plans

Refusal Skills Lesson Plan

Lesson objectives: Total time- 50 min <ul style="list-style-type: none"> Facilitators will be able to define peer pressure. Facilitators will be able to recognize the different forms of peer pressure. They will be able to give refusal response examples. 			
Activities	Instructions	Time	Materials
Refusal Skills and Peer Pressure Discussion	<ul style="list-style-type: none"> What is peer pressure Forms of peer pressure Practice responses 	10 min	Slideshow, easel on wheels, dry erase markers
Refusal Skills Obstacle Course	<ol style="list-style-type: none"> Create 2 identical obstacle courses using various equipment. Each obstacle course contains 2-3 scenario stations. Create 2 teams and have a facilitator at each station or level To get through each scenario of the obstacle course, the facilitator must respond to the peer pressure statements with refusal statements in order to move on to the next. The facilitator will give the facilitator a thumbs up or thumbs down depending on their refusal statement. If the camper gets a thumb down, the facilitator must return to the back of their teams line. The team who completes the refusal skills obstacle course first wins Debrief 	20 min	Assorted equipment, blindfolds
Educational Posters	<ol style="list-style-type: none"> Gather supplies to create a poster. Review what has been covered. Draw Educational posters about what was discussed 	20 min	Pencil crayons, 8.5x

	in training.		11 paper, markers
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[Refusal Skills Resources](#)

Smoking Lesson Plan

The goal of this module is to teach campers that smoking has consequences. Campers will learn how to develop refusal skills.

Lesson objectives: Total time- 30 min			
<ul style="list-style-type: none"> ● Facilitators will be able to identify what smoking does to your body. ● Facilitators will be able to explain what campers can do to mitigate peer pressure. ● Facilitators will propose refusal strategies. ● Facilitators will be able to paraphrase and modify activities and discussions from the smoking module. 			
Activities	Instructions	Time	Materials
Discussion	Powerpoint slides on smoking <ul style="list-style-type: none"> ● Facts about underage smoking ● Smokeless tobacco (snuff or chew) ● Health risks from using any tobacco products 	15 min	Slideshow
Rabbit Relay	<ol style="list-style-type: none"> 1. Create a big X and O template with rope, tape, or similar. 2. Place 2 different objects for the X and the O on each side. (Orange pylons, and yellow pylons, or square poly markers and circle polymarkers). 3. Split your team in to 2 different groups. 4. Line the 2 teams side by side, in a row. Approximately 20 feet away from the X and O template. 5. Have each camper hold a straw, and be prepared to put it in their mouth for their turn. 6. Blow a whistle and the first in line on each team run with their straw in their mouth and place their X and O on the template. 7. They must run back and high five their teammate before they can go (keep in mind each group is working together against the other to make the X). 	15 min	Poly markers, tape or rope, straws

[Smoking Resources](#)

Drugs Lesson Plan

The goal of this module is to teach campers that using drugs has consequences. Campers will learn how to develop refusal skills.

Drugs Lesson Objectives: Total time- 60 min			
<ul style="list-style-type: none"> ● Facilitators will be able to identify what drugs do to your body. ● Facilitators will be able to explain what campers can do to mitigate peer pressure. ● Facilitators will propose refusal strategies. 			

<ul style="list-style-type: none"> Facilitators will be able to paraphrase and modify activities and discussions from the drugs module. 			
Activities	Instructions	Time	Materials
Drugs Discussion	Introduce topic with small discussion about what types of addictions there are and the effects of drugs.	20 min	Slideshow
Sober activity ideas	Talk about different activities surrounding sober living. Doing stuff out of comfort zone like taking new classes like cooking or dance classes. Take up a new hobby like music, reading or going to the gym (rec league sports). <ul style="list-style-type: none"> As a group, talk about sober activities are out there. 	10 min	Easel on wheels, dry erase markers
Ted Talk	Rewriting The Story Of My Addiction Jo Harvey Weatherford https://www.youtube.com/watch?v=OJY4GkpRc7U	15 min	Video, speakers
Threading the nut onto the bolt	<ol style="list-style-type: none"> Divide your camp team into two even groups. Have each group sit in a separate line, but beside each other. Tell each team that they are competing against each other in a timed race. Give the first person in each line a bolt with a nut screwed all the way onto it. On the count of three each person must unscrew the nut off the bolt and then screw the nut all the way back onto the bolt before passing it to the next person who must do the same, until the nut and bolt make it all the way to the end of the line. The first team to complete the task wins the round. Repeat the task, but pass along a pair of mittens with the nut and bolt and make each person wear the mittens as they complete the task. If time permits, repeat again with the lights off and adding a pair of dark sunglasses to the task. 	15 min	Nuts, bolts, cooking gloves, blindfold, or dark sunglasses

[Drugs Resources](#)

Alcohol Lesson Plan

The goal of this module is to teach campers that drinking alcohol has consequences. Campers will learn how to develop refusal skills.

<p>Alcohol Lesson Objectives: Total time- 90 min</p> <ul style="list-style-type: none"> Facilitators will be able to identify what alcohol does to your body. Facilitators will be able to explain what campers can do to mitigate peer pressure. Facilitators will propose refusal strategies.

<ul style="list-style-type: none"> Facilitators will be able to paraphrase and modify activities and discussions from the alcohol module. 			
Activities	Instructions	Time	Materials
Introduction of the Topic Drugs and Alcohol (Discussion)	<ul style="list-style-type: none"> Introduce the topics of drugs and alcohol as well some facts different types of drugs.(Slideshow) Talk about health problems related to drugs and alcohol. As well behavioral problems caused by drugs and alcohol abuse. Have group break off into groups of 3 with each group assigned an different type of drug and create an educational poster. 	35 min	Slideshow, easel on wheels, dry erase markers
The Beast	<ul style="list-style-type: none"> Have the Facilitators sit 2 by 2 and back to back, linking their arms. Ask them to try and stand up without unlinking their arms or falling over. Continue the game in teams of 4 and then 6. 	20 min	
Obstacle Course	Instruct the Facilitators to Blindfold themselves and spin various times, then walk through obstacle course without touching objects. Activity can be done in pairs (one person guides the other) or individually.	35 min	Pylons, balls, mats, hula hoops, chairs, blindfolds

[Alcohol Resources](#)

Gambling and Online Gaming Lesson Plan

The goal of this module is to teach campers that risk-taking behaviours like gambling and excessive online gaming have consequences. Campers will learn how to develop refusal skills.

<p>Gambling/Online Gaming Lesson Objectives: Total time- 80 min</p> <ul style="list-style-type: none"> Facilitators will be able to identify what activities are involved in gambling. Facilitators will propose refusal strategies. Facilitators will be able to paraphrase and modify activities and discussions from the gambling/online gaming modules. Facilitators will be able to understand the emotional and physical symptoms of an online gaming addiction. 			
Activities	Instructions	Time	Materials
Gambling Discussion	<ul style="list-style-type: none"> Gambling is risking money or something of value on an uncertain outcome. Gambling can lead to financial and personal loss. The 	25 min	Slideshow

	<p>excitement of gambling is often attractive to people. It provides a rush, just as drinking, smoking and drugs do, but that rush can be achieved through positive means as well.</p> <ul style="list-style-type: none"> ● Signs of Gambling Addictions <ul style="list-style-type: none"> ○ Can't walk away ○ Trying to gamble when you can't afford it ○ Borrowing/Stealing from others 		
Roll The Dice	<ol style="list-style-type: none"> 1. In your teams, take turns rolling the numbered dice and the activity dice at the same time. Whatever the dice land on is the activity and the amount of times the camper has to complete the activity. 2. Discuss that it is very unlikely that will be able to guess what the dice will land on. 3. Have campers try and guess what they think each person is going to roll. 4. Continue until exhausted. 	20 min	Numbered dice, activity dice
Online Gaming Discussion	<ul style="list-style-type: none"> ● Online gaming can become an addictive behaviour. Most online games are designed to be addictive as the goal often seems just out of reach. ● Emotional symptoms can include: <ul style="list-style-type: none"> ○ Irritability or fixation when unable to play ○ Isolation ○ Social withdrawal ● Physical symptoms can include: <ul style="list-style-type: none"> ○ Fatigue ○ Headaches ○ Eye strain 	25 min	Slideshow
Online Gaming Questionnaire	Online Gaming Questionnaire Sheet	10 min	Pens, pencils, Questionnaire sheet

[Gambling and Online Gaming Resources](#)

Crime Lesson Plan

The goal of this module is to teach campers that criminal behaviours have consequences. Campers will learn how to develop refusal skills.

Lesson objectives: Total time- 90 min

- Facilitator will be able to define crime, discuss why people might commit crime, and know the consequences of crime.

<ul style="list-style-type: none"> Facilitators will be able to connect the games to the topic crime. 			
Activities	Instructions	Time	Materials
Crime Discussion	<ul style="list-style-type: none"> Define crime Why people might commit crime? Consequences of crime 	10 mins	Easel on wheels, dry erase markers
Guard the Treasures	<ol style="list-style-type: none"> Select one guard and three robbers. The remaining Facilitators will be townspeople. Set up a small semi-circle safe with pylons, just big enough for one blindfolded guard to sit in with the six deck rings. Ask the group to form a large circle around the guard. The circle will start at each end of the semi-circle safe. Ask the robbers to line up at one edge of the circle. Once everyone is in their place, start the timer when the first robber enters the circle. Each robber only gets 45 seconds to steal the treasures. After each robber has gone, start the second round. Remind the townspeople they can now give verbal instructions to help the guard catch the robbers. Play multiple rounds so that Facilitators can play different roles. 	30 min	Small Dodgeballs, bandanas, deck rings
Community Art Collage	<ul style="list-style-type: none"> Each Facilitator will receive a sheet of paper As a large group, discuss what a healthy community looks like On that sheet, have them paint what a healthy community looks like to them 	25 min	Tempura paint, rain, ponchos, paint, brushes, Paper (8.5" x 11"), ice cube trays
Capture the Flag	<ol style="list-style-type: none"> Split into 2 teams Place pylons around a large area Using pylons mark out a safety line at the ends of each side for each team Using hula hoops mark out designated jail area behind the safety on each side for each team Place flag or rings behind safety line Have teams line up behind the safety line to start each round After each round, have campers return flags or rings back to each side 	25 min	Rubber Animals, hula hoops, small pylons

Cooking Skills Lesson Plan

The goal of this module is to engage children in the joy of food and cooking through exploring different types of food, practicing food safety, trying cooking techniques, sharing a meal together, and learning proper clean-up methods. Children will prepare recipes as a team, and be encouraged to try new things and have fun!

Lesson objectives: Total time- 180 min			
<ul style="list-style-type: none"> ● Explore and try different types of food. ● Practice food safety while working with kitchen equipment. ● Learn and use various cooking techniques. ● Build awareness around food nutrition and healthy choices. ● Understand recipe instructions and language (ie- abbreviations). ● Practice proper clean-up methods. ● Share a meal together and discuss. 			
Activities	Instructions	Time	Materials
Ice breaker	<ul style="list-style-type: none"> ● Go around the circle and share (or do pair & share): <ul style="list-style-type: none"> ○ Name ○ If you've taken any foods/cooking classes before/who does most of the food preparation at home? ○ A favourite food ○ What you hope to learn in cooking skills today 	15 min	Food background handout, or simply write questions on the whiteboard
Food Safety & Hygiene Discussion	<ol style="list-style-type: none"> 1. Go through Food Safety powerpoint 2. Discuss food safety & hygiene when preparing food. It is important to remind Facilitators/campers the day before to wear closed toe footwear, and bring a hair elastic. 3. Talk about the importance of washing hands, tying hair back, preparing food safely, and the respectful use of tools in kitchen supply box. 4. Discuss respectful use of kitchen equipment and treatment towards each other. It is essential that everyone respect each other and the equipment to participate in the module. Hand out aprons and sharpies to add their names. 	35 min	Food safety slideshow, Mr. Bean clip , Cooking Skills Food safety handout , Cooking Skills Contract handout, aprons

<p>Food Introduction & kitchen equipment discussion</p>	<ul style="list-style-type: none"> ● Talk about benefits of healthier eating through cooking methods and giving kids choice where you can (ie: encourage campers to choose a minimum of 2 vegetables/fruits when possible). ● For example: <ul style="list-style-type: none"> ○ When you give kids a choice of several fruits to make a fruit salad, they can be more successful. ○ When you eat food that is 'in season," it tastes better and its cheaper. ○ When you cook by baking, food is healthier than when it is deep fried. ○ It's important to eat breakfast because it can to help us be alert and learn at school, and this is a healthy option where you can pack in as many fruits and vegetables as you like. ○ Recipe doubles easily, and you can use any fruits you like in fruit salad. ○ Easy and nutritional. Oranges and strawberries have lots of Vitamin C, which is important for having a strong immune system and not getting sick. ○ It's colourful, looks beautiful and is fun to make and eat. ○ When you involve kids in making foods, they are more likely to try and enjoy what they make. ● Go through kitchen equipment handout <ul style="list-style-type: none"> ○ Introduce kitchen equipment, and point out any important tools for the recipe (ie- french toast recipe, the difference between dry and liquid measuring tools) ● Go through basic knife skills techniques by demonstrating & showing video of Jamie Oliver 	<p>15 min</p>	<p>Kitchen equipment handout, videos for knife skills (show 1 or 2), Jamie Oliver Knife Skills video, Chopping Safely with kids video</p>
<p>Recipe Introduction, Cooking, and Clean-Up</p>	<ul style="list-style-type: none"> ● Divide Facilitators into groups of 5-6 and assign a cooking station. ● Introduce foods through the use of a recipe handout. Show images or video of the recipe being made (ie - Tasty videos). ● Go through the steps of the recipe, reading together first to answer any questions. Talk about properly measuring liquid and dry ingredients, as well as any abbreviations such as Tbsp (tablespoon = 15 mL) vs. tsp (teaspoon = 5 mL). 	<p>105 min</p>	<p>Recipe handouts, Add tasty videos for each recipe (if available), Fruit parfait video, 3 Healthy Breakfasts in a Muffin Tin</p>

	<ul style="list-style-type: none"> ● Demonstrate how to measure required food items for recipe. ● As the PA, model cleaning up throughout the lesson, highlighting the importance of food safety (cleaning up spills when they happen to help prevent someone slipping). ● Prepare recipe and demonstrate how to plate food. Talk about how we eat first with our eyes and how we are more excited to eat something when it looks good. Encourage Facilitators to get creative with their plating! ● Clean up before eating. Prepare two washing stations with three tupperware bins each: one for dirty dishes, one with hot soapy water for washing, and one with clear water for rinsing. Share proper cleaning techniques: Facilitators & campers should wash from cleanest (glassware) to dirtiest last (pots). ● Each team will take time to clean up their workstations before sitting down to eat. ● Taste finished item. Talk to Facilitators/campers about what they liked about the module and food item. Feel free to use any of the discussion questions below to start the conversation! 		
Post cooking discussion	<ul style="list-style-type: none"> ● What was their favourite part of preparing food? ● What do they like or dislike about the food they prepared? ● Would they make it again at home? What would they do differently? ● What are some of their favourite foods? Do they think they could make them at home? 	10 min	

[Cooking Skills Resources](#)

Emotions Lesson Plans

Emotional Intelligence Lesson Plan

The goal of this module is to develop emotional intelligence by building a feelings vocabulary, self-awareness, and emotional regulation.

Lesson objectives: Total time- 90 min

- Ability to understand the basics of Emotional intelligence.
- Facilitators will be able to understand the difference between emotional literacy, awareness and regulation.
- Facilitators will be able to expand their emotion vocabulary.
- Facilitators will know how to regulate their emotions and can give Self Care methods when dealing with the more difficult emotions.

Activities	Instructions	Time	Materials
Emotional Intelligence	Discuss the meaning of Emotional Intelligence. <ul style="list-style-type: none"> • What is emotional Intelligence? • How can you use Emotional Intelligence? 	8 min	Easel on wheels, dry erase markers,
Emotional Intelligence Notes	<ul style="list-style-type: none"> • The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. • EI has as three main components emotional literacy + awareness + regulation. • Emotional literacy is having an understanding of emotions, or a “feelings” vocabulary. Emotional awareness is the ability to identify these emotions and their intensity. • Emotional regulation is a complex process that involves initiating, inhibiting, or modulating one's state or behavior in a given situation • Emotional awareness is the ability to recognise and make sense of not just your own emotions, but also those of others. 	10 min	Slideshow
Video	Power of Emotions (inside out) <ul style="list-style-type: none"> • Connect how is emotions related to behaviour 	2 min	Video, speaker

Expand Feelings Vocabulary	<p>Go over how emotional literacy can lead you to having a greater understanding of how there are different levels of each emotion. (prompt other words than fine)</p> <ol style="list-style-type: none"> 1. Get the Facilitators to make small groups and see if they can come up with other words pertaining to emotions. 2. Have each group present what they came up with 3. Give them the hand outs to show what and if they got any of the ones within those sheets. 	20 min	Paper, pens, bowl
Guess the Emotion Activity	<ol style="list-style-type: none"> 1. Fold the pieces of paper with the emotions the Facilitators came up with in half. 2. Choose one Facilitator to pick a paper, read the paper to themselves without sharing, and act out the emotion without using words. 3. The rest of the group must guess what the emotion is (ex: "I feel ____.") 4. When a person guesses the right emotion, have them be the next to take a turn acting out the emotion. Continue until all people who want a turn have had a turn. 	10 min	Paper or sticky notes, pencil crayons, pens
Big Emotion Series	<p>Anger</p> <ul style="list-style-type: none"> • Anger Iceberg is drawn on an Easel Paper • Small groups write a few primary emotions on sticky notes • Placing them on the Iceberg Drawing • Debrief/ expand on feelings vocabulary <p>Love</p> <ul style="list-style-type: none"> • Exchange inspiring quotes on sticky Notes paper <p>Guilt- Short Discussion on Guilt</p> <ul style="list-style-type: none"> • Rock Paper Hula Hoop <p>Gratitude</p> <ul style="list-style-type: none"> • Write 3 Things your grateful for, willing to share 1 with everybody 	30 min	Handouts: emotions wheel, Emotions face, anger iceberg, Intensity, easel paper, sticky notes, markers, hula hoops,
Self Care: How it relates to Emotional Intelligence	<p>We went over identifying the emotions we are feeling, now we will teach the Facilitators how to take care of the Emotions they are feeling.</p> <p>What we can do to calm down? Or if they are feeling down, what we can do to make them feel better.</p>	10 min	Self care handout, paper, pens, or thick markers

[Emotional Intelligence Resources](#)

Anger & Conflict Resolution Lesson Plan

The goal of this module is to teach children ways they can resolve problems and deal with anger in a positive and healthy way.

Lesson objectives: Total time- 90 min			
<ul style="list-style-type: none"> • Understand healthy ways to manage anger. • Understand healthy ways to express anger. • Learn about supports to go to when dealing with anger. 			
Activities	Instructions	Time	Materials
Understanding Conflict	<ul style="list-style-type: none"> • Explain 5 step process to resolving conflict • Conflict happens when people disagree and is a normal part of a healthy relationship. People are not going to agree all of the time and that is okay. Conflict can also happen when a person doesn't get what they want and feels they have been treated unfairly. Conflict is normal and it is important to know how to manage conflict peacefully. The first step to resolving conflict is to recognize that there is conflict. It is important to express your emotions while resolving conflict, it is normal to get angry but it is never acceptable to take anger out on others. • Step 1. Calm down, 2. Discuss, 3. Solutions, 4. Agree, 5. Act 	15 min	Slideshow, easel on wheels, dry erase markers
Introduce 5 Step Process Game Series	<ul style="list-style-type: none"> • This series of games will help the campers to build the necessary skills required to engage in the 5 Step Process of resolving conflict. It is suggested you play as many of the first four games as time allows with your teams and then regroup with the rest of the campers to play Cat, Dog, Mouse. The series is best played if the games are set up as stations, this allows every team to have the opportunity to play each game before regrouping. • Choose games to play based on time allowed: <ul style="list-style-type: none"> ○ Statues (20 min) ○ Splat (15 min) ○ Tarp Maze (20 min) ○ Would You Rather (15 min) 	30 min	Dependent on game chosen <u>Tarp Maze:</u> tarp maze mapped out route on using duct tape on a tarp
Managing Anger	<ul style="list-style-type: none"> • Discuss what the physical signs of anger look like and how we can begin to manage our anger. 	10 min	Easel paper, markers

DIY Stress Balls	<ul style="list-style-type: none"> The DIY stress balls are a great way to show the campers that they can take control of managing their anger. There are a lot of different things we can do to manage our anger, as we have just addressed. The stress ball is just one of these ways. (See Facilitator manual) 	35 min	Water beads, plastic water bottle, markers, balloons
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[Anger and Conflict Resolution Resources](#)

Grief & Loss Lesson Plan

This module combines emotional, spiritual, and mental health. The goal in this module is to teach children about healthy ways to deal with grief and loss.

<p>Objectives: Total time- 90 min</p> <ul style="list-style-type: none"> Facilitators will be able to present lesson to campers. Able to understand the different types of losses. Facilitators will be able to help others cope with loss. 			
Activities	Instructions	Time	Materials
Grief and Loss Discussion	<p>Grief is a strong feeling of sadness. It can happen when a person experiences a great loss. Losses usually have a big effect on a family. Loss can include:</p> <ul style="list-style-type: none"> Death: Can be the passing of family, friends, and pets. Divorce: Can include the loss of a parent and siblings in the home. Separation: Can include friends moving or fostered siblings who leave. 	30 min	Slideshow, Easel on Wheels, dry erase markers
How to Comfort Others	<p>One way that you can help bring comfort to others is by asking about happy memories. Simply talking about memories can make others feel close to someone or something they have lost.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> Discuss appropriate ways to comfort others. Remind them of what they learned about respecting others' beliefs and values. Act out or give examples of things to do or say. Remember to always ask someone before giving them a hug. 	15 min	Easel on wheels, dry erase markers
Letting Go	<p>The discussion about grief and loss may be a sensitive topic for many campers. This activity is an opportunity for those that may be upset to have some time to draw a picture of what it is that they are upset, sad, or grieving about. If</p>	45 min	Paper, pencil, crayons, thick

	campers choose, they may also write a letter to someone or something that they have lost rather than do a drawing. 1. Choose to either draw a picture or write a letter to someone or something that they have lost. 2. Put these drawings or letters into identity portfolios.		markers
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[Grief and Loss Resources](#)

Self-Care Lesson Plan

Lesson Objectives: Total time- 50 min			
<ul style="list-style-type: none"> Facilitators will be able to understand when self care is needed. They will identify different self care methods. 			
Activities	Instructions	Time	Materials
Self care / Types of self care	<ul style="list-style-type: none"> Individually ask: What does self care look like to you? In small groups discuss different methods of self care. Though you might feel guilty about it because of kids for example taking time for your own self care is not a selfish act. Everyone needs time to themselves to recuperate or relax. 	30 min	Slideshow, easel on wheels, dry erase markers
Snowball fight	<ol style="list-style-type: none"> Everyone writes one sentence or question (the content depends upon the context) on a piece of paper Everyone balls up their paper into a ball Everyone throws their ball Each player picks up someone else's snowball and reads the sentence aloud or answers the question Then they try and guess who it was that wrote it If they guess right that person is out If they guess wrong then they are out Play until none is left 	20 min	Paper, markers, skipping rope

[Self-Care Resources](#)

Stress & Anxiety Lesson Plan

The goal of this module is to help campers differentiate between stress and anxiety and to explore stress management strategies.

Lesson objectives: Total time- 90 min <ul style="list-style-type: none"> Have a basic understanding of the symptoms for stress and anxiety. Know what can cause stress and anxiety. Basic understanding of stress and anxiety.
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Activities	Instructions	Time	Materials
Introduction to the topic of stress and anxiety	<ul style="list-style-type: none"> ● In a group, talk about what stress and anxiety is ● Definitions stress: <i>Stress is your body's response to a real or perceived threat.</i> ● Stress is simply forces from the inside or outside world affecting the individual ● Anxiety: Anxiety is not a simple condition – it is a mental health disorder that differs individually. ● Anxiety is not just nervousness. There are both psychological symptoms and physical symptoms ● Some facts on stress and anxiety, use the fact sheet or go off of the slide. Fact sheet has more information 	20 min	Easel pad, markers, slideshow
What are the causes of stress and anxiety	<ul style="list-style-type: none"> ● In a group talk about the different types of anxiety and stresses (use an easel pad to write things down) ● There are two types of causes for stress, External and Internal. On their own see if they can come up with more examples ● Group discussion: The two causes of anxiety are physical and emotional, in small groups discuss how they are different from each other. ● Then come together for a group discussion. 	40 min	Easel pad, markers
How to tell if someone has either and also how to cope with both stress and anxiety (group discussion)	<ul style="list-style-type: none"> ● How can you tell if someone is dealing with stress and/or anxiety? ● How can they learn to cope? ● When stress hits, take a time-out; a few minutes away from the problem can help. Simplify your life, learning to say no is an excellent skill to have. ● Breathe deeply - slowly in, slowly out; think of something pleasant. The mindful breathing and body scan exercises can be used in times of stress. ● Solve problems as they arise, if you don't then problems compound, getting worse and leading to further trouble. <p>Ted talk</p> <ul style="list-style-type: none"> ● Ask for help – if you feel like your stress is just too much, talk with your family, a friend, or a counselor. Make sure to schedule time to do things that you enjoy. 	30 min	Easel pad, markers

[Stress and Anxiety Resources](#)

Inner Strength Lesson Plans

Hopes & Dreams Lesson Plan

This module combines emotional, spiritual, and mental health. This module explores values and goal setting and how they influence one's hopes and dreams.

Lesson Objectives: Total time- 65 min			
<ul style="list-style-type: none"> ● Be able to discuss hope & demonstrate activities. ● Understand the meaning of Hopes and Dreams. 			
Activities	Instructions	Time	Materials
Hopes and Dreams discussion	<ul style="list-style-type: none"> ● Introduce Hopes and Dreams to Facilitators ● Having hopes and dreams for our future helps us to prioritize our actions, behaviours, and values in the present. ● They can be short or long term, sometimes we have hopes and dreams for today, this week, this year, or 10 years from now. ● Why talk about hope? ● Does hope make a difference? ● What is hope? ● Thinking about your hope ● Hopeful language ● I hope ● Storytelling 	20 min	Slideshow, pens, paper
Legacy project	<ul style="list-style-type: none"> ● Ask Facilitators to think about the word hope and how they might create a drawing to illustrate their hope. 	30 min	8.5 x 11 paper, pens, markers
Log tag	<ol style="list-style-type: none"> 1. One person starts out as the chaser and one person as the chase. 2. The other players are paired up and lying side by side in the playing area, like logs. 3. The chase runs around the playing area to avoid being tagged. 4. If the chase gets tagged by the chaser then they reverse roles. Whenever the chase wants, they can lie down beside a log partner, whoever they lie down beside becomes their new log partner and the old partner must stand up and become the chase. 	15 min	

[Hopes and Dreams Resources](#)

Self-Esteem Lesson Plan

The goal of this module is to teach campers about self-esteem and the importance of being proud of who they are.

Lesson objectives: Total time- 70 min <ul style="list-style-type: none"> ● Facilitators will have a strong understanding of what self-esteem is. ● Facilitators will understand warm fuzzies, parachute games, body trace, and identity portfolio activities enough to lead them with campers. ● Facilitators will begin to develop their own positive self-esteem. 			
Activities	Instructions	Time	Materials
Introduction	Discussion on self-esteem, the difference high self-esteem and low self esteem <ul style="list-style-type: none"> ● Having a positive self-image can lead us to have better habits and to be successful now and in the future. ● Having a negative self-image can hurt us because it can cause us to make bad decisions. ● How you see yourself has enormous impact on how others see you. ● Before we can expect others to love and respect us, we have to love and 	5 min	Slideshow
Self- Esteem Discussion	<ul style="list-style-type: none"> ● Self-esteem is what you think about yourself and your worth ● What is self-esteem? ● What is high self-esteem? ● What is low self-esteem? 	5 min	Slideshow, easel on wheels, dry erase markers
Parachute Games	These games will have campers begin to vocalize their strengths and their identity Everyone in camp can play these games (ex. popcorn, I statements “I like dogs”) Have the Facilitators play various parachute games outside. <ul style="list-style-type: none"> ● Choose a parachute game to play 	15 min	Parachute
Strength Polaroids & Poster	<ul style="list-style-type: none"> ● Take a photo of yourself that captures your strength (15 min) ● Create a poster with a positive caption (15 min) 	30 min	Cameras, film, craft supplies
Identity portfolio	<ol style="list-style-type: none"> 1. A name is just one part of our identity, but there are many other thing that make our identity (our family, language,etc.) 2. The Facilitators will write their name vertically on the front page of their Identity Portfolio. Have each 	15 min	Envelopes, markers, stickers, crayons

	<p>Facilitator write a positive word after each letter in their name that describes them.</p> <ul style="list-style-type: none"> • The Identity Portfolio serves two purposes. First, it will be a folder where the campers can collect their artwork over the duration of camp. Second, it will serve as an activity for the campers to begin to think about their identity. • People have two identities: what people think of us and what we think of ourselves. Encourage campers to write or draw things they feel represent their identity. 		
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[Self-Esteem Resources](#)

Media Messages Lesson Plan

The goal of this module is to teach children how to critically think about media messages and identify false standards.

<p>Lesson objectives: Total time- 90 min</p> <ul style="list-style-type: none"> • Facilitators will know how to critically think about media messages and identify false standards. • Facilitators will complete the role model poster as an example to use in camp. • Facilitators will begin thinking about their own role as a role model to campers. 			
Activities	Instructions	Time	Materials
Media discussion	<ul style="list-style-type: none"> • Ask questions in a big group or in smaller groups • What are advertisements and where have you seen them? What are they selling? • What brand of clothing do you normally wear? Why do you like these brands? • Do you think buying certain things or wearing certain clothes reveal our personality to others? What else do we do that shows people our personality? 	15 min	Slideshow
False Standards Pictionary	<ul style="list-style-type: none"> • In your teams, have one campers be the 'drawer'. Have them pick a suggestion and keep it hidden from the other campers. • On the easel pad, the 'drawer' tries to draw what the suggestion 	15 min	Suggested images for Facilitators to draw, easel pad, markers
Social Media Discussion	<ul style="list-style-type: none"> • With an easel pad, ask the campers to list the positive aspects of social media. • Now ask the campers to list the negative effects of social media. • Lastly, brainstorm how campers can stay safe online. 	10 min	Easel pad, markers

Photo Story	<ul style="list-style-type: none"> • Work in small groups • Introduction and instructions to camera (10 min) <ul style="list-style-type: none"> • Take 5 photos that can be arranged to tell a story • Take photos, glue and decorate a storyboard on construction paper (30 min) • Present in small groups (10 min) 	50 min	Instax mini cameras, Fuji film, craft supplies, construction paper
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[Media Messages Resources](#)

Outdoor Education Lesson Plan

The goal of this day is to teach campers essential skills to interact with the environment around them and to build positive self-esteem through a sense of accomplishment.

<p>Lesson objective: Total time- 180 min</p> <ul style="list-style-type: none"> • Facilitators will be able to find north without a compass. • Facilitators will know basic knowledge about fires and building them. • They will know how to create a sheltered areas out of debris. • Facilitators will have knowledge about water quality. 			
Activities	Instructions	Time	Materials
Finding North Without a Compass	<ul style="list-style-type: none"> • Discuss why this activity could be helpful. • Create the compass 	20 min	Stick, sunlight, rock
Fire Building/ Smores	<p>Secure a fire permit first and find a safe space to build a fire.</p> <p>Go over basic fire knowledge</p> <p>3 things fire needs</p> <p>Tinder, kindling, logs</p> <p>Fire structures</p> <p>Lighting the Fire</p> <p>Putting out the Fire</p> <p>See manual for detailed instructions</p>	70 min	Tinder, kindling, logs, axe, buckets filled with water, matches optional: string
Debris Hut	<p>Find a good forested area</p> <p>See manual for detailed instructions</p>	60 min	Forested area
Water Quality Testing	<p>Discuss how human activity can influence water quality</p> <p>Test the water quality of the body of water</p>	30 min	Water quality testing kit, body of water

[Outdoor Education Resources](#)

Wellness Fair Lesson Plan

The goal of the Wellness Fair is to teach campers the skills to plan an event and share the knowledge that they have gained through the Life Skills camp.

Wellness Fair Lesson Objectives: Total time- 65 min

- Facilitators will know what the wellness fair is.
- Facilitators will be able to explain what the steps of the wellness fair project are.
- Facilitators will be able to explain what SMART goals are and what they entail.

Activities	Instructions	Time	Materials
Introduce what the wellness fair is and a brief intro to SMART goals	(In a group) <ul style="list-style-type: none"> ● The wellness fair is put on by the kids themselves. ● They will take what they learned throughout camp and create a booth that they pick or is given to them ● They kids will be running their own booth and will create what they want on that booth themselves ● Also with this you learn what SMART goals are and how they can be put toward the goal of creating a booth for the wellness fair. ● They wellness fair is held on the second last day of camp. ● The kids will have some time everyday to do some work on their booth with their chosen or given topic. ● With the wellness fair we want to provide an open environment in which the campers may share their knowledge about the life skills and other wellness topics with the community ● With this it means exactly what it says. But getting the kids put on their own booths with something they have learned from the camp they better their understanding of the topic and make the learning their own. ● Your job is to make sure that the information that they are presenting is accurate and true to what was being taught at camp. ● This can mean helping one specific group with their topic or walking around and helping each group from the perspective of many different people (Facilitators) ● All depending on what is decided by you the Facilitators Expectations <ul style="list-style-type: none"> ● Campers will create and execute their version of the wellness fair ● Facilitators guide campers through planning ● Life skills modules are represented in the booths 	30 min	Slideshow, easel on wheels, dry erase markers

	<ul style="list-style-type: none"> ● Healthy life choices are presented through all aspects of the fair ● The fair embodies: wholeness, harmony, kindness, honesty, sharing, strength, courage, wisdom and humility. ● The hope is that community members will attend and encourage the campers so that the experience is enjoyable to the campers and the community. ● With the wellness fair, photo voice will also be available to the public so that they showcase their projects. 		
<p>SMART goals Discussion</p>	<ul style="list-style-type: none"> ● We set goals to have a target for that accomplishment. They can be described as short term or long-term goals for the future. ● A short term goal is something that is attainable in a short time span, a few days or a week. Ex. drinking a certain amount of water, working out ● Long term goals, are goals that would take longer: a few months or a year or more. Ex. finishing school, getting to high school, or learning a new skill <p>In small groups have them try to guess what the acronym stands for</p> <p>Acronym:</p> <ul style="list-style-type: none"> ● S - specific: the goal is very clear, it tells you who, what where and why. For example my goal for today could be to drink more water than I normally do because I am usually dehydrated and have a headache by the end of the day. ● M - measurable: this is how you will demonstrate when you have reached your goal. I could measure my goal in two ways-one could be how many bottles of water I want to drink, which would be at least 2 and the other would be whether or not I get a headache at the end of the day. ● A - attainable: is the goal something that you will be able to meet in the timeline that you set for yourself. Do you have the skills and/or resources to accomplish your goal? What are kinds of actions will you take? For the water goal, it would be very easy to accomplish. I have a water bottle at camp and I have access to drinking water. My action to accomplish could be to keep my water bottle with me when transitioning between activity locations. 	<p>35 min</p>	<p>Easel board, markers, paper</p>

	<ul style="list-style-type: none"> ● R - relevant: how is the goal related to your life or well being? Make sure to choose a goal that is important to you or else you will not be likely to put the effort into seeing the goal through. For example my health and feeling good is important to me so I am likely to put effort into the goal. ● T - time-bound: your goal must have a 'due date' or else you won't be motivated to see your goal through and it might drag on forever. For the water goal, it is very specific, by lunchtime I will have had one bottle of water and then by the time all of the campers get onto the bus to go home, I will have finished my second bottle of water. 		
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[Wellness Fair Resources](#)

Child Behaviour Management

Behaviour management is a dynamic process that requires Facilitators to be proactive, yet attuned to the campers and to always be fair in their negotiations with campers. Each case of behaviour management should be approached according to the context of the case, the child(ren) involved and the Facilitator(s) involved. However, certain systems and rules should be established from the beginning of camp to make the process more smooth. This includes: establishing camp teams, developing a Full Value Contract (let campers create rules!), developing a team points system, developing conflict management and discipline protocols with the campers, and providing an outlet for children who need to keep their hands and minds busy (the craft table/the Wellness Fair table, fidget toys).

Camper involvement with establishing rules, the points system, and discipline protocols is important as it gives campers ownership over their own behaviour. The more involved they are, the better it is for all parties.

<p>Lesson objectives: Total time: 90 mins</p> <ul style="list-style-type: none"> ● Understanding what a behaviour is trying to communicate. ● Being able to prevent a behaviour before it happens. ● Ability to reinforce Positive strategies in camp. 			
Activities	Instructions	Time	Materials
ABC's	A- Antecedent B- Behaviour C- Consequence	10 min	Slideshow
Behaviour = Communication	<ul style="list-style-type: none"> ● HALT <ul style="list-style-type: none"> ○ H- hungry ○ A-angry ○ L-lonely 	30 min	Slideshow, Hidden Messages of

	<ul style="list-style-type: none"> ○ T-tired ● Levels of Emotion ● What is the Function? <ul style="list-style-type: none"> ○ Obtain a Tangible ○ Get/avoid attention ○ Escape avoid events ○ Self Regulation <ul style="list-style-type: none"> ■ Now that the child knows how to self regulate (to increase or decrease their state of under arousal) <p>Teaching the Facilitators how to recognize what the child's behavior is communicating.</p>		Behaviour Handout.
General Strategies	Positive Behaviour Management Strategies are used to prevent challenging behaviour from occurring.	30 min	
Role Play	<ol style="list-style-type: none"> 1. Split group of Facilitators up into two groups. 2. One group will pretend to be the children the other group will be the facilitators. Facilitators will pick an activity to set up for the “children”. 3. Use the general behaviour management strategies to explain the game and use it throughout the game to help any children through challenging behaviour. 4. Have a few challenging behaviours listed and placed in a container. 5. The Facilitators who will be the children will pick out the behaviour from the hat and will act it out. 6. The Facilitators will then have a chance to use the post behaviour management strategies to support the children acting out. 	15 min	Paper, container, pencil,
Role Play debrief/ Group Activity	Reflecting on Role Play activity	5 min	Group activity handout

[Child Behaviour Management Resources](#)

The Points System

A points system is a great positive motivator for good behaviour. Campers should be told that the teams will be competing against each other for points throughout camp. Points can be won by following Facilitator instructions, by being a champion of camp rules, by winning team challenges, following rules on the Full Value Contract (see below), and through various other positive behaviours such as using hopeful language.

Never take away point, only give points for good behaviour. If a camper is acting out or behaviours poorly, it should be dealt with on an individual basis at the conflict resolution table.

Facilitators and campers must discuss in detail what gets a team a point so that Facilitators award points in the same way. At the end of camp, teams will be awarded with prizes based on the number of points they have.

Full Value Contract

The Full Value Contract is a set of rules and personal camp goals that will guide behaviours throughout camp. The purpose of the Full Value Contract is to create a safe environment for campers and Facilitators.

The Full Value Contract is also a useful guideline for the point system. Keep rules as positive behaviours, avoid using “no” statements. Instead, rules should tell campers what they should be doing instead of what they should not be doing. This will help them to understand the appropriate behaviours and let them know how they should be acting.

Common rules might include:

- Be an upstander instead, not a bully
- Respect Facilitators and fellow campers by listening when they are speaking
- Keep your hands to yourself
- Use nice words
- Stay with your group. Let your Facilitator know if you are going somewhere.
- Respect camp equipment by using it appropriately and putting it away when finished using it
- Keep electronics and valuable at home
- Stay hydrated
- Participate! Have fun!

Behaviour Management

Behaviour management may NOT be physical, may NOT isolate the child from others, and may NOT deny or threaten any basic necessities.

It is important to try to understand the reason or purpose of a certain behaviour. Ask “what happened before the behaviour?” Was it a certain time of day, particular people were around, or a specific activity that may have caused the behaviour? It is important to understand the purpose of a behaviour so you can plan for ways that will allow the

individual's needs to be met at the same time you are reducing the opportunity for unwanted behaviours to occur.

Try these techniques to change behaviour:

1. Reward behaviour: reward good behaviour with positive reinforcement. Positive reinforcement are **affirming words and actions** like “good job”, “I really like the way that you_____.” It can also be a thumbs up or a high five. **The key to positive reinforcement is consistency.**
2. Teach a new and desired behaviour to replace unwanted behaviour: Use the Full Value Contract to encourage the positive behaviours that are desired at camp. For example, if a camper is not listening while someone is talking, remind them that they agreed to respect others by listening to them and then show them what respectful listening looks like.
3. Modify the environment: Depending on the purpose of the behaviour, change the environment to alter or deter the behaviour. For example, if campers are not getting along, separate them by putting them in different groups. If a camper is frustrated with an activity, use the modifications you find in the Facilitator Manual.
4. Provide closer supervision during problem times: These times might be during lunch, group games, or unstructured free time.
5. Anticipate behaviour and redirect the child: Set up the camp environment to reduce potential behaviours. Separate campers into groups, use the point system, structure lunch time accordingly, use the camp schedule, use fidget toys, and mix up high and low level activities throughout the day.

When disruptive behaviours arise, have a discussion once both the camper and the Facilitator are calm enough to talk. Use the resolution table to have this conversation (see below). Try to find out the purpose of the behaviour, explore how the camper is feeling and help them understand their emotions. Decide on an appropriate consequence and help the camper to follow through. Support the camper in learning and using the appropriate behaviour in the future.

If behaviour persists or becomes extreme, harming themselves or other, the camper's guardian may need to be contacted to remove them from the camp day. If the behaviour continues after a day removal, have a conversation with the guardian and proceed with removing them from the program.

The Resolution Table

When a conflict arises between two or more campers, the conflict should be discussed once all individuals are in an appropriate emotional state to talk. A designated table or area should be set aside as the conflict resolution table. The table should be away from the playing and seating area, i.e. conversations at the table should be private. Campers may choose to go to the conflict resolution table on their own at any time. They may want to speak with another camper or have a one-on-one with a Facilitator. If a Facilitator finds that conflict resolution is necessary, then the conflict resolution will be mediated by a Facilitator

from the campers' team and/or the Program Assistant.

The Resolution Table should have emergency numbers clearly posted (for example, on a poster on the wall), so that children have access at all times. The steps to conflict resolution will be followed for each case that requires a discussion at the resolution table. Training will prepare Facilitators to be mediators of such discussions; however, a poster with the steps on it will also be posted on the table.

Those steps are:

1. **Calm Down.** All parties must be calm when they enter into conflict resolution. This may mean taking a five minute break, breathing deeply or going on a walk before starting the conflict resolution discussion.
2. **Discuss the Situation.** Each person should have an opportunity to discuss their interpretation of the conflict. They should share how they feel using "I statements." No insults should ever be spoken during conflict resolution. Each person will have an opportunity to talk with no interruptions. A talking stick can be utilized to facilitate the discussion. Each person may also have an opportunity to ask clarifying questions during this step.
3. **Think of Solutions.** All involved in the conflict should think of solutions to the problem. Compromise will be the key to successful solutions.
4. **Decide on a Solution.** Pick a solution that is acceptable to all involved in the conflict.
5. **Act on the Solution!** Be sure to check in later to make sure that it is working.

The Craft Table/The Wellness Fair Table

Another strategy that may be utilized to prevent disruptive behaviours is the craft/wellness fair table. The craft table will be used with the 7-10 camp group and the wellness fair table with the 11-14 camp group. Let campers know that whenever they feel the need for quiet time, to be alone, or to calm down they can go to the craft/wellness fair table. Campers must still be supervised while at the craft table. Campers can also use these tables during free time or if injured/unable to participate in active games and activities.

Public Speaking

Public Speaking Anxiety: Relaxation Techniques	
<ul style="list-style-type: none"> • Positive visualization • Deep breaths • Arrive early • Drink water • Smile • Speak slowly 	<ul style="list-style-type: none"> • Think: what is the worst that can happen? • Confident body language • Establish your strengths • Be well rested • Enjoy yourself!

General Presentation Outline
<ul style="list-style-type: none"> • Introduction: introduce yourself and the topic, use a personal reference, humor, question, and/or startling fact. • Main points: write out your main points, use examples, statistics, comparisons, testimonies, definitions, and/or visual aids. • Conclusions: end with a summary, quote, and/or challenge to leave your audience thinking.

Prepare	Physicality	Audience
<ul style="list-style-type: none"> • Know your content • Practice • Time your presentation • Bring a backup • Know your audience 	<ul style="list-style-type: none"> • Speak clearly • Be mindful of hand gestures • Good posture • Tone, volume and speed • Avoid dairy and large meals beforehand 	<ul style="list-style-type: none"> • Use common language • Make eye contact • Interact with the audience • Try NOT to read off script • Use humour and stories

First Aid and Health

First Aid Kits

The specifications of any first aid kit(s) at camp must match camper numbers and activities, i.e. do not have a first aid kit rated for 4 people as the only first aid kit at a 20 person camp. First aid kits must be located in a place that is easily accessible to all Facilitators. A best practice guideline is to always have a First Aid kit within a two minute walk of campers. This means making sure to have a portable First Aid kit if grounds are large or field trips will be taken. As materials are taken from the kit, make sure to replace them immediately.

It is recommended to buy kits from the Canadian Red Cross Society at:

<https://redcrossproducts.ca/category/42/first-aid>

Visit the Canadian Red Cross Society website to learn more about what a First Aid Kit should contain:

<https://www.redcross.ca/training-and-certification/first-aid-tips-and-resources/first-aid-tips/kit-contents>

Incident/Emergency Protocols

As well as a First Aid Kit, the camp must make a list of emergency numbers visible and accessible at camp. These numbers should include:

- Emergency medical services
- Ambulance services
- Fire department
- Police service
- Poison control centre
- Nearest hospital or emergency medical facility
- Child abuse hotline

Always keep a record of incidents (minor and major) including what is taken from the first aid kit, when it is taken, and why; who is involved in the incident; witnesses; and, how the incident is handled (Incident report forms can be found in the resources). Keeping a record of all incidents protects Facilitators and the camp from legal action. Where appropriate, phone the guardians of the child(ren) involved in the incident and leave a message if they cannot be reached. Incidents should always be reported to the Camp Administrator.

If the help of emergency services is required on site, then emergency services should be

called immediately by someone who is not dealing directly with the child(ren) involved in the incident. The instructions of the agency called should then be followed. The Camp Administrator should ensure that they are taken to a hospital.

If a child(ren) exhibits any illness (fever, vomiting, lice, diarrhea, unexplained rash or cough, something that requires care that will compromise the health/safely of the other children), their parents should be notified and they should be isolated from the other children. They must remain away from camp until they no longer pose a risk to themselves and other people at camp. If a lice incident occurs at camp, a letter should be sent home to all parents, informing them of the incident.

Hygiene

The supply list includes items such as deodorant spray, soap, and feminine products if children should need them throughout camp. It is recommended to invite a community health worker, such as a nurse, to be a guest speaker and share good hygiene practices.

Medication

If campers require medication at camp, parents must provide written consent to allow for this; any medication must come in its original labelled container and instructions on the label must be followed. A record of any medication administered to campers must be kept. All medication should be kept in a place that is inaccessible to children.

Suspected Abuse

If a Facilitator suspects that one of the campers is being abused (physically, sexually, emotionally, etc.) then it must be reported. Refer to the Child/Youth Disclosures page at the end of this manual.

HANDOUTS

Facilitator Job Posting

Program Facilitator

Métis Settlements Life Skills Journey Summer Day Camp



Rate of Pay: \$17/hr.

Employment: May 27 - August 2nd, 2019 (East Prairie, Peavine, and Gift Lake)
June 24 - August 30, 2019 (Buffalo Lake and Elizabeth)

Position Summary: Working with a team of Facilitators in a friendly environment, the ideal Life Skills Journey program Facilitator is adaptable, flexible, dependable, cooperative, and social. You are the primary service provider of the Life Skills Journey program to children aged 7-14 at a Metis Settlement. Consider this position if you are looking for a role where your mentorship has a direct impact on a child's life.

Research Project Overview: The Life Skills Journey program (www.metislifskills.com) is a day camp for children aged 7-10 and 11-14. It was developed in partnership with the University of Alberta. It focuses on substance abuse and violence prevention, teaching children about self esteem, communication, and appreciation for their community. Children will develop strategies to stand up to bullies, say no to peer pressure, and deal with grief in a healthy way. Our team provides 3 weeks of paid training to give you the tools to work effectively in this role.

Major Activities:

- Spend your summer months working alongside Facilitators and staff from your community
- Participate in Facilitator training, including Standard First Aid and mindfulness
- Organize, lead, and promote knowledge of Life Skills Journey program concepts through arts, crafts, sports, and games; activities will occur both indoors and outdoors
- Enforce rules and regulations of recreational facilities and program equipment to maintain discipline and ensure safety.
- Administer first aid according to prescribed procedures, and notify emergency medical personnel when necessary.
- Greet new arrivals to activities, introducing them to other participants, explaining facility rules, and encouraging participation.
- Consult with the Program Assistant to discuss and resolve participant issues.
- Contribute to the evaluation of Life Skills Journey program concepts to determine if they are producing desired results.

- Perform physical activities that require considerable use of your arms and legs and moving your whole body
- Provide assistance, medical attention, and emotional support to others such as co-workers and camp participants.
- Employment is generally full-time at 25-35 hours per week

Requirements:

- High school diploma/high school equivalency is an asset
- Valid class 5 driver's license and access to a personal vehicle is an asset
- Strong command of the English language
- Active listening and social perceptiveness
- Clarity in instructing and speaking to children and youth
- Sound judgment and decision making
- Creativity and critical thinking, using logic to identify solutions, conclusions, and approaches to dynamic situations
- Communication skills - Providing information to supervisors and co-workers by telephone, in written form, e-mail, or in person
- Knowledge of the importance of meeting quality standards for services and evaluation of participant satisfaction
- Knowledge of individual differences in ability, personality, and interests, as well as differences in learning and motivation
- Ability to work within a structured day
- Ability to work with confidential information in a professional and sensitive manner
- Ability to work both independently, leading activities with children, and as a team member, showing reliability and a willingness to ask for help when needed
- Ability to be physically active throughout the day
- Water safety/lifeguard certifications are an asset

Special Conditions:

- An RCMP Criminal Record Check and a Child Welfare Check is required for employment in this position.

To Apply:

Please send your resume and cover letter to: metislsj@ualberta.ca

Junior Facilitator Job Posting

Junior Program Facilitator

Métis Settlements Life Skills Journey Summer Day Camp



Rate of Pay: Based on Settlement agreement

Employment: May 27 - August 2nd, 2019 (East Prairie, Peavine, and Gift Lake)
June 24 - August 30, 2019 (Buffalo Lake and Elizabeth)

Position Summary: Working with a team of Facilitators in a friendly environment, the ideal Life Skills Journey Junior Facilitator is adaptable, flexible, dependable, cooperative, and social. You are part of a team of service providers for the Life Skills Journey program to children aged 7-14 at a Metis Settlement. Consider this position if you are looking for a role where your mentorship has a direct impact on a child's life.

Research Project Overview: The Life Skills Journey program (www.metislifskills.com) is a day camp for children aged 7-10 and 11-14. It was developed in partnership with the University of Alberta. It focuses on substance abuse and violence prevention, teaching children about self esteem, communication, and appreciation for their community. Children will develop strategies to stand up to bullies, say no to peer pressure, and deal with grief in a healthy way. Our team provides 3 weeks of paid training to give you the tools to work effectively in this role.

Major Activities:

- Spend your summer months working alongside Facilitators and staff from your community
- If available, participate in Facilitator training, including Standard First Aid, and mindfulness
- Support the delivery and promotion of Life Skills Journey program concepts through arts, crafts, sports, and games; activities will occur both indoors and outdoors
- Enforce rules and regulations of recreational facilities and program equipment to maintain discipline and ensure safety
- Administer first aid according to prescribed procedures, and notify emergency medical personnel when necessary
- Greet new arrivals to activities, introducing them to other participants, explaining facility rules, and encouraging participation
- Consult with the Program Assistant and Program Facilitators to discuss and resolve participant issues
- Contribute to the evaluation of Life Skills Journey program concepts to determine if they are producing desired results
- Perform physical activities that require considerable use of your arms and legs and moving your whole body

- Provide assistance, medical attention, and emotional support to others such as co-workers and camp participants
- Employment is generally full-time at 25-35 hours per week, but can be flexible to fit your schedule

Requirements:

- Over 16 years of age
- Some High School courses is an asset
- Ability to travel to and from camp locations
- Strong command of the English language
- Active listening and social perceptiveness
- Clarity in instructing and speaking to children and youth
- Sound judgment and decision making
- Creativity and critical thinking, using logic to identify solutions, conclusions, and approaches to dynamic situations
- Communication skills - Providing information to supervisors and co-workers by telephone, in written form, e-mail, or in person
- Knowledge of the importance of meeting quality standards for services and evaluation of participant satisfaction
- Knowledge of individual differences in ability, personality, and interests, as well as differences in learning and motivation
- Ability to work within a structured day.
- Ability to work with confidential information in a professional and sensitive manner
- Ability to work both independently, leading activities with children, and as a team member, showing reliability and a willingness to ask for help when needed
- Ability to be physically active throughout the day
- Water safety/lifeguard certifications are an asset

Special Conditions:

- An RCMP Criminal Record Check and a Child Welfare Check is required for employment in this position.

To Apply:

Please send your resume and cover letter to: metislsj@ualberta.ca

Play Day Handout

Life Skills Journey Play Day

Thank you for your interest to host a Play Day with your students. The following provides a brief overview of the purpose and structure of Play Day as well as our respective roles and responsibilities to make this event a success. -- Dr. Fay Fletcher



Purpose:

Last summer, approximately 25 children from Buffalo Lake Métis Settlement participated in the Life Skills Journey day camp (see www.metislifekills.com). The purpose of Play Day is to: 1) provide unique play experiences for children that reinforce skills introduced in the Life Skills Journey program, in particular communication and self-esteem, and 2) increase awareness of the Life Skills Journey summer camp. A Play Day is an event that is held in a community space, like a school gym, recreation center, and outdoor field. Play Days happen all over the world and are popular because children have a chance to learn creativity and problem solving through play. Play is important because it encourages human development through physical, social, mental, and emotional growth.

Structure:

At Play Days, Facilitators from the Life Skills Journey program will facilitate a number of Play Spaces that encourage children to try new, fun, and exciting ways to play while reinforcing core concepts taught during the Life Skills Journey. There is no right or wrong way to play, especially at a Play Day. Children are encouraged to visit as many or as few of the zones as they would like. Some may stay at one zone for the entire duration, while others may choose to visit several zones. Please see the attached drawing for an overview of the site setup and the attached teachable moments guide for how we will integrate play with life skills lessons.

Zone 1: Painting and Sensory Play Place (Play Leader: [INSERT NAME])

The Play Leader will guide children to explore play dough, magic mud, and painting (large mural, marble painting, sponge and potato painting).

Zone 2: Boxes, Blocks and Building Place (Play Leader: [INSERT NAME])

Play Leaders will offer a wide range of open-ended opportunities to build and create with boxes, blocks and various assortments of interesting 'found' objects and materials. This zone provides for an ever-changing and dynamic play environment in which materials are used to construct, deconstruct and reconstruct - including art pieces, buildings and vehicles from boxes, robots and endless other possibilities.

Zone 3: Métis Fort (Play Leaders: [INSERT NAME])

Leaders will work with participants over the course of the day to construct a theme-based project, a Métis fort. This will include predetermining a course of direction for the project,

developing storylines over the course of the day, preparing an infrastructure, decorating the structure and finally playing in the created fantasy world.

Zone 4: Imagination Market (Play Leader: [INSERT NAME])

This is where all of the building materials can be found (such as tape, scissors, etc.) for Boxes, Blocks and Building, as well as the Fort. Materials need to be returned to the Imagination Market when they're done being used.

Zone 5: Free Play Place (Play Leader: [INSERT NAME])

This space allows children to experience various ways of being physically active including the use of hula hoops, skipping ropes, rhythmic gymnastics ribbon, bean bag play, scarves, and balls. This space is totally child-directed.

Zone 6: Games and Physical Activity Place (Play Leader: [INSERT NAME])

Leaders will be hosting a variety of games that are fun for all ages, including some that were played during the Métis Life Skills Journey Camp. Also, an endless game of soccer and/or floor hockey will be set up. Games may include:

- Parachute games: Hotdog; Popcorn; Lifeguard; Fort building; Cat and Mouse; Fruit salad
- Tug-of-war
- Ship to Shore
- Capture the Gold
- Chuck the Chicken
- And more!

Roles and Responsibilities:

- Play Leaders will be provided with some information on the zone that they will be managing as well as some information on possible ways to reinforce communication skills and self-esteem as children play.
- Play leaders at the zones will defer to the school teachers in the event that child discipline is required.
- We anticipate that the teacher's role will be similar to that of recess supervision, but encourage teachers to play as much or as little as you feel allows you to fulfill your teaching responsibilities.

Schedule:

K- Grade 4
1:00 pm Children arrive
1:15-2:30pm Ground Rules and Play
2:30-2:40 pm Clean up
2:40-3:00 pm Departing activity, load the bus

Play Day Update Flyer

Play Day Update Flyer



The Life Skills Journey camp is a summer camp for children and youth aged 7-14. The program was developed by University of Alberta and Buffalo Lake partners. We have just hosted a Play Day for all children at [INSERT LOCATION]!

A Play Day is an event that is held in a community space, like a school gym, recreation center, or sports field. Play Days provide unique experiences for children and their families because there is no right or wrong way to play! Kids have a chance to learn creativity and problem solving, supporting their physical, social, mental, and emotional growth.

At Play Day, volunteers (provided by the Life Skills Journey program) set up a number of Play Spaces or zones. Children were able to choose the zones where they would like to play. Life Skills Journey volunteers, stationed at each zone, encouraged children to try new, fun, and exciting ways to play while helping kids continue to build their self esteem and communication skills.

For more information about Play Day or the Life Skills Journey program, please contact [INSERT CONTACT INFORMATION].

Please ask your child if they enjoyed their Play Day and let us know by Facebook or text message:

www.facebook.com/metislifskills

Text "JOIN" to [INSERT PHONE NUMBER]



**Youth Participant Information, Registration, and Consent for [COMMUNITY]
Research Title: *Métis Settlements Life Skills Journey Program*
Ages [INSERT AGE GROUP]**

Background

The Métis Settlements Life Skills Journey (MSLSJ) program is a community-led life skills program that was developed by a Buffalo Lake Métis Settlement advisory committee and University of Alberta partners.

The goal of the MSLSJ program is to build resiliency among youth by teaching them about self esteem, communication, and respect for differences. We will also teach children how to be positive community members, say no to peer pressure, stand up to bullies, and deal with grief in healthy ways.

The program will be delivered as a summer day camp for 7-10 year olds and 11-14 year olds at Buffalo Lake. We will evaluate the program with a questionnaire and discussions with program facilitators to make sure it is having a positive impact.

Purpose

We would like your child to fill out a short questionnaire at the beginning of camp and again at the end of camp.

Possible Benefits

Your child may learn skills that help them make good choices regarding substance abuse and bullying. Your child's participation in the research will help us understand their personal growth and improve the MSLSJ summer day camp.

Possible Risks

Facilitators will be trained and ready to respond to your child's needs. Your child may talk about issues/problems in their life. We will provide phone numbers of professionals or people in the community who can help if needed. The research team may be bound by law to report certain disclosures.

Voluntary Participation

All participation is voluntary. If you allow your child to take part, you or your child can change your minds at any time. Your child may refuse to answer questions if they are uncomfortable. If your child does not participate in the study, it will not affect his or her participation in the day camp. Facilitators will provide physical or creative activities while the other children participate

in the study. Contact Brent or Fay (see below) if you decide to remove your child from participating in the questionnaire.

Confidentiality

Your child's name and identity will not be associated with their answers in the questionnaire. We can guarantee confidentiality for the research team members.

Use of Information

Your child's name will never be used in any presentations or papers about this program. Parents/guardians will not have access to their child's responses to the questionnaires. The information collected will remain in a locked filing cabinet in an office at the University of Alberta for a period of five years following the completion of the research after which time they will be destroyed.

The information gathered for this program may be looked at again in the future. To do this, the researchers would have to get permission from Settlement Council and university ethics reviewers.

Further Information

The Métis Settlements Life Skills Journey Research Project, based out of the University of Alberta, will be doing this research with community members. Funding for this project has been provided by Alberta Health Services, Alberta Human Services, and PolicyWise for Children & Families.

If you want to talk about this study, or withdraw from the study, you can contact:

Brent Hammer, PhD

Qualitative Research Coordinator
University of Alberta
2-184 Enterprise Square
10230 Jasper Avenue
Edmonton, AB T5J 4P6
Phone: 780-991-7500
Email: bhammer@ualberta.ca

Fay Fletcher, PhD

Principal Investigator
University of Alberta
2-185 Enterprise Square
10230 Jasper Avenue
Edmonton, AB T5J 4P6
Phone: 780-492-2283
Email: fay.fletcher@ualberta.ca

If you have questions, complaints, or comments about your rights in the study or about how you have been treated during this study, you can call the University of Alberta Research Ethics Office at 780-492-2615.

Parent or Guardian: Remove this portion of the form to keep for your records.

Parent or Guardian: Remove this portion of the form to keep for your records.

Life Skills Journey Summer Day Camp 2019
Registration-Consent Form for [AGE GROUP] [COMMUNITY]



PARTICIPANT INFORMATION

Participant (the Child):	LAST NAME	FIRST NAME	
BIRTH DATE (MM/DD/YYYY)	GRADE COMPLETED (as of June 2019)	HEALTH CARE NUMBER	
Participant (the Child):	LAST NAME	FIRST NAME	
BIRTH DATE (MM/DD/YYYY)	GRADE COMPLETED (as of June 2019)	HEALTH CARE NUMBER	
Participant (the Child):	LAST NAME	FIRST NAME	
BIRTH DATE (MM/DD/YYYY)	GRADE COMPLETED (as of June 2019)	HEALTH CARE NUMBER	
Participant (the Child):	LAST NAME	FIRST NAME	
BIRTH DATE (MM/DD/YYYY)	GRADE COMPLETED (as of June 2019)	HEALTH CARE NUMBER	
Parent/Guardian(s):	LAST NAME	FIRST NAME	PHONE NUMBER
Emergency Contact:	LAST NAME	FIRST NAME	PHONE NUMBER
ADDRESS			
CITY		PROVINCE	POSTAL CODE

Please provide a cell phone number if you wish to receive program updates by text message: _____

IMPORTANT MEDICAL INFORMATION

Please list allergies, medical concerns, and food restrictions. Is your child taking any medication and does it require any specific arrangements to be taken? To help us prepare for your child it is important to know if your child has any special needs. _____

TRANSPORTATION

Transportation is provided to take your child to and from the camp. Please let us know if you would like your child to be picked up and dropped off:

- Yes, please transport my child to and from camp. No, I will drive my child to and from camp.

PARENTAL/GUARDIAN CONSENT AGREEMENT AND ACKNOWLEDGEMENT

Please check ONE of the following:

- I give permission for my child to complete the questionnaire at the start and finish of the camp.
- I do not want my child to complete the questionnaire.

Please check ONE of the following:

- I give permission to use my child’s photograph on program website or in camp information.
- I do not want my child’s photograph used on program website or in camp information.

Please check ONE of the following:

- I give permission for my child to attend field trips such as, but not limited to, visits to a lake, a farm with various animals, a forested area, and/or a community walk.
- I do not want my child’s attending field trips.

RULES

The parent/guardian and the child agree:

To follow all the instructions and rules of the camp.

To respect the disciplinary actions of the Program Facilitators.

DISCLAIMER

The University of Alberta, their employees, volunteers (hereafter referred to “the University”), are not responsible for any losses of any kind unless such losses was caused by the sole negligence of the University.

BY SIGNING THIS FORM, YOU GIVE UP YOUR LEGAL RIGHT TO SUE THE UNIVERSITY OF ALBERTA.

I have read and understood the content of this form and consent my child’s participation in the camp.

Signature of Parent or Guardian

Printed Name of Parent or Guardian

Date

**AFTER COMPLETING THIS FORM, PLEASE RETURN TO
ADMINISTRATION OFFICE OR CAMP PROGRAM ASSISTANT IN YOUR
SETTLEMENT**

Participant/Parent/Guardian: The personal information requested on this form is collected under the authority of Section 33(c) of the *Alberta Freedom of Information and Protection of Privacy Act* and will be protected under Part 2 of that Act. It will be used for the purpose of implementing this waiver. Direct any questions about this collection to Alicia Hibbert, Research Project Lead at 780.248.1194

Note: Document must be copied to a single page back to back when used.
Signed documents must be filed with the Department/Faculty and be kept for a minimum of **five years after the child reaches the age of 18.**

Photograph, Video, Name, and/or Quotation Release Form



I give permission to the **Métis Settlements Life Skills Journey Program** to collect, use, and disclose my photograph, video, name, or quotation without compensation to me. I understand this material will be used in printed and electronic communications about the Métis Settlements Life Skills Journey Program.

I understand that because my material will be available to the public in project communications, **it is not possible to consider an expiry date for this consent.** Cancellation of my consent may only limit the use of my information in future or new publications.

Print Name

Signature

Date (month, day, year)

Witness (name and signature)

Protection of Privacy – The personal information requested on this form is collected under the authority of Section 33(c) of the Alberta *Freedom of Information and Protection of Privacy Act* and will be protected under Part 2 of that *Act*. It will be used for the purpose of managing electronic communications. Questions concerning the collection, use and disposal of this information should be directed to:

Brent Hammer, PhD
Qualitative Research Coordinator
University of Alberta
2-184 Enterprise Square
10230 Jasper Avenue
Edmonton, AB T5J 4P6
Phone: 780-991-7500
Email: bhammer@ualberta.ca

Fay Fletcher, PhD
Principal Investigator
University of Alberta
2-185 Enterprise Square
10230 Jasper Avenue
Edmonton, AB T5J 4P6
Phone: 780-492-2283
Email: fay.fletcher@ualberta.ca

This information will be retained and disposed in accordance with approved records retention and disposal schedules of the university.

Program Incident & Investigation Report Form



PROGRAM INCIDENT & INVESTIGATION REPORT

PART A - to be completed by individual(s) directly involved or injured in the incident.

<input type="checkbox"/> Injury – complete relevant Forms	<input type="checkbox"/> Spill / Contamination / Environmental Release	<input type="checkbox"/> Property Damage
<input type="checkbox"/> Near Miss (an incident with no actual harm done, but with the potential for causing one of the above)		

IDENTIFY - Person(s) involved

_____	_____	_____	_____	_____	_____	_____	_____
First Name	Last Name	Year	Month	Day	HH:min	<input type="checkbox"/> AM <input type="checkbox"/> PM	

Department / Faculty:		Address:		Phone #:	
Occupation:					

Description of Incident (Add additional pages if necessary)

State exactly the sequence of events leading to the incident, where it occurred, what the person was doing, the size, weight and type of equipment or materials involved, etc.

WITNESSES (if any)

NAME	Phone #

PROPERTY DAMAGE

Identify property involved. Give machine name, tool name, etc.	Description of damage or loss	Estimated value of Loss

Completed by:

Print Name

Date

Signature

PRINT, SIGN AND FORWARD TO SUPERVISOR IMMEDIATELY

PART B - to be completed by Supervisor within 24 hours.

Why did it happen? (conditions and/or actions contributing to injury/incident)

Please attach additional sheet(s) as necessary

Corrective Actions to Prevent Re-occurrence	Action by whom	Date to be completed

Investigated by: _____ Title: _____

Print Supervisor's Name: _____ Signature: _____

Phone #: _____ Date: _____

For Métis Settlements Life Skills Journey Use Only

Chemical Radioactive Physical Biohazard Fire/Explosion Vehicle

IAQ

Further follow-up required? Yes No

If yes, indicate action required below and attach details if required.

Reviewed by

Life Skills Journey Officer _____

Name

Signature

Date:

Child/Youth Disclosures

Confidentiality

“The state of keeping or being kept secret or private”

- If a child/youth discloses information to you it is to be kept private and only discussed with the Program Coordinator, caseworker and any other person directed by the caseworker.

Duty to Report Abuse or Suspected Abuse

If there is a reason to believe that a child/youth has been abused or neglected by a parent or guardian, or a reason to believe a child/youth is at substantial risk of being neglected by a parent or guardian. You have a legal duty under the Child, Youth and Family Enhancement Act to report it to a caseworker.

Talking to a Child

If a child discloses abuse to you, do not probe for details. Listen to the information provided and record it as soon as possible in the child's own words. Be supportive and let the child know it is right to tell someone. Here are some suggestions for talking to a child about abuse. It is important to be a good listener and avoid probing the child for information.

Do:	Dont:
<ul style="list-style-type: none">● Find a private, quiet place to listen● Listen in a calm, non-judgmental manner● Reassure the child that it is right to tell● Assure the child that what happened was not their fault● Acknowledge the child's feelings● Say "I'll try to help"● Write down what you heard and saw:<ul style="list-style-type: none">○ As soon as possible○ Quote the child's words○ Use words that describe what you see and hear○ Keep notes and informational confidential and secure	<ul style="list-style-type: none">● Interrupt the child's story● Promise to keep disclosure confidential● Ask leading questions show horror or anger conduct your own investigation● Provide opinions or judgments● Promise the child what the next steps will be● Promise that things will get better

How to Report

Report to a caseworker at your Child and Family Services Authority office or First Nations Child and Family Services office.

The caseworker:

- Determines whether the child can benefit from family enhancement services or protection services
- Contacts the police if a criminal investigation is required
- Coordinates a response with other agencies, if necessary.
- Your report should include:
 - Your name, telephone number and relationship to the child (all of this information remains confidential)
 - Any immediate concerns about the child's safety
 - The location of the child
 - The child's name
 - The child's age
 - Information on the situation
 - Any other relevant information concerning the child and/or family.

CPS Contact Information:

If you are unable to reach the local office or it is after business hours, call the Child Abuse Hotline at 1-800-387-5437.

Buffalo Lake Métis Settlement

- Lac La Biche Child And Family Services- 1-780-623-5215

Elizabeth Métis Settlement

- Cold Lake Child Welfare- 1-780-594-7021

East Prairie Métis Settlement

- High Prairie Child Support- 1-780-523-6650

Gift Lake Métis Settlement

- High Prairie Child Support- 1-780-523-6650

Peavine Métis Settlement

- High Prairie Child Support- 1-780-523-6650

Grant, J., & Alberta Human Services. (n.d.). Child Protective Services. Retrieved from <http://www.humanservices.alberta.ca/abuse-bullying/17182.htm>

Permission to Administer an EpiPen



Disclaimer

Métis Settlements Life Skills Journey program and their agents, officials, officers, directors, employees, volunteers, contractors, servants, or representatives (hereafter referred to as “the Program”) are not responsible for any death, injury, loss or damage of any kind suffered by any person who is administered an EpiPen.

Description of Risks

Anaphylaxis is a severe allergic response to specific triggers such as foods, medications, insect venom, or latex. The most common signs of this life-threatening allergic reaction are swelling of the throat, swelling of the tongue, constricted breathing, and/or sudden outbreak of hives. Anaphylaxis can be fatal within minutes; either through swelling that shuts off airways, or through a dramatic drop in blood pressure. An EpiPen is a fast acting epinephrine injector that could save the life of someone who is experiencing an anaphylactic reaction.

Release of Liability and Indemnification

I AGREE TO BE SOLELY RESPONSIBLE for any death, injury, loss, or damage that my child may sustain from the administration of any EpiPen. I further agree to release, forever discharge and agree to indemnify and hold harmless “the Program” from and against liability for any and all claims, demands, actions, and costs which might arise out of the administration of an EpiPen to my child even though such claims, demands, actions and costs which may have been caused by the negligence of “the Program”.

Acknowledgement

I ACKNOWLEDGE THAT I HAVE READ the above Disclaimer, Description of Risks and Release and Indemnification. I also acknowledge that I understand, appreciate, and accept the risks associated with the administration of an EpiPen to my child and that I have executed this permission voluntary on behalf of my child.

Permission

I grant permission to “the Program” to administer an EpiPen if my child has an anaphylactic reaction.

Signed this ____ day of _____, 20__ at [INSERT LOCATION], Alberta.

Printed Name of Participant

Signature of Participant

Printed Name and Signature of Parent or Guardian

Printed Name and Signature of Witness

Head Lice Form



Date _____

Dear Parent or Guardian:

A case of head lice has been detected in your child's summer camp program. Anyone can get head lice. This happens mainly through direct head-to-head contact but also occur from sharing hats, brushes and other personal items. Head lice are a problem in many communities and do not reflect poor hygiene or social status. Please do your part to prevent the spread of this communicable condition by checking your child(ren) daily for the next few weeks, and on a regular basis thereafter. Lice infestation is much easier to treat if caught early.

If you should discover a case of head lice, please notify your Community Administrator and Camp Program Assistant. Notify the parents of your child's playmates. This is the best way to protect your family and community.

If you have any questions or need assistance, please contact:

Name: _____

Phone: _____

Email: _____

You can also contact the National Pediculosis Association at npa@headlice.org or visit www.headlice.org for more information regarding head lice.

Thank you for your cooperation,
MSLSJ Team