



Facilitator Manual



Métis Settlements

Life Skills Journey

Facilitator Manual

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LIFE SKILLS JOURNEY – Facilitator Manual, May 2019 Edition

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INTRODUCTION

The Life Skills Journey program is a community-grounded life skills training program that focuses on substance abuse and bullying prevention. The program was first developed by the Buffalo Lake Métis Settlement advisory committee and University of Alberta partners. It has had input from facilitators and staff across various communities.

This program teaches children about self-esteem, communication, and respect for differences. The program also teaches children how to be positive community members and kin, how to say no to peer pressure, how to stand up to bullies, and how to deal with grief in a healthy way.

Resiliency

For many children, the transition through early childhood into teenage years can be challenging and can involve participating in risky behaviours, including skipping school, substance abuse, violence, and negative peer involvement. Resiliency is a strength that a child may have due to protective factors in life. Protective factors include things like:

- High self-esteem
- Spirituality
- Caring school environment
- Supportive adult relationships

There are three main areas that influence resiliency: (1) personal attributes, (2) family characteristics, and (3) external support systems such as peers, school, and the community.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, and other significant sources of stress. Resilience is not a trait that people either have or do not have. It involves thoughts and actions that can be learned and developed. Teens can overcome adversity and stress-related conditions to lead normal and productive lives into adulthood.

Kids develop positive character traits when they mimic the positive qualities of significant people in their lives. Children do not develop their personal qualities by being told how to think and act. Instead, they imitate the qualities of someone they value due to their desire to be liked - this is called social learning, meaning children learn through interacting with other people. As a facilitator, it is important to use hopeful language (i.e. hope, future, forward, believe, yet, wonder) and demonstrate positive qualities, known as core competencies, with the children.

DAILY SCHEDULE

Preparation

1. Team Meeting
2. Daily Schedule
3. Camp Set-up
4. Gather Supplies

Daily Activities

- Please refer to daily camp schedule

Wrap Up

1. Have campers put all their artwork into their portfolio.
2. Campers can grab a snack. Make sure to throw away any garbage!
3. Ask campers to clean up their team tables.
4. Campers should gather all their belongings they brought with them and take them home.
5. Thank all the campers for a great day at camp.
6. Get campers on the bus or ensure they have a ride home with a guardian.
7. All facilitators help clean the recreation centre, put away any supplies they need to, and pull out supplies needed for the next day.
8. All facilitators participate in the daily discussion.
9. On the final day, have campers take home ALL belongings including crafts and warm fuzzies.

Daily Discussion

- What was the most useful activity today? Why?
- What was your overall feeling about today?
- What would you change about the day?
- Are there any success stories for you to share? Did any children or fellow facilitators show a lot of resiliency today?
- Please share any challenges you experienced or saw in others today.
- What kinds of questions did you receive in the Question Box today?

SURVEYS

Survey Rationale:

The MSLSJ program is both a service delivery program, running summer life skills day camps for youth, and a research project designed to collect and analyze data on individual and community well being. Youth survey data will assist Settlement leaders in assessing their interest in, and the impact of, participating in the MSLSJ program.

Survey Setting:

Each facilitator should work with 4 to 8 youth campers. Find a quiet location away from activities and other campers. Be sure you have enough blank surveys and sharpened pencil crayons for your group.

Facilitators, please share the following with the youth:

1. Introduce yourself and thank the youth for participating. If possible, avoid helping youth that your are related to or have a close relationship with.
2. State that the survey is about themselves - we want them to share this information so we can make sure camp is just right for them. There is no right or wrong answer - only what they feel is true.
3. Remind them that they don't have to answer any question that makes them uncomfortable. Their answers won't be shared with their parents.
4. Have them write their **first and last name** and **their date of birth** (month, date, year) on the front cover. Assist them if needed.
5. Write your name in the "administered by" section and today's date/ year. You may pre-fill this.
6. Have them fill in age and gender on the top of the first survey page.
7. The first section asks youth to answer agree, neutral (maybe/not sure), or disagree. Make sure they understand what this means. If they are not sure one way or the other, they should choose neutral.
8. On the last page, questions ask how many times they may have been involved in risk behaviours. Youth do not have to answer if they are uncomfortable, remind them that their answers won't be shared with parents, teachers, or other facilitators.
9. If a youth fills in the wrong circle, have them put an 'x' through it and fill in the right one.

While campers are doing the survey, it is your responsibility to:

- Help children struggling with reading and comprehension - **you may want to read each question out to the group**. Campers that don't need help can move ahead.
- Ensure the children are not chatting amongst themselves or comparing answers.
- Collect finished surveys, pencils and debris. Thank the campers for helping.
- Provide the Program Assistant with the completed and unused surveys.

WELCOME DAY

Module Contents

Welcome and Team Building Activities

- Teams
 - Team Names
 - Cheer
 - Poster
- Full Value Contract
- Identity Portfolio
- Surveys
- Warm Fuzzies
- Tie Dye T-shirts

Supplies

Team Activities <ul style="list-style-type: none">• Construction paper• Easel paper• Markers• Packing tape	Full Value Contract <ul style="list-style-type: none">• Easel paper• Markers• Packing tape
Identity Portfolio <ul style="list-style-type: none">• Construction paper• Easel paper• Markers• Packing tape	Surveys <ul style="list-style-type: none">• Surveys• Pencil crayons
Warm Fuzzies <ul style="list-style-type: none">• Large envelopes• Thick and thin markers• Pencil crayons• Various craft supplies• Small pieces of paper	Tie Dye T-shirts <ul style="list-style-type: none">• Tie dye kits• Rubber gloves• Rubber bands• Rain ponchos• T-Shirt• Tarp

Welcome and Team Activities

Welcome and Introduction to Camp (15 minutes)

Instructions:

1. Divide the campers into 3 teams (more or less depending on number of campers).
2. Have them sit with their group as you welcome them, explain what they will be doing during camp, and introduce the team activities that they will be starting.
3. Explain the point system to the campers. Let them know they will be competing with the other teams for points during camp. Points can be won for following rules; listening to facilitators, working together, and doing something awesome! Breaking rules, being disrespectful, and not listening to facilitators will NOT lose your team points, but instead may result in a visit to the conflict resolution table. Team points will be tallied at the end of camp. Teams will choose camp prizes at the end of camp in order of the final highest point score.

Team Activities (30 minutes)

Materials

- Construction paper
- Various craft supplies
- Thick Markers
- Easel paper
- Packing Tape

Description:

In your teams, complete the following activities. Work as a group to collectively decide on each one. Write them all on a piece of easel paper, this will be your team poster. Hang on the wall for the duration of camp.

- Team name, team cheer, and team poster

Full Value Contract (15 minutes)

Materials

- Easel paper
- Packing tape
- Thick Markers

Description:

The full value contract is “an agreement that everyone is committed to the physical and emotional safety of all group members and acts as a mechanism for discussing problems as they arise”. The purpose of this activity is to have teams create a set of rules and personal camp goals that will guide behaviours throughout camp.

Instructions:

1. Have each team come up with approximately 10 ideas that everyone believes will make camp run smoothly (respect, listening, participation). On the easel paper, have campers write down or draw a picture to represent each idea.
2. Have each team member write down a personal goal that they will work on in camp. For example, if one camper is always talking too much they might draw a mouth saying that they will let others have a chance to speak.
3. Once the teams have completed their full value contract, present them to each other and discuss how to make the ideas work at camp. At the end, everyone may sign the contracts.
4. Hang contracts on the wall for the duration of camp.

Identity Portfolio (45 minutes)

Materials

- Construction Paper
- Pencil crayons
- Thick or thin markers
- Packing tape
- Various craft supplies

Description:

The Identity Portfolio serves two purposes. First, it is a folder where the campers can collect their artwork and activities over the duration of camp. Second, it is an activity for the campers to begin to think about their identity. People have two identities: one that we show to other people and one that we think of ourselves. Encourage campers to write or draw things they feel represent their identity.

Instructions:

1. Have each camper choose two pieces of construction paper.
2. Lay the paper side by side vertically, tape the two pieces together so they open like a book.
3. Fold the bottom 3 inches of the paper up and tape the sides to create a pocket. This is where they will hold their artwork.
4. Have the campers write their first name vertically down the front of the portfolio.
5. Have each camper write a positive word after each letter in their name that describes who they are. The table below can be used if there is difficulty thinking of words.
6. Have campers decorate the rest of the portfolio with words and drawings that represent their identity.

A = Awesome, Artistic, Amazing, Active, Accepting, Adventurous, Adaptable, Ambitious, Amusing, Assertive

B = Brave, Bouncy, Bold, Bubbly, Blissful, Bright, Bighearted

C = Courageous, Caring, Considerate, Calm,

N = Nice, Neat, Nifty, Noteworthy

O = Outstanding, Open, Optimistic, Organized, Outgoing, Outspoken, Outstanding, Opinionated

P = Patient, Positive, Peaceful, Persistent, Pleasant, Poised, Polite, Practical, Proud

Cheery, Clean, Confident, Cool, Crafty

D = Dancer, Daring, Delightful, Diligent, Dependable, Dazzling

E = Extraordinary, Energetic, Eager, Ecstatic, Easygoing, Empowered, Exciting

F = Fiddler, Friendly, Funny, Fair, Fascinating, Fabulous, Fantastic

G = Generous, Guitar player, Gentle, Glorious, Gifted, Good, Gleeful, Great

H = Happy, Hopeful, Helpful, Honest, Humble, Healthy, Hilarious

I = Intelligent, Imaginative, Interesting, Inventive, Inspiring

J = Jolly, Jazzy, Joyful, Jolly, Jovial, Jocose (playful), Jaunty (lively and confident)

K = Kind, Knowledgeable, Keen, Kind Hearted

L = Loyal, Lovely, Leader, Listener, Likeable, Lively, Loving, Logical, Lionhearted

M = Magnificent, Magical, Merry, Motivated, Musical, Marvelous

Q = Quiet, Quick, Questioning, Quizzical

R = Respectful, Role model, Responsible, Resourceful, Relaxed, Remarkable

S = Super, Sweet, Special, Singer, Supportive, Selfless, Shy, Silly, Smart, Social, Spunky, Strong, Stupendous

T = Tolerant, Trustworthy, Truthful, Terrific, Talented, Thoughtful, Tidy

U = Understanding, Unique, Unflappable (calm), Unflinching

V = Vibrant, Voguish (stylish), Valiant, Versatile, Vital (lively)

W = Willing, Wise, Wonderful, Wishful, Wondrous

X = (E)xciting, Xenodochial (friendly to strangers)

Y = Youthful, Young

Z = Zealous, Zany, Zestful, Zippy

Modifications:

- Allow campers to use a nickname or their last name if they would prefer.
- Facilitators may have to help the campers write the words and explain some of the words, but let the campers choose the words.
- If campers are having a difficult time finding a word that starts with the letter in their name, they can use a word that has that letter in it, just bold, capitalize, or underline the letter that goes in their name. Example: E**X**citing for the letter X.

Discussion Questions:

- *What positive words did you choose? Why?*
- *What else can you tell the group about yourself?*
- *What are some of your favourite activities or games?*
- *What is your favourite toy?*
- *What is something you are good at?*
- *What is your favourite subject in school?*
- *Who are your friends?*
- *Do you know who named you?*
- *Were you named after someone?*

Warm Fuzzies (30 minutes)

Materials

- Small pieces of paper
- Large envelopes
- Thick or thin markers
- General craft supplies

Description:

Warm Fuzzies is an activity that will be completed throughout the course of camp. Warm Fuzzies allow campers to learn about the things that make their fellow campers special as well as the things that make them special. The goal of the notes is to make the person feel warm and fuzzy, boosting their confidence. At the end of camp, campers can take home their envelopes and all the warm fuzzies they received.

Instructions:

1. Give each camper an envelope and some markers, crayons, and stickers to decorate their envelope.
2. Have the campers write their name in big print on the front of the envelope. It is important that other campers be able to read their name.
3. Have the campers decorate their envelope however they would like.
4. Once they finish their envelope, have them write warm fuzzies for other campers in their group and put them in the appropriate envelopes once they are complete.
5. Everyday, encourage the campers to write warm fuzzies for other campers.

Discussion Questions:

- *How does it make you feel when someone says something nice about you?*
- *How does it make you feel when you say something nice to someone else?*
- *What are some kind things that we can say about one another?*

Tie Dye T-shirts (30 minutes)

Materials

- Small pieces of paper
- Large envelopes
- Thick or thin markers
- General craft supplies
- Tarp

Description:

Tie dye t-shirts will be made to create a sense of camp identity and at the same time make everyone appreciate their own and others' unique style.

Instructions:

1. Soak the white t-shirts in warm water for ten minutes (wear gloves).
2. While waiting for t-shirt to soak in water, set up a dye area by placing a plastic tablecloth on the ground.

3. At this time, follow the directions on the dye package to prepare the dyes.
4. Wring out the soaked t-shirts thoroughly.
5. Twist t-shirts in various patterns and apply elastic bands to create patterns that will appear in the dye.
6. Have campers put on rain ponchos to protect their clothing from dye.
7. Use the squeeze bottles of dye to decorate your shirt. Encourage the campers to be share the squeeze bottles and be aware of how much dye they are using.
8. Place the t-shirt in a plastic bag, tie it up tight, and leave it in a warm place overnight.
9. In the morning, unwrap the t-shirts, remove the elastic bands, and rinse them under cold tap water until the water runs clear.
10. Hang t-shirts outside to dry.
11. Let campers take their t-shirt home at the end of the second day of camp. Inform them not to wash them with their other clothing the first few times because the colours may run.

RESPECTFUL RELATIONSHIPS

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.

Theme Contents

<p>Role Models</p> <ul style="list-style-type: none"> ● Discuss Family Relationships ● Spider Web ● Family Portrait ● Respectful Relationships and Role Models ● Role Model Poster ● Three Legged Race 	<p>Gang Awareness</p> <ul style="list-style-type: none"> ● Gang Awareness Discussion
<p>Communication Skills</p> <ul style="list-style-type: none"> ● Communication Series ● In Good Order ● Blindfolded Circus Walk ● Telephone ● Team Art ● The Fishbowl Game ● 3 Musketeers Maze 	<p>Community & Neighbourliness</p> <ul style="list-style-type: none"> ● Discuss Communities ● Around the World in a Hula Hoop ● Guest Speaker: Community History ● Farm Visit ● Scavenger Hunt ● Community Building Series
<p>Bullying</p> <ul style="list-style-type: none"> ● Meeting the Bully's Conditions ● Discuss the Different Types of Bullying and Peer Pressure ● Scream and Run ● Team Check In ● WITS: Walk Away, Ignore, Talk, Seek Help ● Kneel Jump ● Upstander: Standing Up for Others ● Bullying Skit 	<p>Talent Show</p> <ul style="list-style-type: none"> ● Talent Show Preparation ● Talent Show

Respectful Relationship Discussion (10 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

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 with people, animals, and the environment because it creates a safe space for everyone. This theme explores how we should all lead by example by respecting and including others.

Instructions:

1. Ask the group what qualities make up a respectful relationship. Write down their answers on the wipebook. Possible answers include:
 - Gratitude
 - Words of affirmation
 - Kindness
 - Trust
 - Honesty
 - Appreciation
 - Acceptance
 - Communication
 - Mutual respect
2. Ask the group why building healthy relationships is important. Write down their answers on the wipebook. Possible answers include:
 - Builds trust
 - Creates safe spaces
 - Fosters connection

ROLE MODELS



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.

Supplies

<p>Family Relationships</p> <ul style="list-style-type: none"> • Wipe book • Dry erase markers 	<p>Spider Web</p> <ul style="list-style-type: none"> • Hemp rope
<p>Family Portrait</p> <ul style="list-style-type: none"> • Tempura paint • Paper: 8.5x11 • Paint brushes • Ice cube trays • Ponchos • Paper cup, with water • Paper towel 	<p>Respectful Relationships & Role Models</p> <ul style="list-style-type: none"> • Wipebook • Dry erase markers
<p>Role Model Poster</p> <ul style="list-style-type: none"> • 8.5 X 11 Paper • Thick or thin markers • Pencil crayons 	<p>Three Legged Race</p> <ul style="list-style-type: none"> • Bandanas • Small pylons
<p>Farm Visit</p> <ul style="list-style-type: none"> • Bandanas • Small pylons 	<p>Planting</p> <ul style="list-style-type: none"> • Soil • Seed packets • Craft sticks (for labeling) • Small containers (biodegradable pots or plastic with drainage holes at bottom) • Water • Small shovel (or plastic to shovel soil)

Activities

Discuss Family Relationships (15 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

Kinship is a word we use to describe people we are connected to. Kin are often thought of as close family or extended family, which can include almost anyone you wish. Family does not need to live in your house or be related to you by blood or marriage. Kinship is about connection between people. There are many different types of families. Families can have adopted children, foster parents, step parents and siblings, single parents, or children living with grandparents or aunts and uncles.

Discussion Questions:

- *What makes a family?*
- *What things are the same in many families?*
- *Have you learned anything new about relationships and families?*
- *What is interesting about your family history?*

Spider Web (20 minutes)

Materials

- Hemp String

Description:

Note: This game is best played in a large group with all campers.

This activity is a great way for campers to visually see how they are all connected to each other in some way. These connections do not have to be through kinship ties, they may be friends, they may like the same sport or TV show, or maybe they are on the same team at camp. After the spider web is complete, they can make a bracelet from the hemp string used.

Instructions:

1. Have all the campers sit in a circle.
2. The facilitator should start with a clear example of what to do. Holding a section of the hemp string, choose another camper or facilitator and throw the roll of hemp string to them. As you throw, say their name and how you are connected to them.
3. The person who was thrown the hemp string catches it, holds onto a piece of the string that is now connecting themselves and the person who threw it to them.

4. They now choose someone new and throw the roll to that person, not letting go of their section of the hemp string.
5. Continue until at least everyone is holding a section of the hemp string.
6. Discuss with the campers how everyone is connected to each other in some way.
7. If possible, try to rewrap the hemp string so it can be reused.

Discussion Questions:

- *Who wants to share how they are connected to someone else?*
- *What are some of the different ways we can be connected to others?*
- *How can knowing how we are connected to others help us to prevent bullying?*
- *How do you feel knowing you are connected in so many different ways?*

Modifications:

- Instead of having the campers sitting, you can have them stand in a large, spaced out circle. Rather than throwing the flagging tape, have the campers run underneath the tape to the person they choose. They then take the spot of that camper, hold onto the piece of flagging tape, pass off the roll of tape to the other camper who then runs to the camper they choose.
- Depending on time, have each camper cut off a section of the hemp string, enough to braid it into a bracelet.

Family Portrait (45 minutes)

Materials

- | | | | |
|---|----------------------------------|--|--------------------------------------|
| <input type="checkbox"/> 8.5x11 paper | <input type="checkbox"/> Paint | <input type="checkbox"/> Paint brushes | <input type="checkbox"/> Paper towel |
| <input type="checkbox"/> Ice cube trays | <input type="checkbox"/> Ponchos | <input type="checkbox"/> Cups of water | |

Description:

This activity has the campers thinking about who they include in their family. Remember that this may include friends, pets, and extended family members or family friends. Allow the campers to brainstorm who they include in their family and then have them paint or draw their family portrait.

Instructions:

1. Fill the ice cube tray with different colour paints and put them out, along with a variety of paint brushes, cups of water, and paper towel.
2. Give each camper a poncho to put on, this will protect their clothes from paint.
3. Have campers find a spot along the roll of paper, preferably all on one side so the roll can be hung up on the wall when done.
4. Campers can paint their family portrait; when done have campers help you clean up the ice cube trays, paint brushes, paper towel, and cups of water. Clean up any paint that has gotten on the floor. Save the ponchos to reuse at a later date.
5. Hang the roll of portraits on the wall. When campers leave, they can cut off their section of

the portrait if they want to take it home.

Discussion Questions:

- *Who did you include in your family portrait? Why?*
- *What do you think is the same about many families?*
- *What is different about some families?*
- *Do you think it is important to be a part of a family?*

Modifications:

- This activity can also be done with large paper instead of the rolls of paper.
- The roll of paper can either be put out on the ground or on the tables.
- If campers want, you can show them how to organize members of their family into a family tree and they can draw that rather than a portrait.
- Campers can also write the names of family members if they would prefer that over drawing them.

Respectful Relationships and Role Models (15 minutes)

"Each of us has a gift. All people have gifts." - Tom McCallum, Métis Elder

Materials

- Wipebook
- Dry erase markers

Description:

A healthy relationship requires respect, trust, communication, safety, boundaries, fairness, honesty, and a willingness to work on it. Relationships are never perfect and require constant care and work, but that's what makes them so valuable. In respectful relationships, we encourage others to do positive things, this is called positive peer pressure and can include:

- You talk your cousin into helping pick up garbage
- You talk your sister into helping with the dishes
- You convince your brother to play nicely with a younger cousin

A person that provides a positive influence is called a role model. A role model:

- Sets a positive example through kindness
- Has goals for the future and works hard to reach them
- Has positive qualities and contributions

Role models will congratulate you on good things you've done and encourage you. Role models will help others to succeed and include others.

Instructions:

1. Begin by asking the campers what they think a respectful relationships looks like. Write down all ideas on easel paper, filling in ones they missed.
2. Describe what a respectful relationship is and what a role model is. Ask them if they can think of any role model in there life. Remember a role model can be a friend, family

member, or anyone they look up to and respect.

3. Introduce the next activity (Role Model Poster) during this conversation and continue asking the campers questions.

Discussion Questions:

- *Tell us about 3 different relationships in your everyday life?*
- *What do you think makes a relationship respectful?*
- *What types of qualities do people in respectful relationships have?*
- *How do people in respectful relationships treat each other?*
- *What are some of the behaviours that might be seen in a respectful relationship?*

Role Model Poster (30 minutes)

Materials

- Paper: 8.5x11
- Pencil crayons
- Thick or thin markers

Description:

The Role Model Poster is a drawing that the campers will make resembling a sun and tree with leaves, it will represent the qualities of a role model that they have in their life. The Role Model Poster will have campers thinking about someone in their life that they see as a role model and what behaviours and characteristics they have.

Instructions:

1. Use the role model poster you made during training as an example for the campers.
2. Have the campers write their role model's name in the centre of the sun.
3. Have them write or draw the qualities they respect and like about their role model in the rays of the sun.
4. In the leaves on the tree, they should write how their role model makes them feel.
5. Either hang these on the wall or put them in the camper's identity portfolio.

Discussion Questions:

- *In nature, what does sunlight do for leaves? Does it help them grow?*
- *What do your role models' positive qualities do for you? Do they make you feel good?*
- *What qualities of your own could you make stronger to be a better friend and role model?*

Three Legged Race (30 minutes)

Materials

- Bandanas
- Small pylons

Description:

The three legged race has the campers working together to succeed! Campers tie two of their legs together and complete a race against the other campers. Campers must respect their partner and

work together to be able to complete this race.

Note: This game can either be played in your teams or in a large group.

Instructions:

1. Create a start and finish line using the pylons, at least 20 meters apart
2. Have campers team up in pairs of two.
3. Tie the right leg of one partner and the left leg of the other partner together using a bandana. May need to use 2 bandanas - one at the ankle and one above the knee.
4. When the facilitator says "GO!" have the campers begin the race, the first to finish are the winners.
5. Repeat, asking the campers to find new partners.

Discussion Questions:

- *What tricks did you and your partner use?*
- *Was it important to talk to your partner to be successful at this game?*
- *How can being respectful to each other help us in our everyday life?*

Modifications:

- Time permitting, have the campers complete other races in partners. For example, they can do a wheelbarrow race where one partner is on their hands and knees, the other partner picks up their partner's feet and they run across.
- Set this up as an obstacle course rather than a race to increase difficulty.

Farm Visit (90 minutes)

Description:

The whole group will take a field trip to a nearby farm that has calm animals (good around children) on site (this should have been arranged during training). A bagged lunch will be brought by each camper so that upon arrival at the farm, the group can have a picnic lunch. During the picnic lunch, campers will be told the rules that they have to follow in order to make the trip fun and enjoyable. These should be basic rules that the host has regarding handling of animals and boundaries that campers must stay within.

A guest may present on hunting practices and respect for animals during the visit. After that, a discussion about what a respectful relationship with animals might look like will occur followed by a grooming demonstration and free time to interact with the animals.

Planting Seeds (30 minutes)

Materials

- Soil
- Small containers (biodegradable pots or plastic with drainage holes at bottom)
- Seed packets
- Craft supplies
- Water
- Small shovel or container
- Craft Sticks

Description:

Campers will learn how to plant seeds, and the importance of taking care of the seedling while watching it sprout and grow. Campers can take their seedlings home and continue to water it, make sure it has light, and watch it grow!

Instructions:

1. Label each pot with the campers name using permanent markers, or give campers time to decorate their pots. One option is to decorate faces or animal on pots so when the plant grows it looks hair.
2. Share with campers the types of seeds available. Open the seed packets and compare the sizes and appearances of different seeds (if using various types).
3. Once the camper has chosen which type of seed they would like to plant, write the type on a craft stick using permanent markers.
4. Help campers scoop soil into their pots until almost at the top.
5. Give each camper a few seeds (3-4) in the palm of their hand. Plant a few seeds in each container in case one or two don't sprout.
6. Demonstrate how to pinch each seed one at a time, and place in the soil.
7. Cover each seed with soil and gently pat down.
8. Carefully pour some water over the seeds to help them sprout.
9. Insert craft stick on inside of pot so the name of the seed is visible.
10. Encourage campers to take their plant home, and remind them that plants need light and daily watering to sprout and grow.

Discussion Questions:

- *How long do you think it will take your plant to grow?*
- *What do your plants need to sprout and continue growing? (sunlight, water and space for growth)*
- *How do you know when your plant needs more water? (soil is dry to the touch)*
- *What are the different parts of a plant? (roots, stem, leaf, flower, seed- look at photos on seed packets to show campers where seeds come from)*

Modifications:

- If your community has a local garden, you could plan a visit for campers to explore and see plants growing at different stages. Connect with your community staff to ask if a visit is possible, and learn more about the different stages of seeding, growing and harvesting throughout the summer. Ask the garden organizer how campers can get involved if they wish!

COMMUNICATION SKILLS



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.

Supplies

In Good Order <ul style="list-style-type: none"> • Post-it Notes • Pencil Crayons 	Blindfolded Circus Walk <ul style="list-style-type: none"> • Bandanas • Required equipment; polymarkers, small pylons, large dodgeballs, hula hoops • Optional equipment; chairs, skipping ropes
Team Art <ul style="list-style-type: none"> • Paper: 8.5x11 • Pencil Crayons 	The Fishbowl Game <ul style="list-style-type: none"> • Paper : 8.5x11 • Pencil crayons
3 Musketeers Maze <ul style="list-style-type: none"> • Bandanas • Required equipment; polymarkers, small pylons, large dodgeballs, hula hoops • Optional equipment; chairs, skipping ropes 	

Activities

Discuss Communication Skills (15 minutes)

Materials

- Wipebook
- Dry erase markers

Discussion:

Communication is a very important part of our lives. We use communication skills all the time to talk with family, let people know how we feel, get across an idea, and make friends. Maintaining good friendships requires good communication skills. Write down a few of the ways you communicate with others. If you are upset with a friend or family member, make sure you talk to them and be honest. It is important not to spread stories about other people. This can lead to hurt feelings. It is important to treat people with kindness.

In Good Order (10 minutes)

Materials

- Post-it notes
- Pencil crayons

Description:

This game will have campers practicing non-verbal communication and get them working together. There are many different ways to play this game (See Modifications below).

Instructions:

1. Have campers arrange themselves in different orders without talking.

Modifications:

- Number sticky notes, one number per camper. Put a numbered sticky note on each campers head, they cannot know what their number is. Have them lineup in numerical order
- By height
- By age (youngest to oldest)
- By birth month
- By shoe colour, lightest to darkest
- By what time they wake up in the morning
- By what grade they are in
- Alphabetical order based on their name

Discussion Questions:

- *What was the hardest part of this game?*
- *What tricks did you use to line up in order?*
- *How did you communicate without using words?*
- *How can we communicate better in our group?*

Blindfolded Circus Walk (20 minutes)

Materials

- Bandanas (enough for your
- Required equipment: poly markers (mats),

group)

- ❑ Optional equipment: chairs, skipping ropes, etc.

small pylons, dodgeballs, hula hoops

- ❑ Optional equipment: chairs, skipping ropes, etc.

Description:

In groups of 2, campers help their blindfolded partner maneuver through an obstacle course using only their voice to give directions.

Instructions:

1. Have each camper find a partner. It may be necessary to have one group of three.
2. Blindfold one of the partners in each pair using a bandana.
3. Using only their voice and no touching, have the non-blindfolded partner guide their blindfolded partner through the obstacle course, not touching any of the obstacles.
4. Once everyone has reached the end of the course, blindfolds may come off and partners can switch who is blindfolded. Facilitators may want to change the obstacle slightly in the course for the new blindfolded camper to go through.

Modifications:

- Follow a set path that the facilitator decides
- Have a set start and end point
- Retrieve an object and return it to the start
- Freestyle walking, could be walking around an open space

Discussion Questions:

- *What was the hardest part of this game?*
- *What tricks did you use to help your blindfolded partner?*
- *How well did your partner understand your directions?*
- *How can we communicate better in our group?*

Telephone (10 minutes)

Description:

The purpose of this game is to learn the importance of speaking clearly. We respect others by listening carefully to what they are saying. The objective of this game is to pass along a message around a circle by whispering what you hear from one neighbour to the next person. If you do not understand the message, you cannot ask your neighbour to repeat it. You must pass on the message the way you hear it.

Instructions:

1. Ask the children to sit in a circle as close together as possible.
2. Start the game by making up a short sentence. Whisper it into the first child's ear, making sure that no other children can hear the message. Prompts: *"My favorite food is____"* or *"My favorite sport is____"*

3. Ask the children to pass the message around the circle by whispering it into their neighbour's ear.
4. When the last child receives the message, they should say the message out loud to the group.
5. Now, share the original message and compare how the message changed.
6. Start a new round, selecting a different child to make up a message to pass on.

Modifications:

- If the campers have trouble passing along the message, they can get together in pairs to help the message move along.
- If they have trouble hearing the message, you can add a rule that they may ask for one repeat.
- Turn this into a race by dividing the group into two teams. One member from each team will go up to the person saying the sentence and hear the message at the same time. Once they have heard the message, they race back to their team and pass it along. The first team to get the message to the end of the line OR the team that has the most intact message wins.

Discussion Questions:

- *What happens when we didn't hear the whole message?*
- *Why is it important to pass along an entire message and be very clear?*
- *What was the hardest part of this game?*
- *What tricks did you use to pass along the message?*
- *What tricks did you use to try and hear the message?*
- *How can we communicate better in our group?*

Team Art (15 minutes)

Materials

- ❑ Paper: 8.5x11
- ❑ Pencil crayons

Description:

The purpose of this game is to learn how to give directions and to understand how people interpret things differently. It is important to remind campers that the goal is not to have a perfect drawing at the end, but rather to have fun and try their best at communicating and listening.

Instructions:

1. Each camper should take at least one piece of paper (8.5x11) and fold it into four sections. This allows the campers to use the same piece of paper 8 times, front and back.
2. In your teams, choose one person to be the 'artist'. It may be best for a facilitator to start in order to give a clear example of what to do.
3. The 'artist' draws a simple picture on one section of their paper. Don't show anyone.
4. The 'artist' gives directions to the other campers on how to draw the same picture that they have on their own paper. However, the 'describer' cannot tell the campers what their

picture is. For example, if the 'artist' draws a flower, they cannot say *"draw a flower in the middle of your paper."* Instead, try saying *"draw a circle in the middle of your paper, then draw five 'u-shapes' around that circle, now draw a straight line from the middle circle to the bottom of the paper."*

5. Compare pictures once everyone is done drawing. Some pictures may look very silly, and that's okay!
6. Let another camper be the 'artist' and start again using a new section on their folded paper.

Modifications:

- If the campers are having a hard time describing their picture, allow the 'artist' to tell the group what their drawing is without showing the group. Compare pictures and see how they are different even though they knew what the picture was. For example if the 'artist' says *"draw a flower,"* the group can compare how their drawings of a flower are different.

Discussion Questions:

- *What was the hardest part of this game?*
- *What tricks did you use to describe your drawing?*
- *How do you think people might understand things differently than someone else?*
- *How can we communicate better in our group?*

The Fishbowl Game (20 minutes)

Materials

- Small pieces of paper
- Pencil crayons
- Container

Description:

This is a modified version of charades where two teams compete against each other in 3 rounds.

- Round 1: campers can use both words and actions, without saying any words that are apart of the answer
- Round 2: campers can say only 1 word to get their team to guess the clue, so they must choose carefully!
- Round 3: campers can only use actions to get their team to guess the word.

Instructions:

1. Split group into two teams.
2. Have every camper fill out 3 slips of paper that have one thing from each category written on them: a person, a place, and a thing.
3. Place all slips of paper into a container.
4. Team A will select a camper to go first, who will try to get their team to guess as many slips as they can in 1 minute. Once team A's minute is up, they add up how many slips of paper they guessed correctly and record that many points for the round.
5. Team B repeats.
6. If a team hits the 1 minute mark and the clue has not been guessed, put it back in the bowl.

7. Once all of the slips of paper have been guessed, the round is complete, and they all get added back to the bowl for rounds 2 and 3.
8. After round 3 is complete, add up the total number of slips of paper each team has guessed from each round and the team with the most points wins!

Discussion Questions (Allow time for response after each question):

- *What strategies did your team use to guess?*
- *What forms of communication did you use?*
- *What did you learn about communication?*
- *Was there anything difficult or frustrating about the game?*
- *Is there anything you would change about the game?*

3 Musketeers Maze (15 minutes)

Materials

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Bandanas | <ul style="list-style-type: none"> <input type="checkbox"/> Required equipment: poly markers (mats), small pylons, dodgeballs, hula hoops | <ul style="list-style-type: none"> <input type="checkbox"/> Optional equipment: chairs, skipping ropes, etc. |
|---|--|---|

Description:

Groups must work together to retrieve a deck ring assigned to them. Groups must appoint each team member to either be the:

- **Eyes:** you can see everything, but you cannot talk or move.
- **Mouth:** you can talk, but you cannot see or move.
- **Legs:** you can move, but you cannot see or talk.

Instructions:

1. Assign campers into teams of 3.
2. Teams will have two minutes to develop a communication strategy before the game begins.
3. During this time, facilitators will place the deck rings on the other end of the maze.
4. Once the required team members are blindfolded and standing on the start line, the “eyes” and “mouth” must work together to direct the “legs” across the maze.
5. If the camper assigned as the “legs” runs into any equipment, they must return to the start.
6. The first group to retrieve their deck ring wins!

Discussion Questions (Allow time for response after each question):

- *How did it feel to let someone else be in control of where you were going?*
- *What does active listening look like? What does good communication look like?*
- *How did your partner give you directions? Was their method effective? What might have worked better?*
- *Did you notice any improvements throughout the course of the walk?*

BULLYING



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.

Supplies

Meeting the Bully's Conditions <ul style="list-style-type: none"> • Small pylons 	Different Types of Bullying <ul style="list-style-type: none"> • Wipebook • Dry Erase Markers
WITS: Walk Away, Ignore, Talk, Seek Help <ul style="list-style-type: none"> • Wipebook • Dry Erase Markers 	Kneel Jump <ul style="list-style-type: none"> • Masking Tape
Upstander: Standing Up for Others <ul style="list-style-type: none"> • Wipebook • Dry Erase Markers 	Upstander Skits <ul style="list-style-type: none"> • Pencil crayons • Small Pieces of Paper

Activities

Meeting the Bully's Conditions (40 minutes)

Materials

- ❑ Small pylons

Description:

This game is best played with the everyone together, although it can also be played in your teams. The goal of the game is to have campers begin to understand how bullying tends to exclude people and that it does not feel good to be excluded.

Instructions:

1. At either end of a large playing field, create a safe zone by laying pylons in a line.
2. Choose one or two campers to be the 'bully', facilitators can start to give a clear example. Have them stand in the middle of the area, facing the other campers.
3. All other campers could line up behind the safe zone on one side of the playing area.

4. The campers as the 'bully': "Please, please, can I get across?"
5. The 'bully' answers by telling them they can get across, "only if you...."
 - Have no socks on
 - Are wearing red
 - Have a birthday in July
 - Have a hat on
6. The campers who who meet the 'bully's' conditions may safely cross the playing area without being chased by the 'bully'.
7. When the safe campers have reached the other side, the rest of the campers must try to run across without being tagged by the 'bully'.
8. If a camper is tagged, they can join the 'bully' in helping tag the other campers.

Modifications:

- If playing in a small group, when a camper is tagged by the 'bully', they become the new "bully" rather than joining that original 'bully'.

Discussion Questions:

- *How did you feel when you were not allowed to cross?*
- *Is bullying a problem in your school or community? Why or why not?*
- *Do we have any ideas of what we can do to help others when they are being bullied?*

Discuss the Different Types of Bullying and Peer Pressure (15 minutes)

Materials

- Wipebook
- Dry erase markers

NOTE: The discussion might be sensitive for some campers. Only engage in this discussion if you feel your training has prepared you for this. Remind campers that if they need to talk to someone, you can provide emergency contacts. Parent contact information is on the registration forms.

Description:

Bullying happens when a person or group of people insult, threaten, beat up, or force another person to do something they do not want to do. Bullying can happen at any age. We remember what bullying involves by thinking of the ABCs of Bullying:

- A= Attitude: the bully has jealousy, anger, and other negative emotions
- B= Behaviour: the bully insults or beats up another person
- C= Consequences: the victim experiences physical and or emotional hurt

Bullying happens to a lot of kids. Most kids have been bullied or teased. Bullying bothers everyone, not just the kids who are getting picked on. Bullying can make a community a place of fear, leading to more violence and stress for everyone.

Peer Pressure

Peer pressure refers to the feelings of pressure that people experience when they are encouraged

by others to think or behave in a specific way. Peers play an important role in youth development, they rely on their peers for social support.

Peer pressure can come from friends, media, and yourself. It can influence your sense of belonging, confidence, and self-esteem. Peer pressure can be either positive or negative. An example of negative peer pressure would be convincing someone to skip school. A positive example would be convincing someone to volunteer with you. Teens who experience negative peer pressure are more likely to consume alcohol, drugs, and cigarettes.

Traits like low self-esteem, feeling isolated from peers or family, or fear of one's peers can make some children and adolescents more vulnerable to peer pressure and risk taking.

Instructions:

- Begin by asking the campers what they know about bullying. Fill in any information that they did not share with the information in the description above.
- Let your group know that you will talk about how to make a group safe and bully-free by first looking at how often campers have been bullied, have seen bullying happening, or have bullied others. Using an easel, write out the following questions and ask them to the group:
 - Have you ever felt left out at school?
 - Have you ever had someone tell lies about you?
 - Have you ever been pushed or kicked by someone?
- Be prepared to share your own stories to create space where campers feel comfortable and trusting enough to share their stories.
 - Ask the campers if they know the different types of bullying. Write them on the easel paper
 - Physical: hitting, throwing things, pushing
 - Emotional: name calling, spreading rumours, using mean words
- Cyberbullying: sending or posting mean or unwanted messages, creating fake accounts to fool someone, sharing someone else's messages
- Inform the campers that the best news is that we can all work together to make bullying history. Later we will talk about what everybody can do to stop bullies in their tracks.

Modifications:

- Take a short break halfway through and play a quick game
- Have playdough or other fidget toys for campers to play with them during the conversation
- Instead of having the campers answer the questions verbally, let them draw their answers while you continue the discussion

Discussion Questions:

- *Have you ever felt lonely or left out at school? How do you feel when this happens?*
- *Do you ever see kids calling other kids names or teasing them? How does this make you feel?*
- *Do you or your friends ever leave other kids out of your activities?*
- *Have you ever been scared to go to school because you were afraid of being bullied?*

Run and Scream (15 minutes)

Description:

The goal of this game is to get the campers up and active again after a lengthy conversation about bullying. The game will also allow campers to get out any built up anger or frustration they have felt during the conversation about bullying. **Note: This game is best played outside in a large, empty space.**

Instructions:

1. In your teams, have campers line up beside one another at one end of a large, empty playing area.
2. When the facilitator blows their whistle or says “Go!” have the campers start running in a straight line as fast as they can while screaming.
3. The campers can only continue to run if they are screaming. If they need to take a breath, they stop running. Once they stop screaming, they stop running and stand still. The person who has gone the farthest in one breath is the winner.

Modifications:

- If the group is small enough, and if the campers would prefer, have one camper go at a time and other campers can try and beat the distance.

Team Check-In (5 minutes)

Description:

This is an opportunity to check in with your team and make sure all the campers are doing okay. During this time you can ask if any campers have any other stories they would like to share about a time they felt bullied. It is important to provide this opportunity to the campers to ensure they feel they are being heard.

It can also be an opportunity to play a fun, quick game to lighten the mood again after a difficult discussion. Refer to the extra games list for game ideas or ask your team if they know of a game they would like to play.

WITS: Walk Away, Ignore, Talk, Seek Help (15 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

Bullying can be difficult for everyone. WITS provides a process for campers to use in an attempt to take action themselves against bullying. Using WITS will have the campers practicing many skills including assertiveness, managing anger, conflict resolution, and communication.

Instructions:

1. Begin by asking campers if they could share things they have done to prevent bullying,

write them on the easel paper.

2. Explain to them what WITS is, write it on the easel paper as well.

<u>Walk Away</u> The bully is looking a reaction from you, so take a deep breath and walk away to a safe place.	<u>Ignore</u> Do not give the bully the reaction they are looking for. You might feel angry, but you have tools to manage your anger. Practice those and ignore the bully.	<u>Talk about it</u> Tell the bully to stop, they are more likely to bully kids who do not stand up to them. Try making a nice joke to show the bully you are not bothered. Remember the bully may be feeling a lot of negative emotions.	<u>Seek help</u> Ask someone you trust for help. Practice these steps with them or talk to the bully with them. Telling is not tattling if you're being bullied or see someone else being bullied.
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3. Once the campers know what these steps are, have them act them out. Practising the steps can help campers be more confident to use them.

4. Ask campers how they can avoid bullying online. Explain some of these rules they can follow to stay safe online:

- Stick to websites where you feel safe
- Guard your password, try to use a variety of different passwords
- Limit what you are sharing on social sites
- Do not be mean to others
- Choose your online friends wisely
- Always be honest to adults if you see something strange
- Report and block people who bully you online

Kneel Jump (15 minutes)

Materials

- ❑ Masking tape

Description:

The goal of this game is to provide campers with an active break between discussions. It also prepares them for the next discussion about the importance of being an upstander.

Instructions:

1. In your team, have the campers line up one behind the other. Use tape to mark a starting line on the ground. Campers must start behind this line.
2. One at a time, have the camper kneel down onto their knees, this is the starting position.
3. Have the camper jump forward onto their feet, mark where they landed with tape. The camper goes to the back of the line and the next camper may go.

4. The farthest jumper is the winner.

Modifications:

- Have the campers push off the ground with their hands to help push them up and forward.
- If campers are struggling have them put one knee on the ground and the other leg out in front of them with their foot on the floor. They may use their foot to help push them up and forward.
- If jumping from their knees is too difficult, have the campers stand near a wall with one arm stretched upward. Use tape to mark where the top of their fingers are on the wall, this is their starting point. Now have them jump and try to touch the wall as high from their starting point as possible. The camper with the biggest difference from starting point to where they jumped is the winner.

Upstander: Standing Up for Others (15 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

Besides the bully and the victim, bullying involves others too. Peers are often aware of the bullying, and they must choose how to respond. The choice comes down to playing one of three roles: perpetrator, bystander or upstander

- Perpetrators join in the bullying
- Bystanders attempt to remain uninvolved
- Upstanders take action to oppose the bullying in some way

Everyone can be a perpetrator, bystander, or upstander at different times and in different situations. When you see bullying, your reaction affects whether the bully feels like they are doing the right or the wrong thing. In fact, how you react to bullying has the biggest effect on whether bullying will continue:

- Perpetrators support the bullying by getting involved in it
- Bystanders do nothing and the bully may think you approve of what they are doing
- Upstanders show that they do not support bullying while still staying safe

Instructions:

1. Begin by asking the campers if they have ever stood up for a friend who was being bullied. If they did, explain that they were being an upstander!
2. On the easel paper write positive ways that the campers can be an upstander. Have the campers act these out if they want.
3. Have all the campers in your team sign this poster, tell them that by signing the poster they agree to practice being an upstander whenever they can.
4. Hang the poster with the rest of your team posters.

Discussion Questions (Allow time for response after each question):

- *Have you ever tried to help someone who was being bullied? What happened?*
- *How can we act as an upstander rather than a bystander when we see others being bullied?*
- *Can feeling good about ourselves help us be an upstander?*
- *How can we help others to feel good about themselves?*

Bullying Skits (20 Minutes)

Materials

- ❑ Small pieces of paper with written scenario
- ❑ Pencil crayons
- ❑ Container

Description:

This activity should be done in their teams. The campers are going to apply what they learned through skits. Explain to the campers that they should always tell an adult about bullying situations that they observe or are a part of. Stopping bullying from happening requires community commitment.

Instructions:

1. Divide your team into pairs
2. Write down each scenario on a slip of paper:
 - John is always the last one picked for the soccer team and two of his team-mates are making fun of him.
 - Sally farted in gym class and now all the girls are spreading rumors about her.
 - Jim is being picked on by a larger student in the playground, being pushed physically.
 - Frank is having trouble answering questions in math class and three of his classmates are making fun of him.
 - Claire got pushed off of the playground and is crying. Her friends saw, and are laughing at her.
 - A group of students are sending mean text messages about you. People are starting to talk about you behind your back and believing the lies being spread about you.
 - An older student at school keeps hitting Caydon when they think no one is looking.
 - One of the kids at camp keeps taking toys from Jess when she is playing with them.
 - The kids in class are making fun of a new student's accent and English skills
3. Facilitators will act out the skit and paired campers will take turns playing the upstander.
4. As these scenarios are presented, each time someone from the audience sees bullying they should jump up and yell "BULLY." The acting will freeze and then paired campers will have to enter into the scene as an upstander.

Discussion Questions:

- *Did you find it difficult to be the upstander?*
- *What can we do as individuals when we see bullying? What can we do as a group?*

GANG AWARENESS



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

Supplies

Gang Awareness Discussion

- Easel paper
- Thick or thin markers

Activities

Gang Awareness Discussion (20 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

A gang is a group of people who take part in illegal activity. 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.

Instructions:

1. Define what a "gang" is.
2. On the easel paper, brainstorm why people join gangs. Examples: Feels a sense of belonging, protection, or money.
3. On the easel paper, brainstorm the consequences of joining a gang. Examples: peer pressure, violence, unhealthy relationships, dependence, false promises, or jail
4. Make sure to emphasize that people who join gangs won't find what they are looking for, and gangs are a very violent group.

COMMUNITY



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

Supplies

Discuss Communities <ul style="list-style-type: none"> • Wipebook • Dry erase markers 	Around the World in a Hula Hoop <ul style="list-style-type: none"> • 2+ Hula Hoops
Scavenger hunt <ul style="list-style-type: none"> • Various items to hide • List of items to find 	Communication building series <ul style="list-style-type: none"> • Construction paper (rolled up)
Carrot Race <ul style="list-style-type: none"> • Stick 	Line-ups and Categories <ul style="list-style-type: none"> • Post-it notes • Pencils • Erasers
Helium Stick <ul style="list-style-type: none"> • Meter stick 	Talent Show <ul style="list-style-type: none"> • Various craft supplies

Activities

Discuss Communities (15 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

A community can be:

- a place where you live
- a group of people who are connected by a common goal or interest

Elders are important people in the community because they have the most life experience and knowledge to pass onto children, youth, and adults. In order for you to understand your own community better, today you will speak to an Elder about the community's history. Communities

benefit by the hard work of people who have been there before us.

People may belong to a lot of different communities. For example:

- The Settlement
- Church group
- Hockey team
- Riding club
- Summer camp
- Taekwondo class
- School class
- Dance group

Some responsibilities you might have in your community include:

- To help look after younger people
- To help seniors
- To help people that are ill or sad
- To look after animals by giving them shelter and food
- To stay healthy, strong, and active (on a sports team)
- To be an upstander when others are getting bullied
- To take care of the environment
- To participate in discussions
- To identify wrongs and try to make them right
- To follow rules
- To support others, even when they are different

Instructions:

1. Begin by asking the campers if they know what community means and what communities they are a part of. Write their ideas on the easel paper.
2. Ask campers why it is important to be a part of a community, write down their answers.
3. Ask campers how they can be responsible community members, write down their answers.

Discussion Questions:

- *What does community mean to you?*
- *What communities are you a part of?*
- *Why is it important to be a part of a community?*
- *How can we be responsible members of a community?*

Around the World in a Hula Hoop (10 minutes)

Materials

- ❑ 2+ Hula hoops

Description:

Play this game with your team. This game is going to get the campers working together and cooperating. Cooperation is the only way to succeed. The goal of the game is to remind campers that it is everybody's responsibility in a community to do what is right and good for the group.

Instructions:

1. Have all the campers stand in a circle while holding hands.
2. Have two campers let go of their hands and place their arms inside the hula hoop before joining hands again. The hoop is suspended between them on their arms.

3. Every child, in turn, passes their body through the hoop so that the hoop makes its way around the circle. Explain that they cannot use their fingers or let go of the hands of the people next to them. Encourage the campers to work together.
4. Once the campers have completed the circle with one hoop, you can increase the level of difficulty by adding more hoops.

Discussion Questions:

- *What was the hardest part of the game?*
- *What kinds of tricks did you use to move the hoop around the circle?*
- *If you played this game again, what would you do to make it go faster?*
- *How can we communicate and cooperate better in this group?*
- *What are some things we can do everyday to include others?*

Guest Speaker: Community History (45 minutes)

Description:

Invite an Elder or community member with knowledge of the community history to give a presentation about the settlement.

Instructions:

1. Introduce the Elder or community member to the group and thank them for their time.
2. Encourage campers to pay attention and ask questions if they have any. Help any campers that are having a difficult time focusing

Scavenger Hunt (60 minutes)

Materials

- Various items to hide (see list below)
- List of items to find (see list below)

Description:

If it is not possible to set up a farm visit, have the campers complete a scavenger hunt. This hunt may be done in teams or as individuals. The scavenger hunt is meant to get campers outdoors and thinking about their relationship with nature. It is important to include items on the list that are normally found in nature. To make it more difficult, facilitators can add various objects to the environment to have campers find objects or complete activities.

Instructions:

1. Preparation will be important for the scavenger hunt. In the morning before campers arrive, set up objects around the surrounding area. Do not forget to collect these items at the end of the day.
2. Give each camper or team a list of items to find. Campers can collect the item or show the item to a facilitator to check it off for them. If campers are collecting items, ensure there are enough of each item for all campers to collect.

3. Give campers an estimated time for the scavenger hunt. When the time is up, have all campers rejoin the group. The campers with the most items found or completed are the winners. A prize should be awarded to the winning camper or team.

Ideas of Scavenger Hunt Items:

<ul style="list-style-type: none"> ● Something you consider a treasure ● A pretty rock ● A stick that is longer than one of your teammates ● A stick that is shorter than your finger ● Make a word using your bodies, all team members must be involved ● Find a pinecone ● A fuzzy thing ● The colour red in nature ● A pine needle ● Make a human pyramid with all players ● Make a freestanding pine needle pyramid ● A dog doing a trick ● A frog or toad ● A butterfly ● A black ant ● A picture of a bird 	<ul style="list-style-type: none"> ● A team superhero photo ● A team selfie ● Make a picture with rocks and sticks ● A team picture with your flag ● A video of your team doing your team cheer ● A lamp that is on ● A person sitting on stairs ● A hut in the woods (do not go in) ● A hockey stick in the grass ● A person washing their hands ● Someone wearing blue shoes ● Someone eating ● Someone driving a truck ● Someone wearing sunglasses ● Bandana tied to a tree ● Reflection in water ● A crunchy leaf ● Moss
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Community Building Series (60 Minutes)

Materials

- ❑ Construction paper (rolled up)

Description:

Play these games with your team. The goal of the community building series is to encourage teamwork and strengthen communication amongst campers and facilitators.

Carrot Race (15 minutes)

1. Have everyone stand in a circle.
2. One person will be given a carrot to start the game. That person must put the carrot between their knees.
3. The carrot must get passed around the circle all the way back to the first person; no one may touch the carrot with anything other than their knees.

4. Once the carrot makes its way back to the first person, break a piece off of the carrot and send it around the circle again. After the first time around the circle, eliminate players if they drop the carrot.
5. Continue to break pieces off the carrot as it makes its way around the circle until it is no longer possible to do so.

Discussion Questions (Allow time for response after each question):

- *What was difficult about this game?*
- *What strategies did you use to pass the correct?*
- *How did you communicate with your team members?*

Line-ups and Categories (15 minutes)

1. Have campers line up or get into groups according to the criteria that you provide.
2. Examples of categories and line-ups that you can use: height, eye colour, date of birth, number of siblings, shoe size, hair length, favourite sport.
3. To make the game more interesting include extra challenges such as no talking, or eyes must be closed at all times.

Discussion Questions (Allow time for response after each question):

- *What interesting things have we learned here?*
- *What is similar about our group? What are some of our differences? So what?*
- *How diverse is this group? What does diversity mean?*
- *How can we create an environment where we can learn about each other's diverse experiences?*

Helium Stick (10 minutes)

1. Grab one pointer stick and extend it to its fullest length
2. Have the group stand in two lines facing each other with the rod in between the groups.
3. Explain the rules: each person must constantly have their index fingers in contact with the rod. The stick has to rest on top of their fingers, no curling fingers around the rod.
4. Have the group put their hands at waist height with only the pointer finger of one or two hands extended and lay the rod across their fingers. (When first laying the stick on their fingers apply a downward pressure so that the stick will initially rise when the pressure is removed.)
5. The goal is to get the stick to the ground.

Discussion Questions (Allow time for response after each question):

- *Did everyone understand the rules?*
- *Why did the stick rise at the beginning of the game?*
- *How did everyone work to get it to the ground?*
- *What is important for keeping focused on this task?*

Group Circle Sit (10 minutes)

1. Have everyone stand in a circle.
2. Have everyone turn to the right so they are facing the back of the person in front of them

(formerly beside them on the right).

3. Inform campers that they must all sit down on each other at the same time so that there is a continuous sitting circle, stay there for 5 seconds and then stand back up.

Discussion Questions (Allow time for response after each question):

- *Did you succeed in your task?*
- *Did everyone participate? Were there leaders and followers?*
- *Did anyone become frustrated?*
- *How did you solve the challenge?*
- *How can groups work effectively to solve problems?*

Human Knot (10 minutes)

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.

Discussion Questions (Allow time for response after each question):

- *How is this game different from the last?*
- *How much trust is necessary to solve the knot?*
- *What kind of decision-making was used to make this work?*
- *How did you communicate?*
- *Was there a leader? Who took the initiative? Was it more than one person?*
- *Was it the 'rule of loud'? Did everyone feel included?*

TALENT SHOW



Supplies

Talent Show Preparation <ul style="list-style-type: none">• Various craft supplies• Large roll of paper• Optional: snacks for guests	Talent Show <ul style="list-style-type: none">• Individual performance requirements
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Activities

Talent Show Preparation (45 minutes)

Materials

- Various craft supplies
- Large roll of paper

Description:

Invite the campers to show off their strengths by performing in a talent show. They may want to tell a joke, sing or dance, and some may want to perform in a group. Encourage each child to participate.

Instructions:

1. Explain to campers that they will have an opportunity to present their talents, skills, or strengths at a talent show. Members of the community will be invited to come and watch.
2. In groups or individually, the campers can prepare something to present at the talent show.
3. Help the campers to come up with an idea and prepare it. Give the campers adequate time to prepare something. Campers may want to use props to dress up in or use craft supplies to create something for their presentation.

Discussion Questions:

- *What are some of your favourite things to do?*
- *What is something you believe you are really good at?*
- *What is something someone else has said you are good at?*
- *What do you want to be when you're older?*
- *What are some of the strengths on your identity portfolio or body trace?*

Talent Show (60 minutes)

Description:

The talent show is an opportunity for the campers to show off some of their unique strengths. It is also an opportunity to invite the community to come and watch the talent show and learn about some of the things the campers have been doing.

Instructions:

1. Introduce the talent show and the campers. Thank all the community members for coming out to support the campers. Inform the audience that the campers are learning about the importance of community and building their own self-esteem.
2. Proceed with the talent show, letting campers present what they have prepared.

ADDICTIONS & PHYSICAL HEALTH

The goal of this module is to teach campers that risk-taking behaviours like gambling, crime, smoking, or using drugs and alcohol have consequences. Campers will develop refusal skills.

Theme Contents

Refusal Skills <ul style="list-style-type: none"> ● Discuss Refusal Skills and Peer Pressure ● Refusal Skills Obstacle Course ● Educational Posters 	Gambling & Online Gaming <ul style="list-style-type: none"> ● Addictions Discussion ● Gambling Discussion ● Roll the Dice ● Online Gaming Discussion ● Online Gaming Questionnaire
Smoking <ul style="list-style-type: none"> ● Discuss Tobacco ● Rabbits Relay 	Crime <ul style="list-style-type: none"> ● Crime Discussion ● Guard the Treasures ● Community Art Collage ● Capture the Flag
Drugs <ul style="list-style-type: none"> ● Discuss Drugs and Their Effects ● Threading the Nut onto the Bolt 	Cooking Skills <ul style="list-style-type: none"> ● Prepare a Snack ● Discuss Healthier Snacks ● Clean-Up
Alcohol <ul style="list-style-type: none"> ● Discuss Alcohol ● RCMP Guest Speaker ● The Beast ● Drunk Goggles Obstacle Course 	

Addictions & Physical Health Discussion (10 minutes)

Materials

- ❑ Wipebook
- ❑ Dry erase markers

Description:

An addiction is a behaviour or use of some substance or activity that is out of control. It is often associated with craving the use of something, not having control over how much you might use and/or using despite the negative consequences that might be associated with use or overuse. Aside from the loss of control, harmful consequences are also associated with addictions.

- What might some harmful consequences of addictions be?
- Injuries while under the influence of the addiction
- Feelings of anxiety, irritability or depression
- Trouble thinking clearly
- Problems with relationships
- Spending money on substances rather than on food, rent or other essentials
- Legal problems related to substance use
- Loss of hope, feelings of emptiness
- Abuse

Some of the most common addictions are related to alcohol, drugs, smoking and gambling, so we will talk a bit about those throughout the camp. One thing to note is that there is no one reason behind addictions and there is no one way to approach addictions; however a holistic approach that focuses on mind body and spirit will be the most effective approach.

REFUSAL SKILLS



Supplies

Discuss Refusal Skills and Peer Pressure <ul style="list-style-type: none">• Easel Pad or Wipebook• Thick markers or dry erase markers	Refusal Skills Obstacle Course <ul style="list-style-type: none">• Assortment of equipment (ex: mats, chairs, small pylons, hula hoops, dodgeballs, skipping ropes, poly markers etc.)• Kaleidoscope goggles
Educational Posters <ul style="list-style-type: none">• 8.5x11 paper• Pencil crayons• Thick or thin markers	

Activities

Discuss Refusal Skills and Peer Pressure (10 minutes)

Materials

- Easel pad or Wipebook
- Thick markers or dry erase markers

Description:

Some people get into binge drinking, smoking, or drugs because other people around them influence them to do so. Peer pressure happens when others try to get you to do something you don't want to do. Your peers are people your own age. For example, your peer may try to get you to do something dangerous. You may hear a little voice in your head telling you "uh oh, maybe I shouldn't do that", but your peer may try to pressure you to not listen to that voice. People may come up with reasons why it's ok to do what they're doing. They wouldn't have to push so hard to come up with reasons if it was actually the right choice. Believe in yourself and know what is right for you.

Peer pressure can take these forms:

- Put downs: People can make you feel uncool if you don't do what they tell you to do. Don't fall for it. The more they try to make you feel uncool, the smarter you are for resisting.

They're probably nervous because they know they're doing something wrong

- If someone tells you, "Don't be a loser", you can say "At least this loser won't feel sick tomorrow from drinking"
- If someone tells you, "Your parents will never find out", you can say, "My parents will be so mad"
- If your friends try to pressure you into drinking alcohol many times, try saying no in this way: "I've already told you I don't want to. I'm making this choice for me and I would like you to stop trying to get me to change my mind"

If you don't want to drink alcohol, smoke, or do drugs but don't know how to handle it when someone tries to peer pressure you, practice your response ahead of time. Here are some examples:

- No, I'd rather go play hockey
- I don't want to drink because I want to stay in good shape so I can be great at sports
- Drinking costs too much money. I would rather buy a new video game
- No thanks, I need to wake up early

It's important to respect others and remain calm, even if they are pressuring you to do something you don't want to do. Be proud that you are being strong without hurting other people's feelings. If you find that someone continues to peer pressure you, try to avoid that person. Use your upstander techniques that you learned to help friends in situations where they are being peer pressured. Help your friends stand up for themselves.

Refusal Skills Obstacle Course (30 minutes)

Materials

- ❑ Assortment of equipment (mats, chairs, small pylons, hula hoops, dodgeballs, skipping ropes, poly markers etc.)
- ❑ Kaleidoscope goggles

Description:

The best way for campers to build their refusal skills is to practice them. The Refusal Skills Obstacle Course is a great opportunity for campers to practice some responses they can use if they feel they are ever peer pressured.

Instructions:

1. Have your team create an obstacle course using various equipment.
2. Choose one camper to go through the obstacle course and have the rest of the campers choose a spot along the course. They will play the role of a peer who is pressuring the camper going through the course.
3. If campers want, they can try to complete the obstacle course wearing the drunk goggles.
4. To get through the obstacle course, the camper must respond to the peer pressure statements with refusal statements.

Discussion Questions (Allow time for response after each question):

- *What were some refusal statements that worked well?*
- *Do you think practicing refusal statements will help you use them in the future?*
- *Do you think it is okay to use the same refusal statement multiple times if you are comfortable with it?*
- *Was the course more difficult while wearing the drunk goggles?*
- *Do you think it would be difficult to do everyday tasks while wearing the drunk goggles?*

Educational Posters (30 minutes)

Materials

- 8.5x11 paper
- Pencil crayons
- Thick or thin markers

Description:

Campers have learned a lot about smoking, drugs, and alcohol, and the poster will allow them to share some of these things they learned with others. Campers will plan and decorate a poster that informs others of the harms of smoking, drinking, or doing drugs.

Instructions:

1. Provide each camper with some paper, markers, crayons, and various craft supplies.
2. In a group, discuss some of the things the campers have learned over the day. Ask them what they think other people should know about smoking, alcohol, and drugs.
3. Have them draw these ideas on a poster and hang them up with your team posters.

Discussion Questions :

- *What are some things you learned today about smoking, alcohol, and drugs?*
- *Do you think it's important that other people know these things too?*
- *How can you tell those things to other people who do not know them yet?*

SMOKING



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

Supplies

Discuss Tobacco <ul style="list-style-type: none">• Healthy vs. Smoker's Lung poster	Rabbits Relay <ul style="list-style-type: none">• Small pylons• Large Straws• Coffee straws• Duct Tape• Polymarkers
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Activities

Discuss Tobacco (10 minutes)

Description:

What is in a cigarette?

- A cigarette contains tobacco.
- Tobacco contains nicotine – a chemical that can cause a tingly or pleasant feeling, though only for a short while. This causes your body to crave cigarettes.
- Tobacco at its simplest is a plant that can be dried and smoked in cigarettes, pipes, and cigars or can be shredded and/or crushed to be chewed.
- Companies that make cigarettes put a lot of things into the tobacco to make it worse for you. Some of these chemicals are in bug spray and plastic.
- Aside from tobacco, the smoke produced by burning a cigarette contains over 4000 chemicals, 50 of those are carcinogens (harmful chemicals that cause cancer).

Usually people don't like smoking or chewing tobacco at first. Your body knows it isn't good for you. Some people can feel sick to their stomachs or even throw up the first time they try it. But many keep smoking. Why do some people smoke?

- Curiosity, to fit in, to be social with friends or family, or to act like an adult.

1 in 3 Métis adults smoke daily. People continue to smoke even after they feel the negative effects of using tobacco because it causes dependence, it becomes an addiction. This is when a person

relies strongly on a drug or an activity even though they may be hurting themselves or others. Their body can't handle going without the thing they're dependent on. Anyone who starts smoking can become dependent on it, making it very hard to stop doing it, even if they feel bad about what they are doing. By the time a person is experiencing the problems of nicotine dependence, it can be very hard to stop.

Instructions:

1. Begin the conversation by asking if the campers know anything about smoking or tobacco. Avoid using negative statements because campers may know people in their lives that smoke.
2. Share some of the information from above with the campers. Share the poster of the healthy lung vs. a smoker's lung. Inform campers that people who have quit smoking can restore their lungs to look healthy again after some time.

Discussion Questions:

- *With all the chemicals in a cigarette, what are some things that might happen as a result of smoking?*
 - Develop asthma, bad breath, teeth and mouth problems, yellow nails, clothes might smell, might develop cancer, might put others at risk of second hand smoke, spend a lot of money, being physically active is more difficult.
- *Why do people smoke?*
 - They think it's cool, peer pressure, think it will help them lose weight, to rebel.
- *Who in your community can you get more information about smoking and tobacco?*

Rabbits Relay (25 minutes)

Materials

- Small pylons
- Coffee straws
- Large straws
- Polymarkers
- Duct Tape

Description:

This activity is split into two games (time permitted). This first game will show the campers how hard it can be to do physical activity if we do not take care of our lungs. The difficulty breathing simulates what it might feel like for someone who smokes to do physical activity. The second activity combines teamwork and a valuable lesson on how smoking affects your body and breathing. The campers will do an active X and O race with a straw in their mouth. For safety reasons, make sure kids are not playing around with the straws in their mouth. Make sure children with asthma know when to take the straw out, and children are not holding their breath too long.

Rabbits Instructions:

1. Using tape or pylons, mark 2 lines on the ground about 20 meters apart. You can also use two facing walls. Give each camper a straw. Explain that they will be breathing through the straw while running from line to line. The straw shows how smoking affects your lungs.

2. Ask the campers to line up side by side along one of the lines facing the opposite line.
3. Explain that the campers will be rabbits. All rabbits have to run across the play area to the other line, but rabbits run in weird ways!
4. Give the campers an instruction on how to run across the area:
 - Kick your legs high in front of you
 - Crawl on all fours forwards or backwards
 - Run sideways
 - Skip
 - Scoot on your bottom across the floor
 - Hold your ankles while you walk
 - Do a silly walk or run

Relay Instructions:

1. Create a big X and O template with rope, tape, skipping ropes, 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).

Discussion Questions (Allow time for response after each question):

- *Was it difficult to breathe after your turn?*
- *What did it feel like to be out of breath?*
- *What did you learn about smokers lungs?*
- *Was there anything difficult or frustrating about the game?*
- *Do you think people who smoke have a hard time breathing?*

Modifications:

- Instead of the X and O's, create an obstacle course, keeping in mind safety considerations.
- Try it twice; once with a coffee straw and again with a regular straw.

DRUGS



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

Supplies

Drugs Discussion

- Easel pad or Wipebook
- Thick markers or dry erase markers

Threading the Nut onto the Bolt

- Large nuts and bolts

Activities

Drugs Discussion (10 minutes)

Materials

- Easel pad or Wipebook
- Thick markers or dry erase markers

Description:

Not all drugs are necessarily bad. Doctors prescribe people drugs all the time to help with depression, infections, pain, etc. Yet, while these drugs are legal, they can definitely be abused if taken when they're not necessary or prescribed. Like any other drug, the more frequently that people use it, the more dependent they can become. This is called an addiction. Addictions can hurt you, others, your family, and your community.

Then there are illegal drugs, like cocaine, ecstasy, and heroine. Some of the immediate effects of drugs include: delayed response times, slurred speech, sluggish movements, anxiety, hallucinations, and rapid heartbeat. In the longer term, drugs can cause memory loss, disturbed thoughts, paranoia, sleep difficulties and anxiety.

- Why do you think people use drugs?
 - To escape their lives
 - To fit in
 - Peer pressure
 - To stay awake longer

Marijuana is an example of a legal drug that only adults can buy and use. It is illegal for adults to sell or provide marijuana to youth. The younger you are when you use marijuana, the more it can

affect your brain and body development. The brain does not stop developing until around age 25.

Being careful not to glamorize the experience of marijuana, give the campers some facts about how marijuana affects the body:

- impairs your judgement and memory
- makes you sleepy and hungry
- makes it hard to focus and keep track of time
- hard time solving problems, learning, and reacting
- causes dry mouth

Reasons people might choose to use marijuana include:

- Peer pressure
- To deal with physical pain or sadness
- To deal with anger
- They think it will help them fit in
- To be social
- To cope with stressful times in their lives

A lot of marijuana use may cause:

- anxiety
- paranoia
- panic attacks

Marijuana may also be used as a medicine when prescribed by a doctor. But, because there are negative effects, treatment of an illness with marijuana should only be done under the care of a qualified medical professional.

Discussion Questions:

- *Does anyone have any questions about marijuana?*
- *How can drug addictions affect a person's life?*

Threading the Nut onto the Bolt (20 minutes)

Materials

- Large nuts and bolts
- Kaleidoscope goggles

Description:

This activity, although it is really fun, is meant to mimic some of the effects that drugs might have on your body, specifically your motor skills.

Instructions:

1. Divide your camp team into two even groups.
2. 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.

3. 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.
4. Repeat the task, but have them screw it on the bolt behind their backs.
5. If time permits repeat again with the lights off and adding a pair of dark sunglasses or kaleidoscope goggles to the task.

Modifications:

- They can saran wrap their hands
- Be blindfolded

Discussion Questions:

- *Was there anything difficult or frustrating about the game?*
- *What could some of the consequences of doing everyday tasks under the influence of drugs be?*
 - Hurt yourself or someone else, make decisions you normally wouldn't.

ALCOHOL



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

Supplies

Discuss Alcohol <ul style="list-style-type: none">• Wipebook• Dry erase markers	Drunk Goggles Obstacle Course <ul style="list-style-type: none">• Kaleidoscope goggles• Dodgeballs• Required equipment: poly markers (mats), small pylons, dodgeballs, hula hoops• Optional equipment: chairs, skipping ropes, etc.
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Activities

Discuss Alcohol (10 minutes)

Materials

- Easel pad or Wipebook
- Thick markers or dry erase markers

Description:

The first affects people feel when they drink alcohol may include dizziness, depression, wild or aggressive behaviour, lack of coordination and balance, and hearing and vision impairment. Judgement and decision-making are also impaired. Alcohol may cause a person to say or do something they normally would not do.

When a person drinks too much alcohol they can get alcohol poisoning; this can kill you. There is also danger that the person who has alcohol poisoning may vomit in their sleep and choke to death. A person can pass out if they have too much to drink. Some signs someone has had too much alcohol include:

- disorientation and confusion
- passing out
- not able to be woken up
- slow irregular breathing
- bluish, pale, cold, or clammy skin

- slow heart rate
- throwing up

Drinking too much alcohol makes your body unwell. For adults, having 4-5 drinks in one night is considered “binge drinking.” Young people are especially at risk for binge drinking because they don’t know about the effects of alcohol on their bodies and are more likely to engage in risky behaviour. Binge drinking greatly increases the risk of alcohol poisoning, injury, traffic fatality, and violent behaviour. Binge drinking is not responsible drinking.

Remember, if you ever think you are with someone who has alcohol poisoning, you should call 911 right away.

Drinking alcohol irresponsibly can hurt you, others, your family, and your community. Reasons people might choose to drink are, peer pressure, to deal with sadness or anger, they think it will help them fit in, be social, or to cope with stress.

Alcohol should only be consumed by adults and in moderation. Because youth are still developing and growing, drinking can have a very negative effect on you. Youth may drink because they think it is cool, they are curious, they feel peer pressure or want to rebel. Youth who drink are more likely to develop alcohol dependence as adults.

People who abuse alcohol may drink too much or engage in dangerous activities such as drinking and driving. There is no excuse for drinking and driving; it can always be prevented through planning ahead. There are professionals who you can talk to if you are concerned about yourself or someone else, like a nurse, school counselor, or kids help phone.

RCMP Officer Guest Speaker (45 minutes)

Description:

Invite an RCMP member to give a presentation on alcohol and crime. **Use the above information to have a discussion with campers if no RCMP Officer is available**

Instructions:

1. Introduce the RCMP member to the group and thank them for their time.
2. Encourage campers to pay attention and ask questions if they have any. Help any campers that are having a difficult time focusing.

The Beast (15 minutes)

Description:

This activity has campers working together and experiencing the lack of control over their body that people might feel after drinking alcohol.

Instructions:

1. Have the campers sit 2 by 2 and back to back, linking their arms.
2. Ask them to try and stand up without unlinking their arms or falling over.

3. Continue the game in teams of 4 and then 6.

Discussion Questions:

- *Is it easy to stand up without losing your balance?*
- *What happens when you lose your balance?*
- *What tricks can we use to help us stand up?*
- *How did you communicate with your partners to help you work together to stand up?*

Drunk Goggles Obstacle Course (25 Minutes)

Materials

- Kaleidoscope goggles
- Required equipment: poly markers (mats), small pylons, dodgeballs, hula hoops
- Packing tape
- Optional equipment: chairs, skipping ropes, etc.

Description:

This activity, although it is really fun, is meant to mimic some of the effects that alcohol might have on your body, specifically your balance and sight.

Instructions:

1. Have your team create an obstacle course using various equipment.
2. Choose one camper at a time to go through the obstacle course.
3. Begin by having all campers complete the obstacle course at least once. **Time how long it takes for all the campers as a group to complete the course.**
4. Place the kaleidoscope goggles on and have the campers spin in a circle 15 times fast, then run the course again. Time how long it takes them now to complete the course.

Modification:

- Have the campers add a dodgeball between their legs and have them repeat the course.

Discussion Questions:

- *What was the difference between completing the course with and without the kaleidoscope goggles?*
- *Do you think it would be difficult to complete everyday tasks with the kaleidoscope goggles on?*
- *Why do you think it would be difficult to drive with the kaleidoscope goggles on?*

GAMBLING & ONLINE GAMING



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.

Supplies

Gambling Discussion <ul style="list-style-type: none"> ● Easel Pad or Wipebook ● Thick markers or dry erase markers 	Roll the Dice <ul style="list-style-type: none"> ● Foam numbered dice (yellow) ● Foam activity dice (blue)
Online Gaming Discussion <ul style="list-style-type: none"> ● Easel Pad or Wipebook ● Thick markers or dry erase markers 	Online Gaming Questionnaire <ul style="list-style-type: none"> ● Easel Pad or Wipebook ● Thick markers or dry erase markers

Activities

Gambling Discussion (10 minutes)

Materials

- Easel pad or Wipebook
- Thick markers or dry erase markers

Description:

Gambling is risking money or something of value on an uncertain outcome. Gambling can lead to financial and personal loss. The 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. Healthy rushes can come from things that we are passionate about.

Instructions:

1. Begin the conversation by asking the campers what they know about gambling.
2. Share the information from above with the campers. Explain that gambling can become an addiction and be very harmful.
3. Ask the campers the discussion questions below and write their responses on a easel

paper.

Discussion Questions:

- *Why do you think people gamble?*
 - An unhealthy coping technique
 - The rush and excitement that it can provide
 - Occasional wins
 - The belief that a big win is imminent
- *What are some things that would give us a healthy rush?*
- *What would your healthy rush be?*

Roll the Dice (15 minutes)

Materials

- ☐ Foam numbered dice (yellow)
- ☐ Foam activity dice (blue)

Description:

Although this game is fun, it is meant to show the effects of gambling. This game is meant to explain to campers that you can never be sure about the outcomes when you gamble. For example, in this game, we will never be sure what number and activity we will roll on the dice.

Instructions:

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. Explain to the campers that it is very unlikely that they 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.

Discussion Questions:

- *How many times did someone guess the correct roll?*
- *How often do you think we would be able to guess the right roll?*
- *How can gambling be harmful if we bet money or valuables?*

Online Gaming Discussion (10 minutes)

Materials

- ☐ Easel pad or Wipebook
- ☐ Thick markers or dry erase markers

Description:

Online gaming can become an addictive behaviour. Most online games are designed to be addictive as the goal often seems just out of reach. There are both emotional and physical symptoms

associated with an online gaming addiction. Emotional symptoms can include: irritability or fixation when unable to play, isolation, social withdrawal, and lying to others about online gaming patterns. Physical symptoms can include: fatigue, headaches, eye strain, carpal tunnel syndrome, weight gain or loss, and lack of personal hygiene.

Instructions:

1. Begin the conversation by asking the campers what they know about online gaming.
2. Share the information from above with the campers. Explain that online gaming can become an addiction and be very harmful.
3. Ask the campers the discussion questions below and write their responses on an easel paper.

Discussion Questions:

- *Why do you think people develop an addiction to online gaming?*
 - Escape from reality
 - Social outlet (low social esteem)
 - The rush and excitement that it can provide
 - Occasional wins
 - An unhealthy coping technique
- *What are some alternative healthy activities that are social and exciting?*

Online Gaming Questionnaire (10 minutes)

Materials

- Easel pad or Wipebook
- Thick markers or dry erase markers

Description:

Online gaming is a common activity for youth. This activity is meant to get campers thinking about their own online gaming patterns. During the questionnaire, clarify that the campers do not need to share their answers with the group if they do not want to.

Instructions:

Explain to the campers that they can answer each of the questions below with either a "Yes," "No," or "Sometimes." The campers can write their responses on a piece of paper.

- Over time, have you been spending much more time thinking about playing video games, learning about video-game playing, or planning the next opportunity to play?
- Do you need to spend more and more time and/or money on video games in order to feel the same amount of excitement?
- Have you tried to play video games less often or for shorter periods of time, but are unsuccessful?
- Do you become restless or irritable when attempting to cut down or stop playing video games?
- Have you played video games as a way of escaping from problems or bad feelings?

- Have you ever lied to family or friends about how much time you play video games?
- Have you ever stolen a video game from a store or a friend, or have you ever stolen money to buy a video game?
- Do you sometimes skip household chores in order to spend more time playing video games?
- Do you sometimes skip doing homework in order to spend more time playing video games?
- Have you ever done poorly on a school assignment or test because you spent too much time playing video games?
- Have you ever needed friends or family to give you extra money because you spent too much money on video game equipment, software, or game/Internet fees?

If campers answer “Yes” or “Sometimes” to over half of the questions above, encourage those campers to think about their dependency to online gaming.

Discussion Questions (Allow time for response after each question):

- *What does online gaming in moderation look like?*
- *What are some strategies we can use to game online in moderation?*
 - *Time limit*
 - *Spend time playing other interactive activities (sports, art, board games)*
 - *Encourage gaming in groups*
 - *Play a variety of games*

CRIME

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



Supplies

Crime Discussion <ul style="list-style-type: none">● Easel pad or Wipebook● Dry erase markers	Guard the Treasures <ul style="list-style-type: none">● Bean bags● Bandanas● Deck rings● Small pylons
Community Art Collage <ul style="list-style-type: none">● Tempera paint● Paintbrushes● Foam Sheets● Ice cube trays● Rain ponchos	Capture the Flag <ul style="list-style-type: none">● Bean bags● Hula hoops● Small pylons

Activities

Crime Discussion (10 minutes)

Materials

- ☐ Wipebook
- ☐ Dry erase markers

Description:

Crime is a social problem that affects relationships, communities, property and the environment. There are many reasons people commit crime. Crime can be defined as punishable acts that are against the law. Discuss with the campers what crime is, why people commit crime, and what the consequences are.

Instructions:

1. First ask the campers what they think crime is. Then, define “crime” with the campers.
2. On the easel paper, brainstorm why people commit crime:
 - Peer pressure

- Coping mechanism
 - Thrill chasing
 - Financial gain
3. On the easel paper, brainstorm the consequences of committing crime:
- Jail
 - Fines (financial loss)
 - Criminal record
 - Loss of job opportunities
 - Damaged relationships

Guard the Treasures (30 minutes)

Materials

☐ Bean Bags

☐ Bandanas

☐ Deck rings

Description:

This game is played in two teams: 1) the guard and townspeople and 2) the robbers. The guard and townspeople want to protect the treasure and eliminate the robbers, while robbers want to steal the treasure. One person is chosen as the guard. That person will be sitting blindfolded in the middle of a safe made up of pylons. The remainder of the campers (townspeople) will form a large circle around the guard starting at both ends of the semi-circle safe. The guard is given 8 bean bags to use to guard the treasures (deck rings). Three robbers are chosen and will line up behind a pylon at the opposite end of the circle from the guard. Each robber gets 45 seconds to try steal the treasures. If a robber is hit with a bean bag, they must return to the back of the line. In the first round, the community members are only allowed to return the bean bags to the guard. They are not allowed to talk or throw the bean bags at the robbers. In the second round, the townspeople can both return the bean bags and give verbal instruction to the guard.

Instructions:

1. Select one guard and three robbers. The remaining campers will be townspeople.
2. Set up a small semi-circle safe with pylons, just big enough for one blindfolded guard to sit in with the six deck rings.
3. Ask the group to form a large circle around the guard. The circle will start at each end of the semi-circle safe.
4. Ask the robbers to line up at one edge of the circle.
5. 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.
6. After each robber has gone, transition into the second round. Remind the townspeople that they can now give verbal instructions to help the guard catch the robbers
7. Play multiple rounds so that campers can play different roles.

Modifications:

- To make the game more difficult for the robbers, have two guards. Be sure to instruct the townspeople to call out the guard's names.
- To make the game more difficult for the guard, increase the size of the safe.

Discussion Questions (Allow time for response after each question):

- *What were some strategies that worked well for the guard and townspeople?*
- *How did it feel playing a robber?*
- *Which round was the easiest for the guard and townspeople? Why?*
- *What is the overall goal of the game?*

Community Art Collage (30 minutes)

Materials

- | | | |
|--|--|---|
| <input type="checkbox"/> Tempura Paint | <input type="checkbox"/> Paint Brushes | <input type="checkbox"/> Ice cube trays |
| <input type="checkbox"/> Rain Ponchos | <input type="checkbox"/> Foam sheets | |

Description:

This activity is meant to get the campers to think about what a healthy community looks like. The goal is to create a collage of the camper's paintings of healthy communities. Explain to the campers that this is an example of positive graffiti as we have the permission to pursue this project. Support the campers in exploring visual representations of healthy communities. This could include paintings of nature, people, and/or community establishments.

Instructions:

1. Start off by asking the campers what a healthy community looks like.
2. While the campers are brainstorming, fill the ice cube tray with different colour paints and put them out, along with a variety of paint brushes, cups of water, and paper towel.
3. Give each camper a poncho to put on, this will protect their clothes from paint.
4. Pass out one $\frac{1}{4}$ of a foam sheet to each camper
5. Campers can paint what a healthy community looks like to them
6. When the campers are done, have them help you clean up the ice cube trays, paint brushes, paper towel, and cups of water. Clean up any paint that has gotten on the floor. Save the ponchos to reuse at a later date.
7. Glue/staple the foam sheets onto a large section of paper
8. Let the collage dry overnight.
9. Hang the large piece of paper onto the wall.

Modifications:

- Have the campers brainstorm on a piece of paper to create a blueprint before proceeding to the foam sheet.

Discussion Questions (Allow time for response after each question):

- *What are some of the things you painted that make a healthy community?*

- *What is positive graffiti ?*
- *Is it okay to go up to a building and paint on it without permission ?*
- *Why is a healthy community important?*
- *Do you help make your community positive?*

Capture the Flag (30 minutes)

Materials

- Bean bags
- Hula hoops
- Small pylons

Description:

This goal of this game is to get the campers working in teams to guard their flag. Campers try to capture the opposing team's flag and return the flag to home base without being tagged. Being tagged while attempting to rescue the flag will result in the tagged player being put in jail. Players can rescue others in jail by successfully making it to the jailed player before being tagged. This will result in a free pass for one jailed player who can return to home base. Players have the choice to rescue the jailed teammate or attempt to capture the flag. The first team to capture the flag wins the round.

Instructions:

1. Split into 2 teams
2. Place pylons around a large area
3. Using pylons mark out a safety line at the ends of each side for each team
4. Using hula hoops mark out designated jail area behind the safety on each side for each team
5. Place flag or rings behind safety line
6. Have teams line up behind the safety line to start each round
7. After each round, have campers return flags or rings back to each side

Modifications:

- Instead of using a flag use rings or beanbags for flags
- To make the game more difficult you can add more rings or bean bags instead of one
- Call jail break if game has too many people in the jail or is moving slow

Discussion Questions (Allow time for response after each question):

- *What strategies did your team use during the game?*
- *What do you think your team could of done better?*
- *Is there anything about this game that you would change or modify to make the game run smoother?*

COOKING SKILLS



The goal of this module is to engage campers 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. Campers will prepare recipes as a team, be encouraged to try new things, and have fun!

Supplies

Cooking Skills

- Recipe & Health Safety Handouts
- Aprons
- Assortment of Kitchen Tools
 - Measuring spoons/cups (dry)
 - Glass measuring cups (liquids)
 - Spatulas
 - Tongs
 - Whisks
 - Flipper
 - Colander
 - Pizza slicer (optional)
 - Grater
 - Cutlery: Spoons, knives, forks
 - Mixing bowls - various sizes
 - Cutting boards
 - Sheet & muffin pans
 - Frying pans
 - Large serving platters
 - Parchment paper
- Non-stick spray
- Knives - Chef & paring
- Knife sharpener
- Hot plates (approx. 1 per 5 children)
- Kitchen Cleaning Items
 - Hand & dish soap
 - Paper towels (for hands)
 - Tea towels (for dishes)
 - J cloths, rags
 - Hygiene kit: hair elastics
- Food Storage Items
 - Tupperware
 - Saran Wrap
 - Aluminum Foil
 - Masking tape
 - Sharpies (for marking leftovers)

Activities

Prepare a Snack (75 minutes)

Materials

- See recipe handout for food materials
- Assortment of kitchen tools
- Kitchen hygiene items (hand soap, etc.) & handout

Description:

Note 1: It is important to remind campers the day before to wear closed toe footwear and bring a hair elastic. It is also important to speak with camp cooks in advance, to let them know campers will be making a snack for that day. Camp cooks will still be needed to make lunch for that day.

Note 2: Split all the campers into two groups. Group one will do cooking skills in the morning, while group two does media messages activities. After lunch, the two groups can switch. Campers will prepare food for their lunch today.

The objective of cooking skills is to provide hands-on cooking experience for the campers. We will demonstrate cooking techniques in a safe and supportive environment. This activity will build awareness around different foods, nutrition, recipes, and kitchen tools. Cooking skills will encourage campers to think about healthy choices while developing teamwork and leadership skills. Cooking skills will help campers build confidence and skills in the kitchen while having fun!

Instructions:

**Be patient, and be prepared for kids to take roughly 6 times as long as it would take an adult to complete a recipe.*

1. Talk about the importance of washing hands, tying hair back, preparing food safely, and the respectful use of tools in kitchen supply box. It is essential that kids respect each other and the equipment to participate in the module. Hand out aprons and give campers time to write their names on them.
2. Bring in different unlabeled food items, including fruits, vegetables, spices, and herbs for campers to guess/learn names of, smell, and taste flavours. Incorporate frozen and canned food if possible to show various items that are accessible year round. Talk about benefits of healthier eating through cooking methods, giving kids choice where you can (ie. encourage campers to choose a minimum of 2 vegetables/fruits when possible). For example:
 - When you give kids a choice of several fruits to make a fruit salad, they are more likely to try something new and choose a few.
 - When you eat food that is “in season,” it tastes better and it’s cheaper at the store.
 - Food cooking techniques like baking or steaming are healthier than deep frying.
 - Many of the recipes in this module are healthy options that allow you to use as many fruits and vegetables as you like, or use what you have in your fridge.
 - Recipes double easily, so you can make extra for the next day or to share with family or friends!
 - Easy and nutritional. Fruits like oranges and strawberries have lots of Vitamin C, which is important for maintaining a strong immune system and not getting sick.
 - Foods like fruit salad are colourful, look beautiful, and are fun to make and eat.
 - When you involve kids in making foods, they are more likely to try and enjoy what they make.
3. Introduce a food item through the use of a recipe handout. Show images or video of the recipe being made (ie - Tasty videos).

4. 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 acronyms such as Tbsp (tablespoon = 15 mL) vs. tsp (teaspoon = 5 mL).
5. Demonstrate how to gather and measure required food items for recipe.
6. As the facilitator, model cleaning up throughout the lesson, highlighting the importance of food safety (cleaning up spills when they happen to help prevent someone slipping).
7. 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 campers to get creative with their plating!
8. Clean up. Prepare your washing station with three tupperware bins: one for dirty dishes, one with hot soapy water for washing, and one with clear water for rinsing. Each team will take time before eating to clean up their workstations.
9. Taste finished item. Talk to 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!

Discussion Questions:

- *Did campers try any new foods today? Facilitators? Sharing your experience with kids will help them open up too!*
- *What was their favourite part of cooking skills?*
- *What do they like or dislike about the food they made?*
- *Would they make it again at home? Would they do anything differently next time?*
- *What are some of their favourite foods? Do they think they could make them at home?*

Food Safety Tips for Campers

<p>Wash your hands with hot water and soap when you...</p> <ul style="list-style-type: none"> ● Enter the kitchen/work area ● Cough or sneeze ● Touch raw food ● Touch your mouth or face <p>Cleanup</p> <ul style="list-style-type: none"> ● Keep your work area neat and clean ● Clean all work areas and equipment at the end of the session ● Return all equipment clean to the proper storage bins 	<p>Basic Kitchen Safety & Hygiene Rules:</p> <ul style="list-style-type: none"> ● Wear an apron when in the kitchen/work area ● Wash hands thoroughly with warm, soapy water ● Tie loose hair back ● Any cuts or broken skin must be covered with a waterproof bandage and be kept clean ● Pot handles always face inwards ● Don't lick your fingers ● No running ● Clean up spills immediately ● Use oven mitts to remove anything from the oven ● Take care when using knives, carry blade down
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EMOTIONS



The goal of this theme is to promote emotional intelligence by encouraging self-awareness, emotional regulation, and healthy coping mechanisms.

Theme Contents

<p>Emotional Intelligence</p> <ul style="list-style-type: none"> ● Emotional Intelligence Discussion ● Guess the Emotion ● Rock, Paper, Scissors Hula Hoop Relay 	<p>Self-Care</p> <ul style="list-style-type: none"> ● What is Self-Care ● Self-Care Snowball Fight
<p>Anger & Conflict Resolution</p> <ul style="list-style-type: none"> ● Explain 5 step process to resolving conflict ● 5 Step Games Series: <ul style="list-style-type: none"> ○ Statues ○ Splat ○ Tarp Maze ○ Would You Rather ○ Cat, Dog, Mouse ● Blowing Off Steam ● Anger Management Discussion ● Lava Lava ● I Statements 	<p>Stress & Anxiety</p> <ul style="list-style-type: none"> ● Stress And Anxiety Discussions ● Stress Balls
<p>Grief & Loss</p> <ul style="list-style-type: none"> ● Grief and Loss Discussion ● How to Comfort Others ● Letting Go Drawing ● Letting Go Letter 	

Emotions Discussion (10 minutes)

Materials

- ☐ Wipebook
- ☐ Dry erase markers

Description:

This theme explores factors that influence emotional health. Emotional health is the ability to manage one's thoughts, feelings, and behaviours. It is an important component in one's overall health. There are both internal and external factors that impact emotional health. These range from social supports to the development of self-esteem. All together, this theme will promote the development of emotional intelligence by building emotional awareness, emotional regulation, and healthy coping mechanisms.

Ask the campers to think about why our emotional health is important. Some responses could include:

- Promotes positive self-esteem
- Reduces stress
- Builds coping mechanisms
- Promotes overall wellness
- Develops resiliency/ability to deal with difficult situations

Ask the campers how they can build emotional health. Some responses could include:

- Build an awareness of your emotions
- Validate your feelings and reflect on them
- Maintain a strong support system of friends and family
- Spend time talking about your emotions

EMOTIONAL INTELLIGENCE



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

Supplies

Discuss Emotional Intelligence <ul style="list-style-type: none">• Wipebook• Dry erase markers	Guess the Emotion <ul style="list-style-type: none">• Pencil Crayons• Small pieces of paper
Rock, Paper, Scissors Hula Hoop Relay <ul style="list-style-type: none">• Hula hoops• Pylons	

Activities

Discuss Emotional Intelligence (10 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

Emotional intelligence is the ability to know how we are feeling, what we can do to help us feel better, and understand that our peers have emotions that may be different from our own. It includes emotional literacy, emotional awareness and emotional 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. Both emotional literacy and emotional awareness help to: 1) realize the variety of emotions we feel, 2) recognize how we are currently feeling, 3) be able to improve how we feel. It's important to note that every feeling has a purpose and a right to exist. Once this is recognized, we can start to understand and regulate our emotions.

Instructions:

1. Ask the group what they think emotional intelligence (EQ) is. Write down their answers on

the wipebook. Possible answers include:

- Saying I feel [insert feeling]
 - Respecting other's emotions
 - Expressing your feelings in a healthy way (mindfulness, using words, deep breathing, etc)
 - Knowing the names of different emotions
 - Managing how your feeling (such as going for a walk, taking a break, talking to an adult about how you feel, etc)
2. Ask the group why building high emotional intelligence is important. Write down their answers on the wipebook. Possible answers include:
- Allows us to be good friends
 - Helps us stay calm and happy
 - Keeps us involved in activities
 - Helps us feel less anxious
 - Helps us think about how to fix things

Guess the Emotion (15 minutes)

Materials

- Small pieces of paper
- Pencil crayons

Description:

The purpose of this game is to understand the importance of expressing emotions in an appropriate way. Expressing our feelings is something that many people struggle to do well. Some people let emotions build up inside and others seem to get emotional about everything. One of the best ways to express feelings is to use 'I statements'. Using 'I statements' helps others know exactly how you are feeling and also helps you understand how you feel. First, say how you feel and then connect it with an issue or event.

Instructions:

1. Begin by writing different emotions on small pieces of paper. One emotion per piece of paper. Examples: angry, happy, surprised, sad, scared, tired, hungry, worried, silly, sick, confused, shy, excited, lonely. Facilitators may need to help campers read the words.
2. Fold the pieces of paper in half.
3. Choose one camper to pick a paper, read the paper to themselves without sharing, and act out the emotion without using words.
4. The rest of the group must guess what the emotion is (ex: "I feel ____.")
5. When a camper guesses the right emotion, have them be the next to take a turn acting out the emotion. Continue until all campers who want a turn have had a turn.

Discussion Questions:

- *What was the hardest part of this game?*
- *What tricks did you use to express the emotion?*
- *How were you able to guess the emotions?*

- *What are some things you do that make you happy?*
- *How can we communicate our emotions in our group?*

Rock, Paper, Scissors Hula Hoop Relay (15 minutes)

Materials

☐ Hula Hoops

☐ Pylons

Description:

This game is meant to get the campers to practice becoming aware of emotions that accompany a winning and losing situation. This game will require emotional regulation when campers are repetitively faced with one vs. one rock, paper, scissors battles.

Instructions:

1. Lay out 15 hula hoops in a snake like line with two pylons at the end of each line.
2. Explain to the campers that the goal of the game is to have your entire team run from one pylon to another through the hula hoops.
3. To do this, a camper will run through as many hula hoops as possible until they meet a camper from the opposing team.
4. When the two campers meet, they play one game of rock, paper, scissors (R,P,S).
5. The winner continues running through the hula hoops; the other camper returns to their original line.
6. Once the result of the R,P,S game is determined, the next camper opposing the winning camper will start running through the pylons to meet them for another game of R,P,S.
7. Once a camper reaches the other pylon, the next camper from that team can go.
8. The game continues until a team successfully gets all their campers to the other pylon.
9. Once you're finished explaining and answering any questions, split campers into two groups and have them line up behind the two pylons.
10. On the count of three, tell the first campers at the start of the line to GO!

Discussion Questions:

- *What were some feelings you had during that game?*
- *What did you feel when you won? Lost?*
- *How do you think the other team felt?*
- *What strategies did you and your team use to stay calm or help other campers stay positive?*

ANGER & CONFLICT

RESOLUTION



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

Supplies

Tarp Maze <ul style="list-style-type: none"> • Pre-made tarp maze • Mapped route 	Would You Rather <ul style="list-style-type: none"> • Suggestions for “would you rather” questions
Cat, Dog, Mouse <ul style="list-style-type: none"> • Small Pylons 	Discuss Steps to Manage Anger <ul style="list-style-type: none"> • Easel paper • Markers
Blowing Off Steam <ul style="list-style-type: none"> • Paper Cups • Large Buckets 	Anger Management Discussion <ul style="list-style-type: none"> • Easel Pads • Markers
Lava Lava <ul style="list-style-type: none"> • Polymarkers squares 	

Activities

Explain 5 Step Process to Resolving Conflict (15 minutes)

Description:

Conflict happens when people disagree and that is a normal. 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.

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.

Instructions:

1. Discuss with your group what conflict is (description above). Engage the campers by asking them if they know what conflict is and ask them to share stories if they would like to.
2. Go over the 5 Step Process to resolving conflict. Inform them that that is the process that we will use at camp to resolve conflict. This is best done by showing the campers the 5 Step Process poster that was created in training.

<p>1. Calm Down Only deal with conflict when both people are not too upset.</p>	<p>2. Discuss Try to understand the other person. Do not interrupt. Do not insult. Use "I Statements."</p>	<p>3. Solution Compromise - come to middle ground where both people lose a little and gain a little. Both people think of solutions.</p>	<p>4. Agree Both people agree on a solution.</p>	<p>5. Act Act on your solution and check back to make sure that your solution worked.</p>
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Discussion Questions:

- *When do people have trouble with conflict?*
- *Why can compromising be good?*
- *Will you always get your way when you compromise?*
- *Can you share a time when you made a compromise?*
- *Who can you ask to help if you are having a hard time coming to an agreement?*

5 Step Process Game Series

Description:

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.

1. Statues (Calm down) (20 minutes)

Description:

The goal of this game is teach campers the importance of calming down before trying to resolve conflict. Campers will have to practice deep breathing, focus, and relaxing to be successful at this game. The goal is to remain still and quiet while the person who is 'it' tries to get everyone to move or laugh. If you move or make a sound you are out.

Instructions:

1. Choose one or two campers to be 'it'.
2. Have all other campers find a position that they are comfortable in and can remain still in. Give them a couple minutes to get into position. They must keep their eyes open and their faces visible. They now become statues.
3. Once everyone is ready, have the person who is 'it' move through the group trying to get people to make a sound or to move.
4. The person who is 'it' cannot touch the statues.
5. If a statue moves or makes a sound, they are out. They can now help the person who is "it" eliminate other statues.
6. The last remaining statue can now become 'it' if there is enough time permitting.

Modifications:

- If campers find it too hard to make statues move, add a direction that makes it harder to remain still. For example: stand on one foot, must be crouching, hands have to be above your head.

Discussion Questions:

- *What was hard about being a statue?*
- *What tricks did you use to remain still and quiet?*
- *Can we use these strategies to help calm ourselves down if we are upset?*
- *What tricks did you use to try and make people move?*

2. Splat (Take turns while discussing) (15 minutes)

Description:

The goal of this game is teach campers the importance of waiting your turn to speak while having a conversation with someone. It will also help them to build focus skills. This is a fast paced game and can be difficult for campers to understand at first. Encourage campers to try playing it and let them know they will catch on and become better the more they play.

Instructions:

1. Have all campers stand in a circle.
2. Choose one camper, or start with yourself, to stand in the middle. They are the 'Splatmaster'.
3. The 'Splat Master' spins around and points to someone in the circle with their palm facing the chosen person and says 'Splat'.
4. The chosen person must duck and the players on either side of the ducked player turn towards each other, arms outstretched towards one another, palms facing their opponent and must say 'Splat' as fast as they can.
5. The person to say 'Splat' first, wins. The other person sits down. It is the decision of the 'Splatmaster' to determine the winner. Other players cannot argue. If it is a tie, both players remain standing and the 'Splatmaster' continues. Encourage the 'Splatmaster' to make decisions quickly to keep the game going fast.

6. When only two players remain, have them stand back to back and begin walking away from one another slowly. When the 'Splatmaster' yells 'Splat', the two players turn towards each other, arms outstretched, palms facing their opponent and yell 'Splat'. The first person to say 'Splat' wins and becomes the new 'Splatmaster'.

Discussion Questions:

- *What was hard about the game?*
- *Was it difficult paying attention to who your opponent was?*
- *How can paying attention and waiting our turn help us when talking with others?*

3. Tarp Maze (Solutions and working together) (20 minutes)

Materials

- Tarp maze
- Mapped out route through the maze

Description:

The goal of this game is teach campers the importance of coming up with solutions together. Tarp maze can be a difficult and often frustrating game if campers do not work together and pay attention. It is very rewarding when completed!

Instructions:

1. Lay out the tarp maze that was created during training.
2. Map a correct route of squares that the campers must follow to get from one side to the other.
3. Have campers line up at one end of the maze.
4. Taking turns, one camper can make a choice of which square to step onto. If this square is correct with the mapped route, say "Yes". If the square is not in the correct sequence say "No".
5. If the choice of square was correct, the camper can take another step. If it was wrong, have the camper go to the back of the line and wait for their next turn. The next camper in line now goes. Encourage campers to work together, pay attention, and help one another as there is only one correct sequence through the maze.
6. These steps continue until the campers find the correct route through the maze.

Modifications:

- Have multiple routes through the maze that will work, with only a couple squares being incorrect, this will help the game move along faster if campers are finding it difficult.

Discussion Questions:

- *What was hard about the game?*
- *Was it difficult paying attention to other campers and remembering where they stepped?*
- *What tricks did you use as a team to solve the maze?*
- *How can working together help resolve conflicts?*

4. Would You Rather? (Decision making) (15 minutes)

Description:

The goal of this game is to encourage campers to make decisions and to show them that not everyone makes the same decisions. It is important to compromise when dealing with conflict because not everyone makes the same choices or wants the same thing.

Instructions:

1. Identify two different areas, preferably spread a fair distance away from one another as campers will have to run to one area or the other
 2. Begin with the whole team grouped in the middle of the play area.
 3. Have the facilitator, or a camper, call out a “would you rather” statement.
 4. When an option is give, point to the corresponding area campers can run to if that is their choice and have them run there. Note the difference in amount of campers in each area.
 5. Repeat until exhausted! Allow campers who have ideas to take turns shouting them out.
- Be in a pool of marshmallows or a pool of M&M’s?
 - Have bright blue hair or bright blue feet?
 - Eat a whole cake or box of ice cream?
 - Be able to fly or be super strong?
 - Go sledding on a cold day or swimming on a hot day?
 - Clear the table or clean up your toys?
 - Eat a chocolate or have a sucker?
 - Be a police officer or a firefighter?
 - Wake up early or stay up late?
 - Take a long walk or a long bike ride?
 - Play baseball or hockey?
 - Go to school on a bus or on the back of a dinosaur?
 - Eat only carrots or only apples for one whole day?
 - Live in a hot place or a cold place?
 - Wear your shoes on the wrong feet or your pants on backwards?
 - Have a pet goat or a pet chicken?
 - Have a pet dog or a pet cat?
 - Eat broccoli or spinach?
 - Eat a cookie or a donut?
 - Be a teacher or a doctor?
 - Fly an airplane or a spaceship?
 - Camp in a tent or a trailer?
 - Wear all black or all white?
 - Paint with your hands or a paint brush?
 - Keep an otter or an octopus in your bathtub?

Discussion Questions:

- *Is it okay that not everyone always made the same choice?*
- *Can we still be friends with people who make different choices than we do?*
- *Is it sometimes important to try new things?*

5. Cat, Dog, Mouse (Acting on decisions) (30 minutes)

Materials

- ❑ Small Pylons

Description:

The goal of this game is to have campers agree on a decision and then act out their decision. This game is very similar to rock, paper, scissors, but with silly faces and a lot of running.

Instructions:

1. Split the playing area into two sections using the pylons. At the far end of each section create another line, this will represent the safe zone.
2. Divide the campers into two teams, one team on either side.
3. In your team, decide and agree if you want to be either a cat, a dog, or a mouse. The team must all agree on one animal.
4. Once your team has chosen, join the other team in the middle of the playing area, lining up along the length of the pylons.
5. When the facilitator blows their whistle or yells “Go,” both teams reveal your chosen animal. Reveal this by acting out that chosen animal. Cat: meow and make cat ears with your hands. Dog: barks. Mouse: front teeth go over bottom lip and hands go up under your chin, scrunching your nose.
 - Cat beats mouse
 - Mouse beats dog
 - Dog beats cat
6. The winning team chases the losing team back to their safe zone trying to tag as many players of the opposite team as possible.
7. If a person is tagged, they join the other team.
8. Continue until all players are on one team.

Discussion Questions:

- *What is difficult to decide on an animal as a team?*
- *What tricks did you use to agree on an animal?*
- *How can agreeing on a decision together help in conflict resolution?*
- *Was it okay if the team chose an animal that you did not pick? How did you handle it?*

Blowing Off Steam (15 Minutes)

Materials

- Paper Cups
- Large Bucket

Description:

The campers will practice “blowing off steam” in teams. This game is meant to get the campers a bit frustrated so that they can practice overcoming their feelings of frustration.

Instructions:

1. Divide your team into two and have each group stand line up at the end of the table.
2. Place a paper cup in front of each line and a bucket at the other end of the table.

3. On the count of three have the group attempt to blow the paper cup from one end of the table into the bucket using only the power of their breath, no hands!
4. Once the first camper has completed the task, the next person in line can go.
5. The team who finishes first wins!
6. Repeat several times to improve technique and speed.

Discussion Questions:

- *Did you get frustrated playing this games? Why?*
- *How did you overcome your feelings of frustration?*
- *What strategies did you use to get the cup into the bucket?*
- *What did you find challenging about this game?*
- *How did you feel when you could only use your breath to push the cup?*

Anger Management Discussion (15 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

This activity and discussion should be done within camp teams. The objective of this discussion to explain that anger is a perfectly normal emotion. We all get angry several times a day and that looks different for everyone.

Instructions:

1. Have campers show you what anger might look like.
2. Explain that anger is the body's way of telling us there is something wrong. These might include: high heart rate, sweating, tense feeling in your neck, hands, or face, breathing fast, and a loud voice. Anger can stop us from thinking clearly and may lead to poor decision making.
3. Explain that there are steps to managing our anger once we have noticed it. It is okay to feel angry, but there are ways to keep it in control.
4. Read a series of statements.
5. Explain that if one of the statements is true, the campers can hold up one finger, but leave their hand in your lap:
 - *Do you feel angry when you encounter an inconvenience, something annoys you or gets in the way of what you are doing?*
 - *Does getting angry cause you to be aggressive or violent, for example yelling, hitting, shoving or planning revenge?*
 - *Do you hold onto your anger beyond the event that caused that anger?*
 - *Have you ever gotten really mad and thought that something simple, which maybe wouldn't bother you normally, is a major issue?*
 - *Do you do destructive things to deal with your anger: drinking, drugs, hazardous activities, self-harm, fighting?*
6. Explain that if a camper raised their finger to any of those statements, then they have

experienced anger that is out of control. It is important to recognize anger, and recognize when anger gets out of control so that we can manage it properly.

7. Ask the campers: *what are some things that you might do to manage your anger?*

8. Write the camper responses down on chart paper. Possible responses:

- Deep breaths / mindful breathing
- Counting to 10
- Distract yourself
- Go for a walk or bike ride
- Take a shower
- Play an instrument
- Pet a dog
- Exercise, exercise and more exercise
- Take a few minutes before responding
- Discussing your problems with someone
- Listen to music
- Positive self talk
- Think of things that make you happy
- Write down how you're feeling
- Read
- Dance
- Leaving the situation that is causing anger

Lava Lava (15 Minutes)

Materials

- ☐ Polymarkers

Description:

The campers will practice working in close proximity with their team members in order to cross the amazon. This game is also meant to get the campers a bit frustrated so that they can practice overcoming their feelings of frustration.

Instructions:

1. Make two teams, A and B.
2. Set up four pylons in the shape of a rectangle that marks the "amazon"
3. Provide each team with the same number of polymarkers as team members.
4. Instruct the teams that they must cross the amazon together using the polymarkers as stepping stones in a race against the other team.
5. Explain that the campers must remain on a polymarker at all times.
6. If a team member steps on off the polymarker, the entire team must begin at the start line.
7. To win, all team members and all polymarkers must cross the finish line.

Discussion Questions:

- *Did you get frustrated playing this games? Why?*
- *How did you overcome your feelings of frustration?*
- *What strategies did your team use to cross the amazon?*
- *What did you find challenging about this game?*

Understanding Conflict And “I Statements”

Description:

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 other.

Instructions:

1. Discuss with your group what conflict is (description above). Engage the campers by asking them if they know what conflict is and ask them to share stories if they want.
2. Go over the 5 Step Process to resolving conflict. Inform them that that is the process that we will use at camp to resolve conflict. This is best done by showing the campers the 5 Step Process poster that was created in training.
3. Explain that in Step 2, “I statements” can be used to express any emotion. With “I Statements”, they can start by expressing their feelings and then connect them with a behavior or action that caused the feeling. For example: I feel really angry when you ignore what I have to say.

<p>1. Calm Down Only deal with conflict when both people are not too upset.</p>	<p>2. Discuss Try to understand the other person. Do not interrupt. Do not insult. Use “I Statements”</p>	<p>3. Solutions Compromise - come to middle ground where both people lose a little and gain a little. Both people think of solutions.</p>	<p>4. Agree Both people agree on a solution.</p>	<p>5. Act Act on your solution and check back to make sure that your solution worked.</p>
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Discussion Questions:

- When do people have trouble with conflict?
- Why can compromising be good?
- Will you always get your way when you compromise?
- Can you share a time when you made a compromise?
- Who can you ask to help if you are having a hard time coming to an agreement?

GRIEF & LOSS



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.

Supplies

Grief Discussion <ul style="list-style-type: none"> • Easel pad or Wipebook • Thick markers or dry erase markers 	Letting Go Drawing <ul style="list-style-type: none"> • Paper: 8.5x11 • Pencil Crayons • Thick or thin Markers
Letting Go Letter <ul style="list-style-type: none"> • 8.5 x11 Paper • Thin Markers • Pencils 	

Activities

Grief Discussion (15 minutes)

Materials

- Easel pad or Wipebook
- Thick markers or dry erase markers

Description:

NOTE: This topic might be especially sensitive for children. Only engage in these activities if you feel your training has prepared you for this content. If not, ask the lead facilitator to help or seek out a trained professional as a guest speaker.

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:

- Death: This includes the passing of family, friends, and pets.
- Divorce: This may include the loss of a parent and siblings in the home.
- Separation: This can include friends moving or fostered siblings who leave.

Grief is emotional, mental, physical, and spiritual. It is an expression of love for the person, animal, or object that is being grieved as well as a physical loss, since the person or thing is no longer

there. The experience of grieving affects the entire person. Anytime there is a loss, a person must be allowed to grieve. When people do not grieve over a loss, these feelings remain inside – this can make a person very ill. This is a lot like what we learned about anger - when it is held inside, we know it can cause a lot of harm and even make you physically sick.

Kids, as well as adults, need time to mourn a loss. Young people may find it very hard to talk about the intense hurt they feel. Children and youth grieving over a loss need support as well as healing. Talking with others, including friends or relatives, can help you to understand that other people have the same struggles and feelings. Sometimes parents are grieving at the same time, so kids may need other adults to help them grieve.

Instructions:

1. Begin by asking the campers if they know what grief and loss mean. Remind campers that this is a sensitive topic for some people and it is important to respect one another, just like we learned about respecting others' beliefs and values.
2. Ask campers if they would like to share about a time that they felt sad about something.
3. Remind campers that it is okay to feel sad, but it is important to manage feelings of grief in positive ways, like talking to someone they trust.

How to Comfort Others (15 minutes)

Description:

Grief is different for everyone. Some people cry while some people do not. Some people get angry and lash out at others. Some people need to talk openly about their grief while some people only need a hug to know that you care. It is normal to be confused about what to say or do for someone who is sad or grieving. Even adults get confused about this. 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.

You all did a great job today learning to be respectful of others' beliefs and values and being sensitive about grief and loss.

Instructions:

1. Begin by asking the campers what they think are appropriate ways to comfort others. Remind them of what they learned about respecting others' beliefs and values.
2. Have the campers act out or give examples of things they might do or say. Remember to always ask someone before giving them a hug.

Discussion Questions:

- *What should we do when other people are grieving?*
- *What should we also do before giving someone a hug?*

Letting Go Drawing (45 minutes) or Letting Go Letter (35 minutes)

Materials

❑ Paper: 8.5x11

❑ Pencil crayons

❑ Thick or thin markers

Description:

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 write a letter or draw a picture of what it is that they are upset, sad, or grieving about. If campers choose, they may also write a letter to someone or something that they have lost rather than do a drawing.

Instructions:

1. Explain to the campers that they will have the opportunity to draw a picture or write a letter to someone or something that they have lost.
2. If campers choose to write something, help them with spelling or even with the writing.
3. Campers can put these drawings or letters into their identity portfolios if they would like to, they can also give the drawing or letter to a trusted person they would talk to if they were upset.
4. If campers wrote a letter, they can turn these letters into origami of their choice. Ex. Fish, flowers, bird, heart, etc.

Modifications:

- If some campers do not want to either draw or write a letter, take them outside or away from those drawing or writing and play a game with them. Refer to the extra games book for ideas or ask the campers what game they would like to play.
- If origami is too difficult, the campers can draw a picture or colour the back of the page.
- Depending on time, and fire ban, another good option would be to build a small fire and have the campers burn their letters to release them.

SELF-CARE



Supplies

Self-Care Snowball Fight <ul style="list-style-type: none">• 8.5 x11 paper• Thin Markers• Pencil crayons	What is Self-Care <ul style="list-style-type: none">• Easel pad or wipebook• Thick markers or dry erase markers
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Activities

What is Self-Care (15 minutes)

Materials

- Easel pad or Wipebook
- Thick markers or dry erase markers

Description:

Self-care can include many different healthy activities. Generally, self-care can be defined as purposely participating in practices and activities that reduce stress. The goal of this discussion is to define self-care and provide the campers with some ideas of self-care practices.

Instructions:

1. Begin the conversation by asking the campers if they know what self-care is. Explain any information about self-care that the campers do not know.
2. On the easel paper, brainstorm the types of self-care. Examples: Recreational, Biological, Psychological, and Spiritual.
3. On the easel paper, brainstorm what activities the campers can do to practice self-care. Examples: Nature walks, Painting, Listening to music, Reading, Biking
4. Make sure to emphasize that self-care isn't selfish!

Discussion Questions:

- What are some self-care practices you currently do?
- Why do we need to do self-care ?
- What age group should do self-care?

Self-Care Snowball Fight (20 minutes)

Materials

❑ Paper: 8.5x11

❑ Pencils crayons

❑ Thick markers

Description:

The goal of this activity is for the campers to share self-care practices with their teams and learn more practices to potentially use.

Instructions:

1. Hand 2-3 pieces of paper to each camper and have them write on each piece a self care practice they do.
2. Once they are done have them scrunch the paper up into a “snowball”.
3. After every camper has their snowballs ready have them stand in a circle.
4. Blow your whistle and they can start to throw the snowballs at one another.
5. After about 5 minutes of having a snowball fight, have each camper find 2-3 snowballs and open them up.
6. Depending on time, each camper can try to guess which self-care practice is whose.

Discussion Questions:

- Did you find new ideas of self-care practices that you can do?
- Was there many of your peers that had the same self-care practices as you ?

STRESS & ANXIETY



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

Supplies

Stress Discussion

- Easel pad or wipebook
- Thick or dry erase markers

DIY Stress balls

- Water beads
- Plastic water bottles
- Balloons
- Sharpies

Activities

Stress Discussion (15 minutes)

Materials

- Easel Pad or Wipebook
- Thick markers or dry erase markers

Description:

This discussion involves defining stress and anxiety and the differences between the two.

Instructions:

1. Define stress: body's response to anything that disrupts your normal life and routine.
2. Ask: What is your body's response to stress? (Allow time for responses)
 - Crying or being upset
 - Increased heart rate and breathing rate
 - Feeling nervous or otherwise anxious
 - Being more careful about what we do
 - Feeling sick, upset stomach, headache
 - Trouble sleeping
 - Tense muscles
 - Falling apart (define in your own words words)

3. What are some things that might cause someone to feel stress? (Allow time for responses)

- Life changes, moving
- Work/school
- Homework
- Relationship difficulties
- Financial problems
- Lack of assertiveness
- Being busy
- Family: divorce, death
- Pessimism
- Low self-esteem
- Unrealistic expectations

4. Encourage the campers to take a minute alone to think. Is stress a bad thing and why or why not? Now take a minute and share your thoughts with one other person. Does anyone want to share what you just discussed with your partner? (Allow time for responses)

Stress is neither a good thing nor a bad thing. It is a natural part of being human and can be neutral, negative, or positive. For example, I might feel stressed out about a big test that is going to count as half of my grade. I can take that stress and channel it into good studying practices, which would help me with the test, making the stress positive. Or, I could focus on my worry, avoid studying, and do poorly on the test; that would be an example of stress being negative.

- Can anyone think of another example of stress being positive? (Allow time for responses).
- What's important is how we respond to our stress and how we manage it. What do you do when you feel stressed? What do you think are positive things that you could do? (Allow time for responses).
- Give yourself enough time to finish tasks
- Exercise!
- Get lots of sleep and eat well
- Discuss your problems with someone you can trust
- Take a time-out when stress hits you
- Breathe deeply (mindfulness!)
- Ask for help

Anxiety is a mental health disorder that will look different for each person who experiences it. It can be related to stress but they do not necessarily occur together; being stressed does not mean that you will develop anxiety but generally when you have anxiety you feel stressed out. Anxiety can sound a lot like stress. When you have anxiety you often: feel nervous, worry a lot, have trouble concentrating, have social issues, feel panic, are worried about losing control, experience rapid heartbeat, nausea and dizziness, sweating, chest pain and headaches, muscle weaknesses and trouble sleeping. If you have anxiety and it starts to disrupt your quality of life then you should reach out to a trusted adult or friend to discuss seeking help from a mental health professional.

Discussion Questions:

- Often, the same strategies that are used for managing stress can be used for anxiety. To recap, what are those strategies? (Allow time for responses)

DIY Stress Balls (35 minutes)

Materials

- Water beads
- Balloons
- Plastic water bottles
- Sharpies

Description:

This activity will have the campers create a stress relieving craft. This craft is meant to provide campers with sensory item to fidget with when they are feeling stressed or irritable. Water beads will need to be immersed into a container full of water the day before this activity. Let them sit to expand overnight. **Note:** Facilitators may have to help campers tie the balloons.

Instructions:

1. Hand out one balloon to each kid.
2. Have the camper blow up their balloon to stretch it but do not tie it.
3. Once blown up, have them write their name on it with a dark sharpie.
4. Let the kids release their balloons in the air and retrieve it. Repeat as necessary.
5. Drain excess water from water bead container.
6. Take an empty plastic bottle and fill it with expanded water beads.
7. Stick a plastic bottle into the neck of the balloon.
8. Slowly fill the balloon. Pour slowly to avoid clogging the neck of the balloon!
9. Remove the water bottle from the balloon and let out as much air as you can. (Pro tip: To release the air, pinch near the neck and separate your finger and thumb slightly.)
10. Tie the neck of the balloon closed tightly. Tie twice if possible.
11. Tell the campers that the stress balls are not to be thrown around, they are merely a fidget toy.

Modifications:

- Use a clear/white balloon to showcase the colors

Discussion Questions:

- *Why create a stress ball?*
- *How did it feel to release the balloon in the air?*
- *What do you feel when you squish the stress ball in your hand?*
- *What are some other strategies you can use to relieve stress?*

INNER STRENGTH

The goal of this theme is to build self-esteem and increase a feeling of hope through self-reflection, critical thinking, and problem solving.

Theme Contents

Hopes & Dreams <ul style="list-style-type: none">• Values Discussion• Values Activity• Hopes and Dreams Discussion• Legacy Project• Rock Painting	Media Messages <ul style="list-style-type: none">• Media Messages Discussion• Discuss Advertisements and Buying Products• Positive Behaviours Advertisements• False Standards Pictionary• T-Shirt Brand• Social Media Discussion• Photo Story
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Inner Strength Discussion (10 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

This theme explores topics that impact inner strength. Inner strength can be described as a person's individual capacity to deal with adversity. Inner strength is not something people are born with, it is built over time. It is developed throughout a person's life when they experience periods of growth and change, difficult life events and the development of self-awareness and self-esteem. Overall, the goal of this theme is to build self-esteem by discovering personal strengths and passions.

Ask the campers to think about why building inner strength is important? Some responses could include:

- Promotes positive self-esteem
- Reduces stress
- Builds coping mechanisms
- Promote overall wellness
- Develop resiliency/ability to deal with difficult situations

Ask the campers how they can build the inner strength in themselves and others? Some responses could include:

- Compliment yourself and others
- Be proud of the things you are passionate about
- Appreciate what makes you and others special
- Be grateful for your strengths
- Build your confidence while trying new things

HOPES & DREAMS



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

Supplies

<p>Values Discussion</p> <ul style="list-style-type: none"> • Wipebook • Dry erase markers 	<p>Values Activity</p> <ul style="list-style-type: none"> • Bean Bags • Markers • Easel Pads
<p>Hopes and Dreams Discussion</p> <ul style="list-style-type: none"> • Easel paper • Markers 	<p>Legacy Project</p> <ul style="list-style-type: none"> • Foam squares • Paint • Brushes • Cups of water • Markers • Paper towel • Ponchos • Ice cube trays • Scissors

Activities

Value Discussion (15 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

Values are an important part of our life because they are what we think and believe is most important in our lives. Our values have a large influence on our actions, behaviours, and thoughts. When we honestly acknowledge what our values are we can be more aware of the choices we make, and as we grow older we can choose which values have more priority over others. When we

know our values, we can be aware of our actions and move towards fulfilling our hopes and dreams. All of this adds up to mental, emotional, and spiritual wellness.

Note on Spirituality: this section of the module aims to have campers begin to understand not only their own values, but understand that other people have different values. It is important to treat everyone with respect, even if their values are different than our own. Just as important as having respect for others' values, we must also respect others' beliefs. Respect means we treat others as if they are important and honour them, even if they are different from you. Beliefs are a part of our spirituality. Spirituality develops deep within us - it can give us inner peace, and it can be present in all parts of our lives.

Instructions:

1. Discuss the meaning of the word "values" with the campers.
2. On the easel paper, brainstorm what some values are. These might be values that the campers already have or ones they know others might have.

- Being with people
- Being loved
- Loving someone
- Taking care of others
- Having someone's help
- Having a close family
- Having good friends
- Being liked
- Being popular
- Getting people's approval
- Being appreciated
- Being treated fairly
- Being safe physically
- Having fun
- Being healthy
- Being good to animals
- Being independent
- Being courageous
- Having things in control
- Having self-control
- Being emotionally stable
- Having self-acceptance
- Having pride or dignity
- Being well-organized
- Learning and knowing a lot
- Achieving highly
- Being good at a sport
- Being a good child
- Having a good relationship with God or the Creator
- Having nice things in your home
- Growing as a person

Discussion Questions:

- *What are some of your favourite things to do?*
- *What are some things we learned about that you think might be values?*
- *Think of a person that you really like being around. What is it about them that you like?*
- *What are some of your values?*
- *Why do you think values are important?*
- *How can our values help us to achieve our hopes and dreams?*

Values Activity (30 Minutes)

Materials

- Paper: 8.5x11
- List of activities (see below)
- Bean bag - one per camper
- Thick markers

Description:

This activity has campers rate the time they spend on an activity and then rate how much they value that activity. The goal of this activity is to have campers visually understand priorities and the importance of spending more time on activities that they value. **Note:** Do not use negative comments with the campers. For example, if they spend a lot of time playing video games and also value it highly, that means the activity is important to them and they see value in doing it. This activity is about priorities, not about judging one another on their values.

Instructions:

1. Mark with folded, numbered paper pylons a rating scale from 1- 10 (one wall being 1, middle of the room is 5, and opposite wall is 10).
2. Explain that the campers are going to rate how much **time** they spend on each activity that you call out (ex. Social media).
3. Campers stand on a spot from 1 to 10 to show their rating. They can place their bean bag to show where they stood.
4. Have campers go back to the wall.
5. Explain that they will now rate how much they **value** the topic you called out before (ex. Social media).
6. Continue with different topics.
7. Discuss priorities and making sure there is enough time for the things we value heavily.
 - Social media
 - Playing sports
 - Watching tv
 - Watching movies
 - Playing board games
 - Texting or messaging friends
 - Attending ceremonies
 - Watching youtube videos
 - Making arts and crafts
 - Cooking or baking
 - Spending time with family
 - Spending time with friends
 - Shopping
 - Playing with animals
 - Playing video games
 - Being outside
 - Being inside
 - Reading
 - Being alone
 - Going to church

Discussion Questions

- *What are some activities that you spend a lot of time doing?*
- *Do you value those activities a lot?*
- *How can we make sure we spend enough time doing the things we value?*

- *Is it okay that other people have different values than we do?*
- *How should we treat people who have different values than us?*
- *How can prioritizing our valued activities help us achieve our hopes and dreams?*

Hopes and Dreams Discussion (15 minutes)

Materials

- Wipebook
- Dry erase markers

Description:

Knowing your values helps build a foundation for developing goals and achieving your hopes and dreams now and in the future. Having hopes and dreams for our future helps us to prioritize our actions, behaviours, and values in the present. Having hopes and dreams also helps us to stay motivated to do certain things or try new things in an attempt to reach these goals. Hopes and dreams can be short or long terms, sometimes we have hopes and dreams for today, this week, this year, or 10 years from now.

Instructions:

1. Begin by asking the campers if they know what hopes and dreams are and if they would like to share any of their own.
2. Write some key words on the easel paper for future reference.
3. Ask the campers what they would like to do when they are older. Write down the responses on the easel paper for future reference.
4. Hang the easel paper with your team posters.

Discussion Questions:

- *Can you think of an example of a hope or dream you had today? This week? This year? For the future?*
- *What do you want to do when you are older?*
- *Is there something that you would like to learn or become better at doing?*
- *Do you think your hopes and dreams change? Why or why not?*
- *Do you think that you will have hopes and dreams when you are older?*
- *Why do you think it's important to have hopes and dreams?*

Legacy Project (45 minutes)

Materials

- Construction paper
- Tempura Paint
- Paintbrushes
- Cups of water
- Paper towels
- Rain ponchos
- Ice cube trays
- Scissors
- Thick or thin markers

Description:

The Legacy Project has campers trace their hand and forearm on the foam squares and within their tracing draw an image of either what they want to do when they are older or what they want to be remembered for. Both these topics have campers thinking about how their hopes and dreams for the future can impact the things they choose to do. It is also important to tie in the campers personal values when thinking about what is important to them, this will help them to come up with ideas for what they would like to do in the future or what they would like to be remembered for. It is a good idea to have the Value Discussion brainstorming words and Rating Values Activity on hand for campers to draw from.

Instructions:

1. Have campers put on the ponchos to protect their clothing from paint. Give each camper a foam square.
2. Have the campers trace their hand and forearm on the foam square and then cut it out.
3. On their cut out, have campers draw an image of either something they would like to do when they are older or something that they want to be remembered for.
4. Discuss with the campers what they chose to draw and have them share with the group.
5. Lay to dry, hang up or put in the camper's identity portfolio.

Discussion Questions:

- *What are some of the things that you came up with? What did you choose to draw? Why?*
- *How can our values, priorities, hopes and dreams help us choose what we want our futures to look like?*
- *Why is it important to think about our future and what we want it to look like?*

SELF-ESTEEM



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

Supplies

<p>Self-Esteem Discussion</p> <ul style="list-style-type: none"> • Wipebook • Dry erase markers 	<p>Parachute Games</p> <ul style="list-style-type: none"> • Large parachute
<p>Body Trace</p> <ul style="list-style-type: none"> • Roll of paper • Thick Markers • Pencil crayons • Scissors • Tempura Paint • Paintbrushes • Cups of water • Ice cube trays 	<p>Strength Polaroids</p> <ul style="list-style-type: none"> • Instax Cameras • Instax film • Backdrop • Backdrop Stand • Sharpie markers • 8.5x11 paper • Pencils • Pencil crayons • Thick or thin Markers
<p>Self-Esteem Posters</p> <ul style="list-style-type: none"> • Easel pad • Strength Polaroids • Thick and Thin Markers • Various craft supplies 	

Activities

Self-Esteem Discussion (10 minutes)

Description:

Self-esteem is what you think about yourself and your worth. A person with high self-esteem feels very positively about themselves and believes in their abilities. A person with low self-esteem feels unhappy about themselves.

Self-image is the way you look at yourself - it is what you believe other people think about you.

How we feel about ourselves is extremely important:

- 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 respect ourselves.

Developing a positive self-image is something that can be learned but it takes a LOT of practice. From time to time we all feel down on ourselves and that's OKAY. The most important thing is that we know how to pick ourselves back up again. Developing a positive self-image will help you handle difficult emotions, criticisms, and tough life events. It will also help you to show affection, be happier, and stand up for yourself.

Discussion Questions:

- *What was the best thing that happened to you this past week?*
- *What is one thing you are really happy to have in your life?*
- *What makes you laugh?*
- *What makes you scared?*
- *What is a skill you wish you had? Why?*

Body Trace (45 minutes)

Materials

- Roll of paper
- Scissors
- Thick markers

Description:

Body Trace will get campers to begin thinking about their identities in a safe and open way so that they can respect differences and similarities amongst the group.

Instructions:

1. Cut the roll of paper in lengths just longer than each camper's height.
2. In pairs, have one camper lie down on their piece of paper. Their partner uses a pencil to trace around the camper laying down. Encourage campers to try a fun pose!
3. Once their body has been traced, the campers should switch roles and the person that was tracing can now have their partner trace their outline.
4. Once all campers have been outlined, have them make any changes to their outline they would like.
5. Have the campers draw or write in their outline anything that they think represents them. If campers would prefer to draw clothes on their outline rather than pictures or words, that's okay.
6. Once the campers have finished drawing, help the campers cut out their outlines and hang them on the wall for the duration of camp. Campers can add drawings or words to their outline throughout camp.

Modifications:

- If campers are having a hard time tracing their partner, have a facilitator trace the campers instead. While campers are waiting to be traced, have them play a quick, low movement activity. Example: Zip/Bong or Splat.
- Once the body traces are on the wall, facilitators can lead the campers in writing something nice on all the outlines. If you choose to do this, do not cut out the outline so campers can write outside of the outline.
- If campers would like, and if there are hand mirrors in the supplies, you can have campers use a hand mirror to look at their reflection and copy their face onto their outline.

Discussion Questions:

- *What did it feel like to think of positive or important things about yourself?*
- *What is one thing you learned about yourself as you did this activity?*
- *What is something you learned about someone in the group?*

Parachute Games (60 minutes)

Materials

- ❑ Large Parachute

Description:

These games will have campers begin to vocalize their strengths and their identity. Campers will begin to see things we have in common with one another.

Instructions:

1. Play these games with everyone at camp
2. Have each camper grab a handle on the parachute
3. Have them lift and bring down the parachute, making big waves and then little waves.
4. Make a large mushroom and have everyone sit underneath the parachute. Have them sit on the edge to create a dome inside. Return to holding the parachute while standing.
5. Have the group make waves with the parachute. The leader calls out, "1, 2, 3!" On "3" the group lifts the parachute up as high as they can. The leader shouts, "I am _____," and whoever identifies with the "I am" statement runs under the parachute and switches places with someone else.
6. Choose someone else to now be the leader and call out an "I am" statement. "*I am _____:*"
 - *Good at drawing!*
 - *A girl!*
 - *Someone who likes to eat moose steaks!*
 - *A hockey player!*
 - *A hunter!*

Modifications:

- "*I like _____*" or "*My favourite _____*"

- Ketchup, Mustard, Relish: Have the leader call out either “ketchup,” “mustard,” or “relish.” People who like the same condiment can switch places. The leader can call out variations, ex. “mustard and ketchup!” or can add in things such as “mustard on french fries!”
- See the extra games resource for more parachute games to play if time permits

Discussion Questions:

- *Is it okay to be great at some things and not so good at others?*
- *What do you have in common with the person beside you?*
- *In what ways are we all alike in our group?*
- *In what ways are we all different?*
- *Do you believe it is okay to be different?*

Strength Polaroids (35 Minutes)

Materials

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Polaroid Cameras | <input type="checkbox"/> Backdrop | <input type="checkbox"/> Sharpies |
| <input type="checkbox"/> Fuji Film | <input type="checkbox"/> Backdrop Stand | <input type="checkbox"/> 8.5x11 Paper |

Description:

In your groups, you will discuss the importance of self-esteem and highlighting camper’s strengths. Having a positive self-image and self-esteem is very important for mental health. You will have the campers brainstorm something they are good at so that they can capture it in a polaroid picture. This activity will lead into the team self-esteem poster.

Instructions:

1. Discuss and/or write down the following definitions:
 - Self-esteem is what you think of yourself and your worth. A person with a high self-esteem feels very positively about themselves.
 - Self-image is the way you look at yourself—it is what you believe other people think about you. You can have a self-image as someone who likes basketball.
2. Explain to the campers that you will be doing an art activity that highlights their individual strengths in order to encourage positive self-esteem.
3. While the kids are brainstorming, set-up the backdrop stand area to take the pictures.
4. Once campers are done brainstorming, have them confirm their idea with a facilitator to ensure it is realistic in the given setting.
5. Once confirmed, have the campers line up to have their photo taken. Give them their photo.
6. Instruct the campers to brainstorm one of their strengths that they want to capture in one polaroid picture. The campers have the option to draw or write down their strength.
7. Have campers transfer their caption to the photo.

Discussion Questions:

- *What are some ways you can build positive self-esteem?*

- *What are some things that can hurt a person's self-esteem?*
- *Was it difficult choosing one strength?*
- *What is a strength you are looking to build?*

Self-Esteem Posters (35 Minutes)

Materials

- Easel pad
- Packing tape
- Thick and thin markers
- Various craft supplies

Description:

Using the campers' strength polaroids, teams will create a self-esteem poster! This poster will include all the strength polaroids, team name (optional), and decorations.

Instructions:

1. In teams, have campers tape their photos to an easel paper.
2. Decorate the self-esteem posters.
3. **Have the campers get creative with craft supplies.** They can create cut-out shapes that represent other things they like to do. For example, a soccer player could draw, cut-out, and glue a small soccer ball onto the poster. These cut-outs will act as a collage background.
4. Tape the self-esteem poster on the wall beside the team full value contract and team poster.

Discussion Questions:

- *Why is building positive self-esteem important?*
- *How can you build self-esteem in others?*
- *How did you find building a poster in a team?*

MEDIA MESSAGES



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

Supplies

<p>Media Messages Discussion</p> <ul style="list-style-type: none"> ● Easel Pad ● Markers ● Child Friendly Magazines 	<p>Positive Behaviours Advertisements</p> <ul style="list-style-type: none"> ● 8.5x11 Paper ● Markers ● Pencils ● Pencil Crayons
<p>False Standards Pictionary</p> <ul style="list-style-type: none"> ● Suggested images for campers to draw ● Easel paper ● Markers 	<p>T-Shirt Brand</p> <ul style="list-style-type: none"> ● Brainstorming page ● Crayons ● Pencils ● T-shirts- one for each camper ● Fabric markers
<p>Social Media Discussion</p> <ul style="list-style-type: none"> ● Easel Pad ● Markers 	<p>Photo Story</p> <ul style="list-style-type: none"> ● Instax mini cameras ● Film for each participant ● Stapler and staples ● Tape ● Construction paper ● Stickers ● Pencils ● Sharpies

Activities

Media Messages Discussion (10 Minutes)

Materials

- Wipebook
- Dry erase markers
- Advertisement examples

Description:

In your groups, discuss the different types of media and how it can influence our behaviour. You

can use advertisement examples to explore these topics.

Instructions:

1. Media are things that deliver messages to you. Media can influence your decisions because it influences how you think of yourself, how you should behave and how you should think.
2. Discuss the different types of media:
 - Print media: T-shirts, books, magazines, billboards, newspapers, and junk mail.
 - Electronic media: TV, radio, music, videos
 - New media: Computers, internet, computer games

Discussion Questions:

- *Who makes money from the message? Does an alcohol company make money if they get you to buy their beer? Does this mean they want to get you to buy their beer?*
- *Who is the message for? Are they trying to get teens to buy their product?*
- *What is NOT being said, and why? Do you think a beer company talks about binge drinking and drinking and driving in their advertisements?*

Discuss Advertisements and Buying Products (15 minutes)

Description:

Media are things that deliver messages to you - TV, radio, the Internet, movies, Youtube videos, magazines, newspapers. Media can influence your decisions because it influences how you think about yourself. People see TV shows and games as showing you how you should behave or look. Often media messages present glamorous images. They play on a person's desire to be popular, cool, accepted, or fun. Yet, these messages usually ignore any risks involved with the product or behavior they are trying to sell you. They don't mention any of the bad sides of an idea, image, or product. They make products and behaviors appear normal (part of everyday life), glamorous (popular, attractive, mature, or fun), or they show you a role model. For example, with alcohol and tobacco use, the most common messages are that MOST people smoke and drink. They show you that smoking and drinking aren't so bad for you and that they are a good thing to do with friends.

Discussion Questions:

- *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?*

Positive Advertisements (20 minutes)

Materials

- 8.5x11 Paper
- Thin markers
- Pencil Crayons
- Various craft supplies

Description:

The campers will create posters advertising positive behaviours. This could build off their strengths and interests or something that they think is positive in their life. Examples of this includes; how to be a good friend, playing sports, eating healthy or practicing a musical instrument. The campers will draw, colour, or paint a positive behaviour of their choice.

Instructions:

- Hand out 8.5x11 paper to all campers.
- Instruct the campers to create a poster advertising a positive behaviour.
- Explain to the campers that they are “selling” the idea to their team.
- The campers are free to use markers, pencil crayons or paint to illustrate a positive behaviour.

Discussion Questions:

- *What message(s) were you trying to send through your poster?*
- *What strategies did you use to “sell” your idea?*
- *Did you find “selling” an idea difficult?*

False Standards Pictionary (15 minutes)

Materials

- Wipebook
- Suggestions for drawings
- Dry erase markers

Description:

Some of the advertisements that we see show products one way, but that representation might not be truthful. Advertisements will also try to tell us who we could be if we buy their product, or how we should act, these are also not usually truthful. A lot of the time, the advertisements we see do not represent what is real.

Instructions:

1. In your teams, have one campers be the ‘drawer’. Have them pick a suggestion and keep it hidden from the other campers.
2. On the easel pad, the ‘drawer’ draws what the suggestion is. The drawer has 30-45 seconds to draw (dependent on skill level). The rest of the campers must guess what the drawing is within that time.

Burger	Bird	Ear	Flower
Apple	Baseball	Elephant	Ghost
Skiing	Spider	Star	Cat
Balloon	Robot	Shark	Kite
Dog	Tree	Clock	Banana
Pig	Turtle	Sun	House
Football	Ice cream cone	Soccer ball	Spider web

3. Once the drawing has been guessed or time runs out, choose another camper to become the

'drawer'.

4. Explain that sometimes when we see advertisements, we need to think very carefully about what it is the company is trying to tell us about their product.

Modifications:

- On the pieces of paper with the suggestions for drawings, add a small drawing of it beside the word so campers have an idea of what to draw. This will help the game move quicker. Remind campers that these are only suggestions and they can draw what they would like.

Discussion Questions:

- *What was challenging about this game?*
- *Did you always agree with your fellow teammates? Why or why not?*
- *What are some strategies you used to guess?*

T-Shirt Brand (60 minutes)

Materials

- Brainstorming page
- Pencil crayons
- Pencils
- Tie dye t-shirt for each camper from Day 1
- Fabric markers

Description:

The goal of this activity is to teach campers about what a brand is and how advertisers use brands to sell products. Advertisers promote the best qualities of their products to sell it. The group will make a t-shirt design that shows their individual strengths and skills.

Instructions:

1. Give each camper a brainstorming sheet, a pencil, and some crayons. Explain that they will get to decide on what they want to put on their shirt before they get a t-shirt to work on. There is only one t-shirt per camper so it is important they plan before they draw on their t-shirt.
2. Have campers draw or write words that represent their skills and strengths. Encourage them to think of qualities they want others to know about them.
3. Once they have planned their shirt, hand out fabric markers and t-shirts. They can now copy from their brainstorming page onto the t-shirt.
4. Once campers are done their t-shirts they can go around and ask if other campers would like to sign their t-shirt.
5. Ask campers to share some of the things they decided to include on their t-shirt.

Social Media Discussion (15 minutes)

Materials

- Easel pad or Wipebook
- Thick markers or dry erase markers

Description:

In your groups, brainstorm ideas related to social media.

Instructions:

1. With an easel pad, ask the campers to list the positive aspects of social media. Possible answers could include:
 - Staying connected with friends and family
 - Getting involved with a campaign, nonprofit, or charity
 - Enhancing creativity through the sharing of ideas, music, and art
 - Meeting and interacting with others who share similar interests
2. Now ask the campers to list the negative effects of social media. Possible answers could include:
 - Cyberbullying
 - Security concerns
 - Addiction to social media
 - Can decrease self-esteem
 - Can affect employability
3. Lastly, brainstorm how campers can stay safe online. Possible answers can include:
 - Follow age requirements
 - Check privacy settings
 - Do not befriend strangers
 - Think twice before posting

Discussion Questions:

- *What does it mean to have a positive online presence?*
- *Why is it important to set a good example online?*
- *Why is it important to stay safe online?*

Photo Story (90 minutes)

Materials

- | | | |
|--|---|---|
| <input type="checkbox"/> Instax mini cameras | <input type="checkbox"/> Film for cameras | <input type="checkbox"/> Packing tape |
| <input type="checkbox"/> Construction paper | <input type="checkbox"/> Sharpies | <input type="checkbox"/> Various craft supplies |

Description:

The photo story project is a fun and creative way to get participants to express themselves and tell us a story about the world around them. Explain to the campers that they will be taking photos and arranging them so they tell a story. Campers will receive a camera and can take ten photos they can take. Before going ahead and taking any photos explain to participants that they should consider what kind of story they would like to tell in their photo story.

Putting together the photo story can be as complex or as simple as participants would like it to be. Have a variety of craft supplies available for participants to use.

Camera Tips:

1. The camera must be held still while photographs are being taken. One trick is to slowly let out your breath when taking the photo (This is something done by photographers to sharpen their accuracy). Another trick is to wait for the film to start leaving the camera before moving.
2. Changing the light setting is extremely important for any photos to come out properly. The circular plastic outside of the lens can be used to adjust the amount of light that is exposed to the film. There is a light setting for indoors, outdoors, and very bright outdoors. Properly utilizing this feature will ensure all the photos turn out.
3. Properly framing shots is an important consideration when taking photos with these cameras. The finished photo will likely look slightly different than what you saw through the lens. Trying to look directly into the circle when looking for your focal point is likely going to get you the most accurate photo to what you are seeing through the lens. Framing one person, or multiple people, an object, an animal, or a landscape all deserve different considerations when taking a photo.

Discussion Questions to get campers started with ideas:

- What are some of your favourite activities?
- What are some of your strengths?
- Who do you look up to as a role model?
- What is your dream job?
- What is your favourite place in the community ?

Instructions:

1. Have the campers decide on a story that they would like to tell using photographs. They have probably been thinking about ideas all morning. Explain that they will be able to take 10 photos to tell their story.
2. Once the photos are taken, they can arrange them on construction paper in a pattern that tells their story. It may be helpful to show them an example.
3. Give the campers ample amount of time to take their photos, but ensure they have enough time to assemble their photo story as well. If there are not enough cameras for each campers, have the campers team up and help another with their photos.
4. Once the campers have assembled their photo story project, have them share in their teams what their story is and why they have chosen those photos.

OUTDOOR EDUCATION



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.

Supplies

Finding North Without a Compass <ul style="list-style-type: none"> • Stick • Rock • Debris-free ground • Sunlight 	Debris Hut <ul style="list-style-type: none"> • Forested area
Fire Building <ul style="list-style-type: none"> • Baking pan • Tinder, kindling, and logs • Buckets filled with water • Matches • Area for large fire • Optional: Smores kit • String 	Water Quality Testing <ul style="list-style-type: none"> • Water quality testing kits • Body of water
Swim <ul style="list-style-type: none"> • Lifeguard • Sunscreen 	

Activities

Finding North Without a Compass (30 minutes)

Materials

- Stick
- Rock
- Debris-free ground
- Sunlight

Description:

Finding north without a compass can be useful if you ever lose your way or get lost, knowing this skill will help you to find your way again.

Instructions:

1. Find a stick and place it upright in the ground, make sure that you can see a shadow cast by the stick. Make sure that the ground you have placed the stick on is flat and debris-free.
2. Take a rock and place the rock at the end of the shadow cast by the stick.
3. Wait ten to fifteen minutes and then place another rock at the end of the new shadow cast by the stick.
4. In the space between the two rocks draw a line, this line will represent an East-West directional line.
5. If you stand so that the first mark (West) is on your left and the second mark (East) is on your right then you should be facing North.

Discussion Questions:

- *Was it difficult to build your “compass”?*
- *Do you think that having this skill could help you in the future?*
- *How do you feel knowing you could find your way if you ever got lost?*

Debris Hut (60 minutes)

Materials

- Forested area

Description:

A debris hut is a type of shelter we can build in the woods with materials we find. The debris hut shelter is an easy shelter to build that shouldn't require any non-forest materials. The debris hut can be useful to keep you warm, dry, or out of the sun.

Instructions:

1. First find a good spot for your shelter. Look for a location that is NOT a low spot and is away from dead trees. You also want to find a spot where there is a lot of forest floor debris.
2. Next look for a long branch that is taller than you with your arms above your head. This is the ridgepole.
3. Place the ridgepole with one edge on the ground and the other on top of a sturdy base, like a fork in a tree, on a stump or rock (about hip height at the tall end).
4. Next lean branches against the ridgepole at an angle so that they create a tent-like structure. (see picture below) This ribbing effect allows you to add debris to the top of the shelter and supports the ridgepole. Make sure the ribbing is wide enough apart (at the base) so that your body can fit inside. Check you can fit once the ribbing is placed.
5. Place thinner branches across the ribbing so that debris will not fall through the branches.

6. Add dry debris from the forest floor (grass, pine needles, leaves) against your supports until the debris is about one meter thick.
7. Place branches against the outside of the debris to keep it in place in case of wind or rain. Make sure to place debris on the ground inside the shelter as well to keep you warm at night by preventing loss of heat from your body into the ground. As well, have a pile of debris beside the door so that you can close yourself in at night and to ensure optimal trapping of warm air.

Discussion Questions:

- *Was it difficult or easy to build your shelter?*
- *What would you do in the future to build it differently?*
- *Do you think that having this skill could help you in the future?*
- *How do you feel knowing you could protect yourself from the elements if you had to?*

Fire Building (90 minutes)

Materials

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Cooking sheets | <input type="checkbox"/> Forested area to collect tinder, kindling, and logs | <input type="checkbox"/> Smores kit | <input type="checkbox"/> Roasting sticks |
| <input type="checkbox"/> Matches | <input type="checkbox"/> Buckets water | <input type="checkbox"/> Area for large fire | <input type="checkbox"/> String |

Description:

Building a fire can be an essential survival skill to know. Building a fire can allow you to stay warm, keep dry, cook food, boil water, signal for help, and ward off predators. It is vital that you are smart and safe when building a fire. Here are some tips to begin:

Basic Knowledge

- Fire needs three things: oxygen, fuel, and heat/a spark
- Fuel exists at three levels: tinder, kindling, and logs. Tinder: smallest unit of fuel; examples: wood shavings, birch bark, matchstick twigs, and dry grass. Kindling: slightly larger pieces of wood, small sticks, and twigs. Logs: largest type of fuel include large sticks and branches

Site Selection

Before beginning to build your fire, an appropriate site must be selected with the goal of leaving as little of an environmental impact as possible.

- Choose a site on a durable surface (rock, compacted soil) or create one out of green logs
- Choose a site that is protected from the wind, look for natural features such as rocks or logs that can provide this protection
- Choose a site with open air above: no branches from trees are hanging over the fire spot
- Clear away debris from the area around the fire so that stray sparks do not ignite dry materials on the ground (also store fuel away from the fire)

NOTE: If there is no safe ground space to build fires, use the cookie sheets to build fires on

instead.

Fire Structures

Arrange the tinder, kindling and logs into one of these structures:

1. Teepee
 - Place tinder down on whatever site you have chosen to build your fire
 - Use kindling to form a teepee above the tinder; place more tinder on the downwind side of the fire, leave an opening in the upwind side so that you can light the fire
 - Lean smaller log pieces on the outside of the structure
2. Log Cabin
 - Lay pieces of kindling down in a square shape, so that the edges of the pieces of wood overlap
 - Lay pieces of kindling in a square on top of your first layer, building the structure up to be like a cabin without the roof (try to leave space on the upwind side for lighting the fire)
 - Put tinder inside the cabin
 - Lay kindling across the top of the cabin to form a roof
3. Lean-to
 - Place a long piece of kindling into the ground at an angle.
 - Place your tinder under the piece of kindling
 - Lean smaller pieces of kindling against the first piece, leave the upwind end open

Lighting the Fire

Generally speaking, ignite your fire by lighting it under the tinder and light from upwind so that the wind will blow the flames into the fire.

Putting the Fire Out

Always use water to put the fire out. Piling dirt or sand on top of the fire can leave burning embers, which can smolder for some time and cause forest fires if they ignite underground roots.

Instructions:

1. Explain the basic knowledge of fire and fire safety.
2. Have campers work in small teams. Have the teams find a suitable area to build their fire.
3. Have campers gather tinder, kindling, and logs and pile next to their area.
4. Give examples of the different ways to build the fire. Have the campers practice different ways.
5. Once teams are ready, pass out matches and allow the teams to practice making small fires.
6. Once everyone has practiced making a fire, time the teams to see who can burn through a piece of string the fastest.
7. If available, have a spot for a larger fire where campers can add their smaller fires to.
8. Have everyone sit around the fire and make smores.

Discussion Questions:

- *Did you find it easy or difficult to build a fire?*
- *What are some important fire safety tips to know?*
- *Do you think that knowing how to build a fire could be useful in the future?*
- *How do you feel now that you have the skills needed to build a fire?*

Water Quality Testing (30 minutes)

Materials

- Water quality testing kits
- Body of water

Description:

The purpose of the water quality testing activity is to make campers aware of the environment around them and instill a sense of responsibility for environmental action.

Water quality changes due to natural and human causes - it is the responsibility of everyone to protect water. All types of water monitoring are important to highlight changes over time, discover the impact of activities around the water, and help us learn about how our water systems work. If community members test various water sources on a regular basis they will become aware of the things that impact water quality in their community and may then become ambassadors for water protection.

Physical, chemical, and biological parameters of water can be tested. Physical measures could include temperature, colour, suspended solids and turbidity. Examples of chemical measures include pH, dissolved oxygen, chlorine levels and phosphorus levels, while biological measures could include tests for bacteria and counts of aquatic plants and animals.

Instructions:

1. Split the group up into smaller groups of 3-5, this will ensure that all campers have experience doing the testing.
2. Give each group a water quality testing kit. Each kit will have a set of instructions inside.
3. Use one of the kits as an example to show the group all of the pieces inside the kits.
4. Let the groups follow the instructions to complete the water quality testing.

Discussion Questions:

- *What did your water quality test show you?*
- *Is it important to have a source of healthy, clean water in our communities?*
- *What do you think you can do to help protect the environment?*

Swim (60 minutes)

Materials

- Lifeguard
- Sunscreen

Description:

If a trip to the lake was planned for this day, ensure that campers are informed the day before to bring swimwear, towels, and a water bottle.

NOTE: To be able to go for a swim, ensure that someone with lifeguard training is available to supervise.

Nature Walk (50 minutes)

Description:

If there is no access to a lake, or no available lifeguard for the day, take the group on a nature walk in an accessible area.

Modifications:

- If not rocks have been purchased, have the campers find and bring back a medium sized rock for the Rock painting activity.
- If anyone is knowledgeable about plants, medicine, animals they can provide some information. Examples: Strawberry plants, woodpeckers, sage.

WELLNESS FAIR



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.

Supplies

Prepare For Wellness Fair	Set Up and Put on Wellness Fair
<ul style="list-style-type: none">• Construction paper• Packing tape• Pencil crayons• Thick and thin markers• Various craft supplies• Roll of paper	<ul style="list-style-type: none">• Tables• Chairs• Packing tape• Thick and thin markers• Various craft supplies• Roll of paper

Activities

Prepare For Wellness Fair (30 minutes)

Materials

- | | | |
|---|---|---|
| <input type="checkbox"/> Construction paper | <input type="checkbox"/> Pencil crayons | <input type="checkbox"/> Thick and thin markers |
| <input type="checkbox"/> Packing tape | <input type="checkbox"/> Various craft supplies | <input type="checkbox"/> Roll of paper |

Description:

In order to be actively engaged in the learning and to give back to the community, campers and facilitators will work together each day to plan a wellness fair to be held on the 9th day of camp. The Fair will involve information booths and activities that relate to life skills modules lead by the campers. Parents, siblings and other community members will be invited and there will be raffle prizes and freebies for giveaway. Campers are responsible for making sure that the booths and activities are completed. Facilitators will check on each groups progress throughout camp.

Instructions:

1. Facilitators will help form smaller groups of 2-3 (they may work individually if preferred).

2. Have each team choose a topic for their booth (must be informative and fun).
3. Each team will be given a specific organizational duties. Responsibilities can include, but are not limited to:
 - Decorating the Wellness Fair entrance
 - Planning the Wellness Fair layout
 - Creating a raffle prize table
 - Organizing group activities
4. Spend time with each group, Speaking on goals for the Wellness Fair or life in general
5. Use flip book to track camper ideas, as well as introduce SMART goals and how it relates to the wellness fair.
6. Introduce that goals either short term or long term are things that we want to accomplish
7. Write out the SMART goals acronym
 - **S - Specific:** the goal is very clear, it tells you who, what, where and why. (give example - to drink more water in the day because i get dehydrated and that leads to headaches by the end of the day)
 - **M - Measurable:** this will demonstrate when you have reached your goal. (continue example - there are two ways, the amount of bottle water you drink, or not having a headache at the end of the day)
 - **A - Attainable:** you will be able to meet your goal in the timeline you gave yourself. Do you have the skill and/or resources to accomplish your goal? What action will you take? (continue - I have a water bottle at camp and access to drinking water. My action would be to keep my water bottle with me)
 - **R - Relevant:** how Is your goal related to your life or well-being? Make sure to choose a goal that is important to you or else you likely won't put effort into it. (continue - my health and feeling good is important to me so i am likely to put effort into it)
 - **T - Timebound:** your goal must have a "due date" or else it wont motivate you to finish it. (continue - I will have one bottle of water by lunch and by the time the campers have gone home I will have finished my second)
8. Get the campers to create their own smart goals for the wellness fair. Eg. booth, activity, or our behaviour at the fair
9. Have the groups meet to outline their wellness fair booth. As well as plan their activity/game, a list of required materials/equipment needed
 - Meet with groups
 - Access to paper and pencils
 - Have them create their own outline with your help
 - Create a list of materials they need
 - Provide the list to the PA's and they will inform you if they can be required.
10. If outline is not finished have them meet and complete it so they can begin their booth, as well as being informed of what can be provided (if adjustments are needed help them)
11. Once they have finished, look it over and provide feedback of accuracy to their topic. Once complete they may move onto the Bristol board.

12. Provide optimal time for the campers to finish their booth and activity/game each day.
13. Once they have finished they may move onto their Organization Duty
14. Give them plenty of time to set up their booth and organizational duty on the day of the fair (usually the 9th day)
15. Finalize any last minute preparations.

Set Up and Put On Wellness Fair (60 minutes)

Materials

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> Tables | <input type="checkbox"/> Chairs | <input type="checkbox"/> Thick and thin markers |
| <input type="checkbox"/> Packing tape | <input type="checkbox"/> Various craft supplies | <input type="checkbox"/> Roll of paper |

Description:

This is the chance from the campers to showcase to their community the wellness fair project they been working on throughout camp.

Instructions:

1. Have campers and facilitators set up tables to showcase their projects. Possible in a big circle, against the walls, etc.
2. Then they set up their projects on the tables.
3. Gather any other supplies they need to run their sessions.
4. Once community member show up, direct the members to go around and visit each campers project.
5. The camper will then explain their project, play their activities and answer any questions asked.
6. At the end of the Wellness Fair, get all the campers to help clean up.

PROGRAM WRAP-UP



Theme Contents

<p>Camp Wrap Up</p> <ul style="list-style-type: none"> ● Camp Memories ● Certificates ● Surveys ● Prizes 	<p>Group Activity</p> <ul style="list-style-type: none"> ● Options: <ul style="list-style-type: none"> ○ Amazing Race ● Surveys ● Tarp Maze ● ETC. <ul style="list-style-type: none"> ○ Water Fun ○ Box Town ○ Group Games
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Supplies

<p>Camp Memories</p> <ul style="list-style-type: none"> ● Large dodgeball 	<p>Surveys</p> <ul style="list-style-type: none"> ● Surveys - one for each camper ● Pencils 		
<p>Prizes</p> <ul style="list-style-type: none"> ● Swag 	<p>Group Games</p> <ul style="list-style-type: none"> ● Various gym equipment 		
<p>Water Fun</p> <ul style="list-style-type: none"> ● Buckets ● Sponges ● Tarps 	<p>Amazing Race</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Pylons ● Balls ● Hoops ● Nuts ● Skewers ● Puzzle pieces </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Ropes ● Bucket ● Tarp ● Duct tape ● Bar of soap </td> </tr> </table>	<ul style="list-style-type: none"> ● Pylons ● Balls ● Hoops ● Nuts ● Skewers ● Puzzle pieces 	<ul style="list-style-type: none"> ● Ropes ● Bucket ● Tarp ● Duct tape ● Bar of soap
<ul style="list-style-type: none"> ● Pylons ● Balls ● Hoops ● Nuts ● Skewers ● Puzzle pieces 	<ul style="list-style-type: none"> ● Ropes ● Bucket ● Tarp ● Duct tape ● Bar of soap 		

Activities

Camp Memories (15 minutes)

Materials

- Ball

Description:

This activity allows the campers to share some of their favourite memories, games, stories, or learnings from camp this year. They can also share what they are looking forward to in the next school year and camp next summer!

Instructions:

1. In a designated playing area have the campers spread out so they have their own space.
2. Explain to the campers that you will start while holding the ball. Only the person holding the ball can talk. If you talk or make a sound while not holding the ball, you have to sit down and are out for now.
3. The person with the ball can share their story from camp and then throw the ball to another player. Players cannot move their feet when they catch the ball. If they miss, they have to sit. However, if the ball was thrown poorly (facilitator discretion) then the thrower has to sit.
4. This continues until only one person is left standing.

Discussion Questions:

- *What was your favourite game at camp?*
- *Did you learn anything new at camp?*
- *Did you meet new friends?*
- *Did you learn something new about yourself?*
- *What are you looking forward to about school?*
- *What do you want to see at camp next year?*

Modifications:

- If a camper has to sit down, they can return to the game after three people have gone since their turn. This modification keeps campers engaged in the activity.

Surveys (30 minutes)

Materials

- Surveys - one for each camper
- Pencil crayons

Description:

One of the goals of the Métis Settlements Life Skills Journey Camp is to build resiliency in children. To do this, we ask campers to fill out a survey on the first and last days of camp. This helps the research team to determine if what the campers learn helps to build these resiliency skills.

Instructions:

Refer to your Survey Delivery Instructions for a full description and instructions.

1. Give every camper in your group one survey and either a pencil or a pencil crayon. The research team will cross reference consent given by parents at a later date and dispose of surveys where parents have not given consent.
2. Inform the campers that there is no right or wrong answers and to fill in the response that they think best describes how they feel.
3. Have campers write their first and last name and their birthday on the front of the survey. Facilitators can help them with this, it should be clear and legible, this will help the research team in the future.
4. Facilitators can help the campers read the questions, but should allow them to fill the answers in themselves.
5. When the survey is complete, have the campers hand them in and in return they will receive a small prize.

Prizes (20 minutes)

Materials

- ❑ Swag: sunglasses, baseball caps, water bottles, etc.

Description:

The order of who gets prizes first will be dependent on which team scored the most amount of points during camp. All the campers will get a prize in the end!

Instructions:

1. Have all the campers sit at their team table.
2. Lay out the different prizes that are available on multiple different tables.
3. Reveal which team scored the most points and how many points they scored. Encourage campers to be happy and proud for one another, remind them that all the campers will get a prize at the end.
4. Have the second and third place team go and choose their prizes once everyone from the first place team has picked.

Amazing Race (120 minutes)

Materials

- | | | | | |
|--|---------------------------------------|---|--|-------------------------------|
| <input type="checkbox"/> Puzzle pieces | <input type="checkbox"/> Bars of soap | <input type="checkbox"/> Pencil Crayons | <input type="checkbox"/> Skipping rope | <input type="checkbox"/> Nuts |
| <input type="checkbox"/> Pylons | <input type="checkbox"/> Balls | <input type="checkbox"/> Hoops | <input type="checkbox"/> Bucket | <input type="checkbox"/> Tarp |
| <input type="checkbox"/> Skewers | <input type="checkbox"/> Duct tape | <input type="checkbox"/> Paper | <input type="checkbox"/> Pencils | |

Description:

The Amazing Race is a fun activity that may be used to provide campers with information for their health fair and provide challenges that will require problem solving skills, communication skills etc. This activity will require planning in advance for it to work. Before the day of the race, challenges should be designed and any necessary setup should be completed. Challenges can be anything and should be different based on the resources of the game area. Ideally there will be at least 1 extra Challenge, than teams. For example, 5 teams and 6+ challenges. This way teams can all start at a different challenge to avoid having all of the teams at the same challenge at the same time.

Instructions:

1. Place the campers in teams of 4-7. With 1 facilitator per team.
2. Start by giving a direction card to each group (team facilitators responsible for direction cards and challenge cards). This card should direct them to their first challenge (each group going to a different challenge).
3. Team Facilitator should start the timer for their team the moment the direction cards given to them.
4. Once they reach the challenge site they will be given the challenge card by their facilitator and must complete the challenge.
5. Once the challenge is complete they will be given the direction card to their next challenge, and so forth and so forth until each group has completed all of the challenges.
6. What the facilitator says, goes. Facilitators can add or subtract time from challenge times if they feel that a camper has not followed the rules or if they have done an extremely excellent job.
7. After all the challenges are complete, the team with the least amount of time wins the Amazing Race.

Challenge Ideas

1. Soap Game

Have a bucket of water (one for each group) and a bar of soap beside that bucket. Challenge groups to shrink the bar of soap as much as possible in 10 minutes. At the end of the game, compare each group’s soap to determine a winner for that challenge.

2. Foam Mat Maze

The objective is for your team to make it through the maze (only the facilitator knows the

sequence). Team members attempt to go through the maze one at a time (make a single file line). When you hear a “engh” you have taken a wrong turn in the maze and must go to the end of the line. No talking! Try to remember what your teammates have done right before you go. (Timed- team who completes the maze the fastest wins this challenge).

3. Scavenger Hunt

Make teams find people or things. Choose a theme. It could be a Nature Scavenger hunt- find items on the list (smell a flower in blossom-describe it, hug a pine tree etc.) or an A-Z hunt- find an item that starts with each letter of the alphabet. No interrupting other teams and DO NOT ENTER OTHER SETTLEMENT BUILDINGS. (Teams with the most items on the list wins this challenge). Use the following list if you need ideas:

- Something you consider treasure
- A pretty rock
- A stick that is longer than one of your teammates
- A stick that is shorter than your finger
- Make a word using your bodies, all teammates must be involved
- Find a pinecone
- A fuzzy thing
- The colour red in nature
- A pine needle
- Make a human pyramid with all players
- Make a freestanding pine needle pyramid
- Someone wearing blue shoes
- Someone eating
- Someone driving a truck
- Someone wearing sunglasses
- A dog carrying pants
- A frog or toad
- A butterfly
- A black ant
- A picture of a bird
- A team superhero photo
- A team selfie
- Make a picture with rocks and sticks
- A team picture with your flag
- A video of your team doing your team cheer
- A lamp that is on
- A person sitting on stairs
- A hut in the woods (do not go in)
- A hockey stick in the grass
- A person washing their hands

4. Spider Web

Tie ropes in a spider web like pattern between two trees. Make sure there are various sized holes located at different heights. Teams must get from one side of the web to the other by sending team members through the holes. No two people may go through the same hole and no touching the web or the challenge must be started over. (Timed - fastest team wins)

5. Warm Fuzzies

Write a warm fuzzy for each of your teammates.

6. The Nut Stacker

Stack the nuts on top of each other without knocking the rest down. Here’s the catch, you must use a skewer to stack. There should be 1 nut per player. Have one camper go at a time, run back to the group, tag the next camper who then takes their turn.

7. Relay Race

Complete an obstacle course relay race one at a time (finish course, run back to team and tag next teammate) until each team-member has finished it.

Modification:

Tic Tac Toe relay race. Facilitator versus campers.

Water Fun (Remainder of day)

Materials

- Environmentally friendly dish soap
- Sponges - one per camper
- Tarps
- Buckets

Instructions:

1. Move all campers outside.
2. Fill buckets with water, put sponges in them, and place them in various locations nearby.
3. Lay out tarps and cover in water to be used as slip and slides.
4. Chase one another with the sponges.
5. Can play a version of Everybody's It with the sponges.
6. Set up a relay race with various equipment and water fun activities.

Group Games (Remainder of day)

Materials

- Various equipment

Description:

Allow campers to choose some of their favourite games from camp or teach them new ones.

REFERENCES & ACKNOWLEDGEMENTS



Acknowledgements

Funders

- Alberta Health Services
- Alberta Centre for Child, Family, & Community Research

Contributors (alphabetical)

Buffalo Lake and Fishing Lake Metis Settlement Members (Hopes & Dreams / Spirituality)

Jodie Asselin (Kinship, Smoking, Drugs, Media Messages)

June Cardinal-Howse (Kinship)

Suraj Chavda (Anger & Conflict Resolution)

Alyssa Flatt (Introduction, Self-Esteem, Communication Skills, Anger & Conflict Resolution, Media Messages)

Brenda Joe (Kinship)

Ellen Robertson (Mindfulness)

Mohammad Sirajee (Bullying)

Evelyn Willier-Blyan (Kinship)

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