

Back To The Land

*A Guide to Indigenous Cultural Resurgence
Through Youth Culture Camps*



CARRIER SEKANI
FAMILY SERVICES

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Back to the Land: A CSFS Culture Camp Journey

The Carrier Sekani Family Services Youth Culture Camp curriculum was developed by Mary Teegee, of Takla Lake First Nation, CSFS Executive Director of Child and Family Services in collaboration with the late Preston Guno of Nisga'a Nation. Preston is remembered for his dedication to his work as a child advocate, and his commitment to helping support, hold up, and empower Indigenous youth. Preston's partner, Megan Hunt provided logistical support in the early development of CSFS culture camps.

The first culture camp was held in 2003 utilizing funding from the Federal and Provincial government through child in care programming and research grants and proposals. The Youth Suicide Prevention Research proposal that contributed to making the camps possible was developed by CSFS Executive Director of Health Services, Mabel Louie, Mary Teegee, and Travis Holyk. The project implementation was then led by Dr. Travis Holyk, CSFS Executive Director of Research.

This youth suicide prevention research project was a partnership between Carrier Sekani Family Services (CSFS) and the University of Northern British Columbia (UNBC), funded by the Canadian Institutes of Health Research (CIHR), and the Federal Government (National Crime Prevention Funding). The project was also financially supported by the Institute of Aboriginal Peoples' Health, which directly responds to goals of ethical research conducted in First Nations' communities. Through the use of mixed methods, the project investigated the effectiveness of community-based interventions, i.e Culture Camps in preventing suicide and tracked youth self esteem, depression, and other indicators over the course of the project. The knowledge gained from this research project helped guide CSFS and its member communities in offering programs and services that will assist in reducing incidence of youth suicide, and improving outcomes for youth. The success of this research project led CSFS to provide culture camp opportunities for Indigenous youth for years to come.

Much thanks and appreciation are extended to those elders and youth for sharing their knowledge and spirit to guide the development of the culture camp program. Many of the elders have passed on but their legacy lives in the lives of the youth that attended the camps, and will pass on their teachings

Through trial and error over the years, we were able to develop something truly magnificent and meaningful. We give thanks for the support of CFSS member nations, elders and knowledge holders, and staff who's passion for land-based healing brought life to the culture camp experience. CSFS is excited to share the knowledge and teachings from our Culture Camp research and experiences, with all Northern BC First Nations. Our hope is that communities can utilize this resource to develop and implement their own safe and empowering culture camps that embrace the unique cultural teachings, traditions, and protocols of each Nation.



Mary Teegee, of Takla Lake First Nation, CSFS Executive Director of Child and Family Services



Preston Guno, of Nisga'a Nation

Carrier Sekani Family Services

Back to the Land—A Guide to Indigenous Cultural Resurgence Through Youth Culture Camps

Carrier Sekani Family Services is committed to enhancing the health and wellness of the Carrier and Sekani people, and the larger Indigenous community. This culture camp curriculum is intended to be used as a resource to support staff, communities, and other Indigenous groups in providing safe and culturally relevant camps, resulting in a cultural resurgence in the youth populations. We acknowledge the elders, and their traditional territories where we have been privileged to host camps.

CSFS camp staff, and partners reflect on the memories of culture camps hosted in our member nations' territories: Saik'uz First Nation, Nadleh

Whut'en First Nation, Stelat'en First Nation, Takla Lake First Nation, Yekooche First Nation, Ts'il Kaz Koh, Lake Babine Nation, Wet'suwet'en First Nation, Nee Tahi Buhn, Skin Tyee, and Cheslatta Carrier Nation. We appreciate all the teachings received over the years and the time we have shared on these beautiful territories.

We acknowledge late Preston Guno, Nisga'a nation, who sought to ignite the passion of youth for cultural learning by bringing them back to the land, regardless of their personal struggles. He was a fearless leader, whose teachings live on in this curriculum.

Message from Cultural Programs Coordinator - Barby Skaling

Memories are treasures of any life experience.

The cultural camps I have worked with; I still have vivid memories that stayed with me as worker, watching the young participants who took part, giving the willingness to take a break from modern world. We were blessed to use traditional lands that all our ancestors used and by the camp participants reconnecting with the land also provide experience what our ancestors did.

Experiencing the life style away from modern amenities brought back my childhood experience at our first winter camp out at Donald's Landing. Use of outhouses/bathroom (toilets build outside), chopping wood, packing wood into our cabins, snow shoeing, packing water from the lake for cooking and washing dishes, morning personal care, shared cabins for sleeping quarters, youth had much fun offering to take turns throughout the night to keep the stove fire going for warm!

We get a chance to reconnect to our Carrier nation culture, our elders and to the land.

I saw how them learning to drum and sing our clan songs brought pride, excitement and how proud they felt! They could not wait for our evening gathering outside around the fire to end an eventful day with our elders who some have now gone to the spirit world.

As staff, workers, youth we create and embrace as the circle of family, as well as making new friends. Learning and sharing the technical skills of food preservations, process of making of the moose/deer hide, beading, birch basket, today's canning with our elders, and learn what our ancestors passed on to us. Our goal is always sharing the language in which community/territory we are on, continue to learn how to communicate respectfully, lift and support each other. We become stronger by experiencing and reclaiming the losses which is immeasurable of our culture.
awit zah

Barby Skaling, "Yahalii" of the Luksilyu clan (smallfrog) from the House of Many Eyes

Message from Youth Services Manager – Kayla Brownscombe

I am honored to have had the opportunity to work with the Carrier and Sekani Nations to develop and implement culture camps for Carrier Sekani Family Services over the past five years. Supporting Indigenous youth participating in Culture Camps in their communities and traditional territories while learning their cultures has been a rewarding experience for me. I am grateful for the teachings I've received and for the time we've shared on the beautiful traditional territories. I am humbled by the generosity of our community members and inspired by the resilience of Indigenous cultures.

Elders and knowledge holders have taught me to embrace the chaos and beauty of each culture camp we host. Camp staff demonstrated patience and understanding as we worked to ensure the best culture camp experience for our youth. All youth have endless potential, and I am privileged to have witnessed how a culture camp can ignite their passion and help them to discover their potential.

I am thankful for the guidance of Mary Teegee, Takla Lake First Nation, and Barby Skaling, Gitksan First Nation and Wet'suwet'en First Nation (Witset, formerly known as Moricetown), who supported me in my collaboration with Carrier and Sekani communities to implement safe and culturally relevant camps. The culture camps Mary Teegee, Barby Skaling, and late Preston Guno implemented set the foundation for this curriculum. It is a privilege to write this curriculum, which includes their knowledge and teachings so that all Northern BC First Nations can develop and implement their own safe and culturally relevant culture camps. Snachalia.

Kayla Brownscombe,
Author, BCYC Youth Services Manager



Barby Skaling (right) and Kayla Brownscombe

Carrier Sekani Family Services would like acknowledge Mary Teegee, Annie Weinard, Barby Skaling, Jason Morgan, Marlaena Mann, Sonya Rowland, Amy Merritt, Rhianon Teegee, Destiney Michelle, Julian Lowley, Crystal Merasty, Jessica Kilpatrick, and William Gotschall for their contributions in the writing and revision of the information in this curriculum.

We are grateful to the First Nations Health Authority, which generously provided funding for this project.



Introduction and Overview

Back to the Land – A guide to Indigenous Cultural Resurgence through Youth Culture Camps is a guide designed to support Indigenous Communities, and professional to deliver culturally relevant and safe culture camps. This manual can be used as a resource to train the staff who will be working directly with youth at camp in safety protocols and successful camp implementation. It is also a source of information for organizations to draw on for training purposes. In the manual, there is information for both staff and camp participants around safety and camp conduct. There are also sample forms in the appendix that staff may utilize in the implementation of their camps.

Even though youth make up a significant portion of the population in our communities, there has been an insufficient amount of funding for services and programs to benefit them. BC Indigenous populations are, on average, younger than all other ethnicities, with a median age of 29 compared to 42 in the general society (BC Statistics, 2013). Similar to provincial population statistics, one quarter of the Carrier population on reserve represented by Carrier Sekani Family Services (CSFS) are youth aged 13–25 years (Harder, Holyk, Russell, and Klassen-Cross, 2015). It is essential that we support the youth in our communities by providing opportunities for meaningful engagement with their culture, connection to elders, and healthy activities for them to participate in and look forward to on an ongoing basis. They are, after all, the future of our communities

Culture camps offer an optimal environment to learn about the beauty and worldviews embedded within Indigenous culture and traditional teachings. The most engaging experiences for youth to learn about their culture take place on traditional territories with the guidance of the elders. Camps can be a place where elders and youth build relationships, enjoy cultural activities, and learn together. The cultural foundation for a camp comes from the assertion that all activities such as arts, crafts, and traditional activities, such as hunting, fishing, gathering, and food preservation are all woven together with the contributions from the lead knowledge holder, elders, and camp staff.

Culture camp facilitators and their teams have the responsibility to ensure the safety of camp staff, participants, volunteers, and the successful implementation of safe and culturally relevant culture camps. Successful implementation of a culture camp is extremely rewarding for everyone involved. Volunteers, knowledge holders, and camp staff often express the positive impact culture camps have had on them.

A culture camp should instill the values of lifelong learning. “First Nations lifelong learning is a process of nurturing First Nations learners in linguistically and culturally-appropriate holistic learning environments that meet the individual and collective needs of First Nations and ensures that all First Nations learners have the opportunity to achieve their personal aspirations within comprehensive lifelong learning systems.” (Chiefs’ Assembly on Education, Pg.1 2012).

At the heart of each culture camp is the community in which it takes place. Culture camps are best delivered with specific consideration of the unique cultural identity of the Indigenous community or Nation. Community partnership and ongoing dialogue are fundamental to the success of a culture camp.

Culture Camp Curriculum

Terms Glossary:

Boundaries (Personal): are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.

Boundaries (Professional): are limits which protect a worker's professional power and their client's vulnerability. Successful and ethical working relationships are based on a clear understanding of what the workers' role is – and just as importantly – what their role isn't.

Camp Participant: A person (typically a youth) who has registered to participate in the camp, and attends.

Camp Staff: Staff that are hired by the Camp Planning Committee and supporting organizations to assist with the camp planning and implementation.

Camp Lead: The identified leader(s) who are responsible for collaborating with Camp Staff, knowledge holders, and volunteers, to ensure a safe, and culturally relevant camp.

Camp Nurse: An identified Health Care Professional who is providing medical care including First Aid, and medication administration during the camp.

Caregiver: A family member or paid helper who regularly looks after a child or a sick, elderly, or disabled person (a preferred term for some Foster Parents, and non-biological parents).

Coping: Means to invest one's own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimize or

tolerate stress and conflict. The psychological coping mechanisms are commonly termed coping strategies or coping skills.

Consent: permission for something to happen or agreement to do something. Consent in a relationship is when partners mutually agree to sexual activity. This can include hugging, kissing, touching or sex. ... Also, just because someone consents to something one time, it does not mean that they will always consent.

Disordered Eating: Disordered eating is a term used for unhealthy eating behaviours and worries about body image. It is quite common. Some of the most common types of disordered eating are dieting and restrictive eating. Others include self-induced vomiting, binge eating, and laxative abuse.

Elder: Elders are very important members of First Nation, Métis, and Inuit communities. The term Elder refers to someone who has attained a high degree of understanding of First Nation, Métis, or Inuit history, traditional teachings, ceremonies, and healing practices.

Emotional Abuse: is a chronic attack on a child or youth's self-esteem by a person in a position of trust or authority. Rejecting, degrading, isolating, terrorizing, corrupting, ignoring, and exploiting are all forms of emotional abuse.

Experiential Learning: can take many forms, from classrooms to camp programs, from corporate team building to wilderness and adventure programs. The focus on connecting active and participatory experiences with reflection deepens learning and allows students to gain new skills and knowledge.

Gender: the result of socially constructed ideas about the behavior, actions, and roles a particular sex performs. ... Gender is a term used to exemplify the attributes that a society or culture constitutes as "masculine" or "feminine".

Gender Non-Binary: a non-binary person is someone who does not identify as exclusively a man or a woman. Someone who is non-binary might feel like a mix of genders, or like they have no gender at all.

Guardianship: is a legal process used to protect individuals who are unable to care for their own well-being due to infancy, incapacity or disability. Legal guardians have the legal authority to make decisions for their ward and represent their ward's personal and financial interests

Intersex: is a term used to describe a person whose sex chromosomes, genitalia and/or secondary sex characteristics are determined to be neither exclusively male nor female. A person with intersex may have biological characteristics of both the male and female sexes.

Homophobia: dislike of or prejudice against homosexual people.

Humiliation: the action of humiliating someone or the state of being humiliated.

Knowledge Holder: Members of indigenous and local communities who are knowledgeable in various aspects and forms of indigenous knowledge; Such members are recognized in their communities for their expertise and depth of knowledge.

Medication Administrator: The identified person responsible for administering medications to camp participants during the camp.

Physical Abuse: is any intentional act causing injury or trauma to another person or animal by way of bodily contact. In most cases, children are the victims of physical abuse, but adults can also be victims, as in cases of domestic violence or workplace aggression.

Risk: a situation involving exposure to danger.

Sexual Abuse: is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- the inducement or coercion of a child to engage in any unlawful sexual activity;
- the exploitative use of a child in prostitution or other unlawful sexual practices;
- the exploitative use of children in pornographic performance and materials.

Sexual Exploitation: Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Volunteers: Any unpaid support person's assisting with the planning and development of the camp.

Promoting Cultural Safety, and Self-Discovery at Camp

Indigenous peoples thrived off the lands of present-day Canada until the devastation of colonialism and residential schools. The impacts of this legacy remain today, resulting in a loss of language, culture, and identity, in addition to the separation of individuals from their community and family.

Culture camps provide an engaging environment to learn about the beauty and worldviews embedded within Indigenous languages, cultures, values, and traditional teachings. Culture camps are where youth and elders can build relationships and learn together through cultural activities; such as fish processing, hunting, gathering berries, and participation in traditional ceremonies. Together with elders, youth are empowered and supported to draw strength from their culture, communities and identity. (Goulet and McLeod, 2002)

Culture camps can offer activities that connect the participants back to the land based on the philosophy of “a foot in both worlds” or the ability to incorporate Indigenous knowledge, learning, and ways of being in the world with Western models. These camps can promote healthy, active, strong, and vibrant youth and communities. The goal is to provide a solid foundation for Indigenous youth from various communities and Nations to know who they are through hands-on learning and sharing of history, heritage, and culture. Indigenous families, elders, youth, and communities in general can be immersed in their culture and traditional knowledge, while simultaneously nurturing the relationships between youth, elders, and the land.

Cultural safety is where everyone feels safe and respected as they interact. This is accomplished through the promotion of cultural humility and awareness. Cultural humility in the camp setting encourages youth to enter into a lifelong journey of self-reflection and learning. It provides youth with the tools to be open to diversity, to be self-reflective, and to learn about their own culture.

Through learning their histories and culture, youth begin to see the influence of their own culture and how they can merge the strengths of their culture in a Western world in a positive and respectful way. Culture camps assist youth to develop leadership skills and the ability to interact with other cultures, worldviews, and ways of being and knowing.

Camps should have opportunities for “experiential learning,” which is defined as learning through experiences, and reflecting on those experiences. Culture camps help Indigenous youth gain and apply knowledge through unique ways of learning, and reflection on their experiences. Whether the focus is on team building, leadership, survival skills, ceremonies, culture camps promote Indigenous history, knowledge, cultural teachings, and protocols. They enable youth to discover the wisdom of elders in the context of respect for nature, self, and others.

In addition to the cultural teachings, a camp may have a theme (e.g., Leadership, Lateral Kindness, etc.). When the youth are not participating in cultural teachings, they are engaging in workshops and activities that encompass the camp theme. Of course, youth can expect the classic camp experiences such as s'mores, campfires, games, and swimming.

“When looking back to the Culture Camp in the summer of 2018, I think of the happiness and laughter in the air. It truly is a powerful thing that happens when we bring our Indigenous youth back to their traditional territory. It was really astonishing to see the huge amount of growth throughout the week. When speaking about growth, I speak very diversely, as I think we as a group grew in many different ways. I especially will think of our growth through our culture and traditional learning. Relationships with one another, and with our culture intertwine it created an unforgettable experience, it created unity.”

— Jessica Kilpatrick – Camp Staff (Nadleh Whu'ten, Caribou Clan)

Learning Outcomes for Youth Participants

After participating in a culture camp, participants will demonstrate the following:

Knowledge:

- Knowledge of traditional practices associated with the community in which the camp takes place.
- Knowledge and understanding of traditional systems of governance associated with the community where the camp takes place. (Bah'lats system and protocol)
- Increased knowledge of the traditional territory (geography, resources, sacred sites, stories)
- Understanding of traditional rites of passage
- Understanding of the role of language in preserving culture.
- Understanding of the resiliency of First Nations people, and the impacts of colonization.

Skills:

- Activity specific skills (canoeing, cooking, outdoor survival, etc.)
- Skills related to Traditional roles – passing from one generation to the next
- Capacity for cumulative learning of traditional skills (drum-making, trapping, hunting, basket-making, beading, etc.)
- Traditional food preparation and preservation (processing salmon, butchering moose, preparing soap berries, etc.)
- Identifying plants, medicines, and animals within the territory.
- Practicing the traditional protocol associated with harvesting plants and animals from the territory.
- Respectful Communication, teamwork, problem-solving taught through camp experiences (games, challenge courses, canoe races), as well as other hard life skills taught through workshops (goal setting, nutrition and cooking, healthy sexuality, public speaking, etc.).

Attitude:

- Value and promote a connection to Indigenous culture and identity.
- Motivation to learn about Indigenous culture and build relationships with knowledge holders, camp staff, and peers.
- Interest in participating in traditional practices and events within the community.
- Interest in learning the traditional language of the territory.
- Sense of cultural connection and belonging.

Recommendations for facilitating Culture Camps

Successful planning and implementation of a culture camp will require the following “basics” to be in place.

- A camp lead/director with a strong passion and skill level in child and youth care or other related field; Indigenous Education or outdoor recreation.
- Permission from Chief and Council to host a culture camp in the community. Including permission to practice traditional gathering (hunting, berry picking etc.)
- A culture camp planning committee comprised of passionate and skilled individuals to assist in the planning and implementation of the camp.
- The capacity to perform Criminal Record Checks on all volunteers, camp staff, and knowledge holders.
- A lead knowledge holder to provide ongoing cultural support within the context of the community where the camp takes place.
- Participants for the camp, and the identified demographic who will be participating in camp (e.g., boys ages 12–16 yrs. old).
- Knowledge holders in the community who are willing to share their wisdom with youth participants.
- A safe venue to host the camp (including sleeping arrangements, food preparation, as well as access to the necessary resources required for camp implementation (e.g., boats and nets for setting net as well as cutting stations and smokehouses for processing fish).
- A camp safety plan developed for the specific risks associated with that camp.
- Chaperones to accompany youth at camp.
- Volunteers to assist with camp activities: set up, take down, packing, cleanup, etc.
- Youth mentors – youth who demonstrate leadership skills and are identified to assist with the camp as youth mentors.
- A budget and sufficient funding to cover camp expenses (food, venue, equipment, wages, honoraria, travel, and transportation).

“Very vital for workers, staff, elders, organizers; to be on their healing journey and understand we may experience triggers at any level with our participants.”

– Barby Skaling, “Yahalii” of the Luksilyu clan (small frog) from the House of Many Eyes

Adapting the Culture Camp to the Needs of Your Community

Culture camps can be delivered in a variety of ways: through day camps, overnight camps, or participating in a multiday specific traditional practice (e.g., processing fish), and journeys that take participants through certain areas of the territory. This curriculum can be adapted to the specific needs and unique traditions of each community; substitute activities and handouts may be used as needed. This curriculum is a guide to help each community plan and implement an effective, culturally relevant, and safe culture camp.

Camp Staff

Volunteers and Chaperones:

Committed volunteers and chaperones are essential to a successful culture camp. All, volunteers, chaperones, as well as knowledge holders must have a valid criminal record check. The camp lead should consult with the planning committee for the cabin assignment, which chaperones are responsible for which youth with consideration to individual needs, personality types, existing relationships, and the comfort of everyone involved.

Paid Staff:

- Camp lead
- Professional Staff (Nurse, Mental Health Clinician etc.)
- Youth Care Workers are required when youth are on the land for enhanced supervision, including evenings and nights. These staff members will have basic skills in youth support and culture camp delivery, to keep the youth active and well-engaged.
- Cook with a valid Food Safe Certificate and experience in cooking for groups.

“As staff participating we truly need to be well versed to work with our young ones that may have experience trauma, childhood hardship and or other mental health challenges. We had amazing support from our executive leadership and many who worked tirelessly throughout the duration dealing with challenges that may arise, supervising, monitoring activities for the safety and making sure the cultural camp is fun and memorable for all!”

— Barby Skaling, “Yahalii” of the Luksilyu clan (small frog) from the House of Many Eyes

Identifying and Supporting Elders and Knowledge Holders at Culture Camp

Knowledge holders are people of any age who are very familiar with their culture and traditions, are respected by their community and are able to share their information with others in a good way. The strength of a culture camp is dependent upon sharing information from the local cultural knowledge holders. A key component of a culture camp is to identify elders or knowledge holders who will assist in the teaching of traditional values, build relationships with participants, and provide the cultural context throughout the camp. Elders and knowledge holders need to model emotional, spiritual, mental, and physical wellness.

It is important to consult with the community to identify which elders and knowledge holders would be the best fit for the culture camp; they may know about traditional foods and medicines, ceremonies, drumming and singing, or other activities important to the community.

An Elder or knowledge holder is described as:

“The Aboriginal Healing Foundation describes an Elder as: ‘[S]omeone who is considered exceptionally wise in the ways of their culture and the teachings of the Great Spirit. They are recognized for their wisdom, their stability, their humour and their ability to know what is appropriate in a particular situation. The community looks to them for guidance and sound judgment. They are caring and are known to share the fruits of their labours and experience with others in the community (Aboriginal Healing Foundation, 2005, p. 4).

An Elder or Knowledge Holder will have many of the following qualities:

1. A positive role model for Indigenous people and is physically, emotionally, mentally, and spiritually healthy.
2. Able to bring traditional values and teachings into contemporary urban life and living in a practical way.
3. Aspires to live a healthy lifestyle and treats his or her family, spouse, children, parents, elders, community members and other traditional healers in a respectful and caring manner.
4. Provides help when asked.
5. Is committed to lifelong learning.
6. Has learned about themselves and how to develop caring relationships with others.
7. They are knowledgeable about their community’s beliefs and traditions and are passionate about the future of their people.

(Aboriginal Healing Foundation, 2005)

“It was like nothing else in the world existed. There was only Jim, his words, the lake, the land, the stars, the ancestors, the crackling fire - and us, huddled around under blankets and sleeping bags. As Jim spoke of his mother we could feel her footsteps walking across their ancestral land. We could smell the berries she picked as they dropped into the pail. He shared the stories with us that she may have shared with him. Although the legends were not easy for us to understand at first, we knew that they changed us somehow. We wanted to hear them over and over, again and again. Even though that camp happened years ago, a part of us is still there, huddled around the fire together under that beautiful blanket of stars. We knew that we left changed. Somehow better, and also connected in a way that is hard to explain - forever bonded to Jim, to each other, to the land, and to the ancestors. Those teachings and that moment are frozen into me. I have never forgotten it, and I never will.

“This is my memory of a girls camp that I attended years ago with Wendy Kellas with Jim and Nancy Williams - on Jim’s families ancestral land at Sunnyside on the shores of Lake Babine.”

– Marlaena Mann, CSFS
Executive Director of
Communications and Data
Governance

Ways to involve Knowledge Holders

The camp planning committee should meet with the knowledge holder prior to the camp to discuss what role the knowledge holder will have at camp. A culture camp may benefit from having an identified lead knowledge holder who remains at the camp for the duration of the camp and participates in all the activities. Although the lead knowledge holder is not required to assist with the logistical planning, they should have the opportunity to provide input on the agenda. They may suggest traditional activities and provide community specific cultural information leading up to and during the camp. In addition to the lead knowledge holder, a culture camp can have additional knowledge holders who may stay at the camp or visit the camp at specific times to provide specific teachings. Some suggestions for knowledge holder involvement include involving them in the discussions and workshops, prayers, opening or closing remarks and/or songs, and sharing meals together.

Discuss with your knowledge holders how they would like to be involved:

- What they enjoy teaching.
- Traditional values that they would like to pass on to camp participants.
- Special traditional skills they would like to teach.

Be sure to ask how you can support them to fulfill their role as a knowledge holder (being mindful of their physical, emotional needs, and transportation, supplies, etc.). Knowledge holders can be paid an honorarium for the services they provide to the camp. In determining the amount of the honorarium ensure fairness between knowledge holders based on role and time spent at camp. Prepare a knowledge holder contract (Appendix: Contract for professional services) Which appendix? . Discuss the honorarium amount and date of payment in advance and ensure the necessary documentation is complete in order to provide payment.

Culture camps are meant to be a place of self-discovery, and cultural learning. Sometimes the teachings at camp can stimulate emotional responses. Be aware of how camp content may impact knowledge holders; consider the impacts of colonization, residential schools, and past traumas that the knowledge holder has experienced. Pay close attention to their wellbeing, watching for triggers, exhaustion, and overall mental wellness. Ensure that the knowledge holder is aware of the mental health supports available at camp. The camp lead maintains close contact with the lead knowledge holder prior to and during the camp.

The camp lead will seek cultural guidance and support from the knowledge holders and provide them with updates on agenda changes, check on youth needs, and review camp successes and challenges with the knowledge holder as they arise.



“I attended my first community culture camp this past year. It was an amazing experience. I loved the way the camp was set up. There were many activities to do but youth naturally chose what they wanted to do, not broken into groups. The result was a fantastic engagement with everyone doing what they were drawn to. I made my first drum, with much help and guidance from new friends. I cannot wait for the next camp!”

— Julie Scoble, CSFS Elder Youth Mentorship Program Coordinator

Honoring Traditional Protocol at Camp

- Prior to the camp, ask permission from Hereditary Chiefs and Chief and Council to host the camp on the territory.
- Have Chief and Council and Hereditary Chiefs welcome the youth to the territory on the first day of camp.
- Ask the lead knowledge holder about the traditional protocols of the community, and ask them how they feel the protocols can be incorporated at camp.
- Host a Bah'lats or other form of celebration to honor the accomplishments of the youth. Follow appropriate protocol for the traditional celebration you are hosting.



The Role of the Camp Lead(s)

An effective culture camp lead(s) must have multiple roles, including being a positive role model, reflective listener, teacher, and leader. It may be beneficial to have two camp leads who are equal in their decision-making authority. Being the camp lead can be a great deal of work and having a second person to share responsibilities with and consult with when making decisions can alleviate stress.

It is the camp lead's job to create a comfortable and safe culture camp environment; one that is welcoming, positive, and engaging. This will enable the participants to learn from the knowledge holders as well as the activities and workshops. Participants arrive at camp with an expectation that they will receive something of value to them—skills, knowledge, memories, and friendship are common expectations. Participants also bring with them their own family histories, traumas, challenges, and successes that will affect the way they interact in the camp, such as fears that they will be bored, not make friends or miss home. The Camp lead will work together with staff and volunteers to support and encourage youth throughout the camp experience.

The following guidelines are designed to assist you in understanding your role as a culture camp lead. Every camp lead will have their own strengths and areas for further development.

Qualities of an Effective Camp Lead

- To ensure fairness/equal treatment to all participants, workers, staff and elders. Especially our youth participants (example – if a visitor brings sweet, goods that other youth can't have)
- Selected staff, workers, elders, volunteers – please ensure persons are physically able to do the work, any physical limitation is noted, allergies, if they can stay away for the duration of camp scheduled days, are they reliable, responsible and can they work on their own etc.,
- Ability to communicate effectively with a diverse group of culture camp support people, including knowledge holders, staff, chaperones, volunteers, community members, and the participants.
- Ability to recognize and respond effectively to safety concerns as they arise.
- Accepting – non-judgmental and has a sense of humor.
- Ability to handle difficult subject matter.
- Awareness of the intergenerational impacts of residential school experiences and colonization on the cultural knowledge holders.
- Enthusiastic, positive, and flexible.
- Organized – uses allocated time and materials to best advantage.
- Problem-solving – seeks creative solutions and consults with culture camp team when working through a problem.
- Challenges camp participants to grow while still being respectful of boundaries and individual needs.

Responsibilities and Tasks of the Camp Lead(s)

- Establish and facilitate a culture camp planning committee.
- Thoroughly prepare for the camps, utilizing the expertise of individuals on the culture camp planning committee and this curriculum.
- Ensure the camp safety protocol outlined in this curriculum is followed to the best of your ability; follow safety plan for addressing disclosures of abuse and mental health needs.
- Be mindful of the wellbeing of both the culture camp staff and participants while at camp.
- Communicate necessary information to culture camp staff while at camp (e.g., time changes, meal plans, youth information and concerns as they arise).
- Be mindful of the weather and other circumstances (i.e., death in community, low salmon count, etc.) that may affect the camp experience leading up to and during the camp. Prepare for bad weather by having back-up plans for activities and events that may be hindered by weather or other circumstances.
- Provide support and guidance for conflict resolution between youth participants, as well as between culture camp staff.
- Ensure that the camp stays on schedule as much as possible; being flexible in regards to agenda changes, adapting activities as necessary.
- Ensure that the food, transportation, accommodations, and other camp necessities are met for camp participants and camp staff.
- Facilitate an evaluation process; you may choose to utilize the post Culture Camp Questionnaire (**Appendix: Annual post camp feedback questionnaire**).
- Summarize the participant feedback and accomplishments in a report that can be used for planning the next culture camp (**Appendix: Camp closing report template**).

“We went canoeing with the other children at Babine Lake. We camped there and slept in the tent until morning. We were very busy in the morning, getting the work done, then we travelled to the Fish [Smolt] ceremony. There was drumming and singing. The drummers were beautiful. We played a game where you had to find the coloured stickers on your back and get into groups. It was exciting to meet my Chief, even though I was nervous at first.”

– *Kashyana Lowley, Lake Babine Nation, Frog Clan, 9 yrs.*

Is a culture camp the right choice?

The opportunity to share cultural teaching with youth is an exciting prospect for community members, knowledge holders and elders. This enthusiasm can provide energy to start a camp, but there are many questions that will arise about the camp planning and the needs of the community. It is good to do some research within the host community to determine if a camp is the best fit for that community.

Questions to ask before planning a culture camp:

1. Do you have permission from Chief and Council and / or hereditary Chiefs to host the camp on the territory?
2. Will parents let their children attend?
3. Will there be children in care attending the camp?
4. Who will serve as a partner(s) to help run a camp?
5. Where will the funding come from (and when)?
6. Are there appropriate campsites or venues?
7. Who will staff the camp?
8. What are the cultural implications for running a camp?
9. Who will inform the camp planning team about the unique cultural protocols of the community where the camp is to take place?
10. Has the community hosted culture camp before? If so, who organized the camp? What worked well? What were the challenges they had to overcome during the planning and implementation of the camp?

“Culture camps are vital for teaching youth about the importance of traditional Indigenous practices like preparing fish for the winter months, hunting, gathering, and the use of traditional medicine. Cultural teachings also encourage basic life skills like food preparation, time management, organizational skills, and more.”

– Julian Lowley, CSFS Youth Care Worker, and Culture Camp Lead

What makes a culture camp a good choice?

There are many compelling reasons why a culture camps are an effective way to help Indigenous youth connect with their culture, and communities. .

Reasons to consider a camp include:

1. The content intended to be taught at camp lends itself to multiple learning settings over several days (for example multi-day cultural practices such as harvesting and preserving salmon are excellent camp activities).
2. Participating in camps taking place within the community allows participants to better concentrate on the teachings (E.g. Learning the traditional practices of the territory while out on the land).
3. A heavy concentration of teaching and practice is desirable—such as conducting a language camp where participants can only use the language being studied (E.g. A language immersion camp).
4. There is compelling evidence that supports concentrated training to help reach the goals of the community; such as increasing sense of cultural connectedness for youth in community.

“I remember when we went to the fish [Smolt] ceremony. I enjoy the Potlatch’s, the dinner is good. We went camping with other kids. I learned about salmon. I slept in a tent with my aunty and my sister”

– Jashard Lowley, Lake Babine Nation, Frog Clan, 7 yrs.

Alternatives to Camp:

Each of the options listed below can serve to achieve great results, without months of planning and the commitment of significant resources that culture camps require.

Summer or Pro-D day camps

A day camp is a viable alternative when it is not feasible for the youth to travel, or the resources or partnerships are not available to plan an overnight or multiday camp. Participants convene in a location near or in their community, participate in daily activities, and return home each evening. When planning a day camp, you may use many of the same planning tools and practices are outlined in this curriculum. A major benefit is the lower cost of this option, as fewer meals and less staff coverage are required.

Conferences

A youth conference is a shorter alternative to camp, lasting just a day or two. It usually focuses more on skills-building workshops and meetings than a traditional camp. Keep in mind that conferences also require significant planning and resources. Consider a youth forum and or a day-long workshop/seminar. Keep in mind the target group and their attention span, and interest in the topic.

Clubs/Groups

Youth clubs in informal settings or in afterschool or extracurricular settings can help young people build new skills and, if continued over an extended period, can achieve all the goals of an extended camp or a day camp. Clubs and groups present an opportunity to work with a group over time without the intense resources or planning needed for camps. Among the most common are life skills programs, drumming groups, or leadership development clubs. The structure and format of clubs are limitless, although the target group expected to participate in the club should be encouraged to get involved in the planning and implementation of the club or group.

A few considerations for any club/group include:

1. Choose goals or a focus area (e.g., Traditional Foods Cooking Group, Girls Empowerment group, etc.).
2. Identify roles and responsibilities of staff and participants.
3. Establish ground rules.
4. Document activities and celebrate successes.

The following section of the curriculum serves as a one year timeline, with task list for planning a culture camp.

Culture Camps

Preparation and Implementation



Back to the Land – *A Guide to Indigenous Cultural Resurgence Through Youth Culture Camps*

Planning a Culture Camp

A successful culture camp is implemented by a culturally dynamic and passionate planning committee. A planning committee can be established by connecting with respected professionals, community members, leaders, and youth in the community. The size of the planning committee will depend on the nature of the camp you plan to implement; how long, how many youth, what activities? The more complex the camp, the more help is needed. Once the planning committee is formed, the committee will need to assess the community's needs and strengths to ensure that the culture camp is a good fit for the community.

This section is an overview of the tasks involved in organizing a successful culture camp and assumes that a planning team starts one year prior to the start of the culture camp. Each culture camp organizing committee is encouraged to adapt and add details to this timeline to make it more relevant their camp planning experience.

NINE TO TWELVE MONTHS IN ADVANCE

Gathering a committee and assessing community's needs and strengths. Once the planning committee is formed, the committee will need to assess the community's needs and strengths to ensure that the culture camp is a good fit for the community.

A successful culture camp is implemented by a culturally dynamic and passionate planning committee. A planning committee can be established by connecting with respected professionals, community members, leaders, and youth in the community. The size of the planning committee will depend on the nature of the camp you plan to implement; how long, how many youth, what activities? The more complex the camp, the more help is needed.

Recommendations for a strong planning committee:

A strong planning committee is made up of a group of people with a range of skills and capacities that will benefit the planning committee and eventually the camp. Committee members should be prepared for at least a 6 month to one-year commitment to developing and implementing the culture camp. The planning committee should meet once a month, and the frequency of meetings should increase as the camp date approaches. Ensure you keep good records of discussions with clearly identified follow-up items, who is responsible, and the deadlines for tasks (**Appendix: Record of discussion template**)

Seek Professionals from the following areas:

- Social Work
- Child and Youth Care
- Psychology and Counselling, specifically Mental Health professionals
- Health Care
- Education
- Governance
- Life Skills Coaching
- Outdoor Recreation

Seek community members:

- Who work within the community in a professional capacity (e.g., Community Health
- Who have an active role in the community and are already regarded as community leaders within the nation (**Appendix: Call for camp presenters' template**)
- Who have experience delivering program and services within communities.
- Who have a wide network of resources both within and outside of the community that they can draw upon during the planning and implementation of the culture camp.
- Who have a healthy relationship with the youth who may be participating in the camp.
- Include a youth or two who would attend the camp to join the committee and provide a youth perspective during the planning stage.

SIX TO NINE MONTHS IN ADVANCE**Work plan and funding:**

- Sponsorship, plan development, and confirm funding (**Appendix: Donation request letter template**)
- Partnership establishment (co/sponsoring, etc.)
- Develop a culture camp work plan and budget with milestones and deadlines for specific tasks (**Appendix: Work plan template, Camp budget template**)
- Plan for and develop any publications that will accompany your event (e.g., agendas, language booklets, etc.)

“My involvement with CSFS Culture Camps were some of the most meaningful experiences of my life. In particular, my first one at Donald’s Landing was quite extraordinary. I felt like I had ‘arrived’ at a place that I didn’t know I was looking for. I felt such peace and connection to both the people and the land and experienced a strong sense of belonging. I was welcomed with open arms and open hearts and I learned a great deal about myself while I was there. I did not want to leave when it was time to, and the entire experience resonated deep within me and it will always have a special place in my heart.”

– Flint Keil, Social Worker – Camp Staff.

FOUR TO FIVE MONTHS IN ADVANCE

Theme, dates, staff, and location:

- Determine a camp theme or focus
- Consider potential dates for your event; consult with partners/other parties if necessary (avoid religious days, holidays, selecting the same date as another community event, etc.)
- Research potential locations for your event – Confirm Dates and Venue
- Distribute notes/memos to potential target groups/care givers for their planning
- Contact potential presenters/traditional teachers
- Submit criminal record checks, and prior contact checks for identified camp staff and knowledge holders
- Identify potential camp staff. Consider the following areas and skill sets when identifying staff to work at the camp:

Safety:

- First Aid (all staff should have Level 1 First Aid) and at least one staff with Level 3 Transport Endorsement, which includes rescue techniques and air lift process.
- PAL (Firearms Possession and Acquisition License for Hunting) and CORE (Conservation and Outdoor Recreation Education)
- Backcountry knowledge and experience (e.g., familiar with a Satellite Phone, wilderness survival, navigation, emergency preparedness)
- Valid Class 4 and 5 Drivers' Licenses
- Boating safety certification
- Lifeguard and water rescue certification
- Plan physical activities – to youth or participants abilities
- Educate camp team with regards to mental health diagnosis, or behavioural challenges that youth may present.
- Invest in the skills of the community members by providing training opportunities for community members so that they can continue to implement the camps.
- Canoe safety certification (Appendix: Basic canoe safety)

Traditional Knowledge and Cultural Competency:

- Fluent or a developing language speaker or teacher.
- Role in and understanding of the Bah'ats system (Hereditary name, attends potlatches, familiar with potlatch protocol).
- Participates in cultural events and practices.
- Respected role model in the community.
- Passion for sharing traditional knowledge with youth.
- Having healed from or overcome challenges related to cultural identity, addictions, abuse, and the child welfare system with the ability to work effectively in supporting youth overcome similar challenges.
- Spirituality and ability to support youth in developing their spirituality.
- Familiarity with territory, sacred sites, traditional stories and practices.
- Able to teach drumming and singing of traditional songs.
- Consider inviting Traditional teachers/elders, Spiritual/healers/workers to provide cultural support and offer ceremony.

Skills responding to youth's individual needs:

- Mental Health Training
- Addictions Counselling
- Strength-based practice
- Life skills coaching (relationship building, listening skills, conflict resolution)
- Motivational Interviewing

Wellness Skills:

- ASIST Suicide Intervention Training, or other culturally based suicide intervention
- Mental Health First Aid (MHFA)
- Responding effectively to disclosures of abuse or bullying
- CPI (Nonviolent Crisis Prevention Intervention)
- Relationship building skills (e.g., conflict resolution or communication)
- Trauma informed practice and related trauma informed training (e.g., trauma informed yoga)

Other Skills:

- Comfortable in outdoor environment.
- Ability to set boundaries and self-care due to the immersive nature of the camps.
- Ability to work effectively within a team.

TWO TO THREE MONTHS IN ADVANCE

Confirming camp plans and staff:

- Receive and review criminal record checks for all the adults assisting with camp.
- Confirm culture camp date and venue.
- Develop a plan to publicize your event, media interviews, etc.
- Visit the camp venue.
- Consider access to the location; is it accessible for people of different abilities? If not, make the appropriate arrangements to accommodate everyone.
- Confirm knowledge holders, elders, healers, and other cultural support staff – develop the knowledge holder contracts and determine the honoraria amounts.
- Review and sign the contracts with knowledge holders, elders and/or healers.
- Confirm camp staff and provide their contracts with details of payment and role expectations. Host any necessary training for camp staff, and participants, (e.g., Fire Arms Safety training, First Aid, Canoe Safety, Boaters licenses, etc.)
- Develop the camp agenda – for camps that require back country access, prepare maps with a trip plan, consult local experts, and consider doing a trial run with camp staff and knowledge holders only (e.g., For a multiday backpacking trip or canoe journey determine distance per day, plan overnight camp spots, emergency stop places, when and where to cache camp supplies, fuel, and other necessities)
- Develop a camp logo or use the Nation logo if you have permission and have it approved by the culture camp sponsors, partners, and funders.
- Develop the camp agenda – for camps that require back country access, prepare maps with a trip plan, consult local experts, and consider doing a trial run with camp staff and knowledge holders only (E.g. For a multi-day backpacking trip or canoe journey determine distance per day, plan overnight camp spots, emergency stop places, when and where to cache camp supplies, fuel, and other necessities)
- Order advertising materials and Swag (T-shirts, hoodies, hats, bags, etc., with culture camp name or Nation logo)
- Print any publications to be included in the camp.
- Start a camp supplies list and begin purchasing camp supplies.
- Explore food options (e.g., catering, packing food, having community members prepare and deliver meals) (**Appendix: Camp menu sample**).
- Explore food options (E.g. catering, packing food, having community members prepare and deliver meals) (**Appendix: Camp menu sample**)
- Develop the camp registration forms (**Appendix: Participant registration form template**)
- For events such as a physically demanding canoe journeys, or a warrior camp that requires a developed physical skill, organize regular exercise sessions for participants to attend (e.g., weekly canoe practice attended by the youth and participating staff).

ONE MONTH IN ADVANCE

Camp registration and orientation:

- Open camp registration, informing the target audience, community members, and professionals.
- Confirm youth mentors – it is ideal if the youth mentors are the same youth who were on the planning committee (**Appendix: Youth mentor payment template**).
- Distribute posters and other advertising materials throughout the community. Purchase all necessary camp supplies (e.g., non-perishable foods).
- Purchase all necessary camp supplies (e.g., non-perishable foods).
- Develop equipment inventory list to keep track of camp supplies.
- Ensure all equipment is inspected and verified safe for camp (e.g., boat tune-up and safety review, vehicle inspections up to date).
- Organize all the supplies for specific activities into labelled translucent bins so that all of the materials are immediately available and visible at the time of the workshop.
- Host knowledge holders and camp staff orientation (**Appendix: Knowledge holders meeting agenda template, Chaperone expectations template**).
- Predetermine consequences when staff, participants, elders do not follow the guidelines.
- Host a youth orientation event (**Appendix: Camp orientation package template**).
- Finalize and print the camp agenda.
- Book rental vehicles and other necessary equipment rentals, including Satellite Phone Rental.



TWO TO FOUR WEEKS IN ADVANCE

Safety and publicity:

- Book a photographer (**Appendix: Photo consent form template**)
- Finalize the registration list and emergency information sheet (**Appendix: Camp quick sheet— emergency contact template, Cabin assignments template, Consent to transport form, Participant health form, Participant medication plan, Release of liability template**).
- Prepare any required text, photos, and promotional materials for social media channels using your hashtag and have them approved by the culture camp sponsors, partners, and funders.
- Ensure all vehicles (including boats, trailers, etc.) are insured adequately and inspected for safety concerns.
- Document and address any vehicle safety concerns immediately.

ONE WEEK IN ADVANCE

Lists and supplies:

- Host a youth pre-camp orientation event (**Appendix: Participant expectations template**).
- Prepare the camp venue.
- Final confirmation for knowledge holders and workshop presenters.
- Transport the supplies to the camp venue and ensure cabins, cots, tents, etc., are set up and prepared for participants.
- Confirm the number of participants, knowledge holders, staff, and chaperones you will have and if possible, contact the people who did not respond to your invitation.
- Host a camp staff self-care activity to build unity and teamwork.
- Confirm catering details.
- Create a list of contact information for those involved in the event.



ONE –TWO DAYS IN ADVANCE

Confirming all details:

- Purchase all the perishable foods, and prepare meals if necessary.
- Call the registered youth and their guardians to confirm attendance.
- Prepare camp sign-in /drop off area – registration table, bag checks, equipment borrowing.
- Prepare camp materials (hats, duffel bags, T-shirts so they are organized and ready for camp sign-in)
- Final review of the camp agenda, taking care of any minor problems.
- Pack Camping gear in labelled bins with list of contents on top, clear bins offer visibility to the supplies as well.
- Send a media advisory to media and designate media representative (if required and approved by culture camp sponsors, partners, and funders).
- Document vehicle description, driver information (e.g., name and driver's license number) and license plate for each vehicle involved in the camp.
- Ensure there is a list of participants with signed photo consent, as well as those without photo consent.

POST CAMP—WITHIN ONE WEEK

Clean-up:

- Follow up with any “duty to report” incidents which arose at camp (**see Fundamentals of Child Welfare – Duty to Report section**)
- Follow up with necessary referrals and services for youth participants (e.g., referring a youth for mental health counselling after sharing a difficult experience or disclosing abuse).
- Track media coverage (if applicable).
- Return any equipment you have borrowed or used to its program or storage location.
- Ensure all camp staff have received the appropriate compensation for their role.
- Follow up on any issues or conflicts that arose at camp.
- Complete a culture camp evaluation with participants if not already done at camp.
- Host a culture camp debrief meeting: Meet with your committee, as well as knowledge holders, camp chaperones, and staff to talk about what went well at your event and what you could do differently next time and document what you have learned.

CULTURE CAMPS

Implementing Your Culture Camp

Camp staff orientation

(Includes the knowledge holders and the chaperones)

Time: From 2 hours up to 1 day – at least 1 week prior to camp.
Hosted at the camp venue, facilitated by the camp director and staff.

Purpose: A pre-camp orientation for knowledge holders and camp staff.

Sample: Culture Camp Staff Orientation Agenda:

- Prayer or Smudge
- Welcome and introductions: Each person at the meeting introduces themselves and their role.
- Ensure all camp staff have completed the necessary documentation: Criminal Record Checks, Prior Contact Check, TD1's, and photo identification.
- Identify First Aid Attendants (at least 2 First Aid attendants for every 12 people attending camp).
- Review the camp agenda and ensure that there are no scheduling conflicts or errors
- Review chaperone and staff expectations (**Appendix: Chaperone expectations**)
- Tour the camp venue (include muster station, washrooms, eating area, camp boundaries, etc.)
- Confirm everyone's roles and responsibilities
- Discuss specific youth support needs
- Review the workshops that are to take place at the camp (e.g., circle seating or table seating, materials for the activity and how much is needed).
- Accommodations and meals: review the accommodation arrangements and which meals are to be provided when and where.
- Allow time for questions and answers period



Pre-Camp orientation for the youth

(all participants)

Time: 1–2 hours within the week before camp, facilitated by camp Lead, youth mentors and camp staff.

Purpose: A pre-camp orientation can provide all youth participating in the camp with clear understanding of what to expect at camp prior to attending camp. It allows youth the opportunity to share their hopes and worries for the camp, and have camp staff respond to them. A pre-camp orientation is also intended to get youth excited for the camp. It is important that the pre-camp orientation for youth is fun and engaging; be sure to include ice breakers, activities, and food. Be aware of youth attention span, and try not to allow discussions to last more than 20 minutes. If possible have camp staff, chaperones, and knowledge holders attend the youth orientation so that they can begin building a relationship with the youth prior to the camp.

Sample: Youth Pre-Camp Orientation Agenda

- Welcome and Introductions: Have youth and staff introduce themselves, and perhaps use a check-in statement (e.g., reflecting the camp theme)
- Ice Breaker – provide prizes (**Appendix: Activity ideas & Using Icebreakers Successfully**)
- Review camp agenda
- Review camp expectations (**Appendix: Camp participant expectations**)
- Review camp menu, be attentive to participant food likes and dislikes and allow youth to share their thoughts on the menu. Determine menu changes with caterer if necessary. This is important for facilitating a trauma-informed camp that acknowledges the food insecurity challenges that youth participants often experience. If youth are aware of when and what they will be fed, it helps to ease their food related anxieties.
- Share a meal together.
- Allow time for questions and answers.
- Facilitate final activity that is fun and exciting so that youth participants leave the orientation with a sense of how the camp will be facilitated.
- Upon leaving hand out the camp orientation packages to the youth and their guardians.

CULTURE CAMPS



CULTURE CAMPS

Culture Camp Preparation

Creating a Culture Camp Orientation Package for Participants

The camp staff team should develop a camp orientation package for participants and their caregivers. The purpose of a camp orientation package for participants is to ensure that they are fully informed and prepared for the culture camp experience. The content of your camp orientation package will vary depending on the type of camp you are facilitating. We recommend providing parents and guardians with a copy of the camp orientation package.

The camp orientation package and pre-camp youth orientation are often the participant's first introduction to the culture camp experience. Be creative with the camp orientation package; make it fun and engaging for youth and consider including a bag and some SWAG items. If you are supplying backpacks or duffel bags for the youth provide them at the orientation. For backpacking or portage activities consider providing a lesson during the pre-camp orientation on packing light and how to pack a backpack. (**Appendix: How to Pack a Backpack You'll be Able to Carry**).

Note: If you are providing specific gear to participants, for example, toques and gloves for a winter camp, provide the items at camp sign in location on Day 1 of camp.

(Appendix: Camp Orientation Package Template)

Camp Orientation Packages:

- Basic Camp Information (dates, drop-off and pick-up times and places, location of the camp, which agency is hosting/supporting the camp).
- Contact information for key camp personnel such as the camp director or lead.
- A copy of the camp agenda.
- A copy of the camp menu with dietary options.
- Directions to the camp location, as well as the pick-up and drop-off locations.
- A packing list, as well as a "do not pack list"
- A description of the camp expectations (**Appendix: Participant expectations**)
- A review of the camp discipline policy – as well as a description of what happens if a youth needs to leave camp (**See section on Behavioral Challenges and Strategies for De-escalating Behavior**).
- Invitations to end of camp celebration for participant to give to family members and friends.
- If you are providing duffel bags or backpacks provide them at youth pre-camp orientation and explain to the participants that they need to pack in those bags and not bring extra belongings or items that do not fit in the camp bags.
- Name tags to wear at the youth pre-camp orientation (optional)
- Small SWAG items such as pens, wristbands, or bags (optional)

Budgeting for your camp

Budgeting for a culture camp requires informed decision making and planning with the camp planning committee. When listing the main expenses be sure to include the actual cost of things like catering, venue, and equipment purchases. Plan for unexpected expenses and leave room in the budget for these expenses (equipment repair, safety supplies, emergency expenses)

When communicating with funders and partners be open and honest about the cost of planning and implementing a culture camp. Do not attempt to save money in areas that affect camp staff and participant safety (e.g., not purchasing radios or a SAT Phone due to budget restraints is not recommended).

(Appendix: Camp budget template).

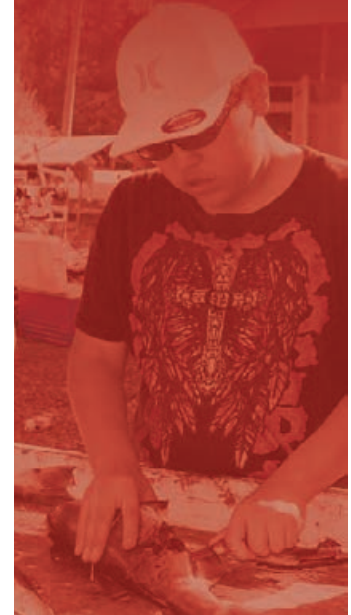
Accommodations

- Sleeping accommodations (e.g., wall tent, cabins, personal tents, group sleeping, gymnasium, hall or other). Be aware of how sleeping arrangements impact the camp dynamic. Consult with the camp planning committee, and staff team to determine if camp will be co-ed, or gender specific, and how the team will be inclusive of transgender youth, and ensure safety and comfort of all youth regardless of sexual orientation. Do your best to ensure the youth sleeping arrangements are the same, unless someone requires special accommodation. Encourage youth to keep their space tidy.
- Communicate with youth about a lights-out time, and being respectful of people's sleep needs in communal accommodations. Acknowledge unhealthy sleeping habits of youth (Ie. Youth is used to staying up all night at home) and teach about sleep needs, and how sleep affects overall health.

Food

- Family-style dining refers to a dining style where participants and staff are all sat around a table, and share family sized portions of food at that table.
- Utilize Trauma-informed approaches to food and menus during the camp. Ensure that youth feel that their food needs will be met. Have healthy snacks available, keep meal times consistent and predictable. Be attentive to food hoarding behaviors, and over-serving which can lead to excessive food waste. Discuss with your camp team if youth will have access to coffee and other issues of "who gets what?" as this can be perceived as unfair by youth, and lead to challenging situations.
- Be aware of disordered eating behaviors at camp, pay attention to how much or how little a youth eats, and be prepared to refer to supports after returning from camp if necessary.

CULTURE CAMPS



CULTURE CAMPS

Culture Camp Programming

Gender Specific Programming, Creating Safe Spaces, and Addressing Sexual Misconduct.

Gender Specific programming in the culture camp setting refers to planning specific camp activities for specific genders, based on traditional roles. Teaching traditional roles and encouraging youth to engage with the traditional roles taught at camp offers an opportunity to create a sense of pride for their role in the community. All youth benefit from being taught to process fish, pick berries, speak their language, and practice their culture. Gender-based segregation is common in camp settings, however gender segregated camps still need to ensure a safe and welcoming space for all youth.

It is imperative that youth feel welcomed and safe in the camp that they participate in. Camp staff must acknowledge that gender is non binary, and that there are many youth in our communities who identify as two-spirited, transgender, or within another realm of the LGBTTTQQAAP (lesbian, gay, bisexual, transgender, transsexual, queer, questioning, intersex, asexual, ally, pansexual) spectrum. “Two Spirit” refers to an Indigenous person who holds unique gendered roles within the Indigenous worldview of gender, which is separate from the Eurocentric gender binary. In modern understandings of Two Spirit, this can also include sexual orientations. The term Two Spirit is a pan-Indigenous term that acknowledges the historical acceptance of gender and sexual diversity prior to colonization (OUTSaskatoon Queer Terms, 2019). Transgender is a term that refers to a person whose gender identity is different from the biological sex they were assigned at birth (OUTSaskatoon Queer Terms, 2019).

Camp supporters, and staff can empower youth, volunteers, and knowledge holders to be activists and allies of youth who identify within the LGBTTTQQAAP community. Encourage youth and adults at camp to ensure that everyone feels safe and supported by role modelling inclusivity, being non-judgemental, and embracing diversity. Ensure that youth know what to do if they encounter or witness homophobic, racist, or sexist words and actions, and have trained staff available to respond, and provide support (Girl’s Best Friend Foundation and Advocates for Youth, 2005). Know when and where to seek help. Be aware of appropriate referral agencies for crisis intervention, mental and physical health services, emergency assistance, etc. Be aware of personal and organizational limits, and accept that your camp may not be able to provide the services the young person needs (Girl’s Best Friend Foundation and Advocates for Youth, 2005).

Youth Empowerment Strategies:

- Support peer education and leadership by youth. Learning about other social movements, can help youth and their straight allies to create initiatives that address inequities.
- Create opportunities for youth to talk openly about racism, sexism, homophobia, class discrimination, and other forms of oppression.
- Create a place where teens can feel comfortable talking about their individual identity, experiences, hopes, and fears by planning activities that encourage personal growth, and promote discussion around identity development.
- Offer interactive and experiential exercises, such as case studies and role-playing, to help teens think through the barriers and obstacles created by oppression.
- Encourage all youth to be allies for their LGBTTTQQAAP peers.
- Acknowledge youth's courage in standing up for their rights and the rights of their peers. Provide youth with resources that make being an activist or an ally fun, easy, and non-threatening (Girl's Best Friend Foundation and Advocates for Youth, 2005).
- Consider offering Bystander Training to staff and youth. Bystander intervention is a type of training used in post-secondary education institutions to prevent sexual assault or rape, binge drinking and harassment and unwanted comments of a racist, homophobic, or transphobic nature (National Sexual Violence Resource Centre, 2018).

How do you talk with a camp participant who is hostile toward LGBTTTQQAAP youth?

- Staff can handle the situation in four steps: 1) stop the offensive behavior; 2) publicly name the behavior and describe why it is offensive; 3) respond on behalf of the whole organization; and 4) ask for a change in behavior (Girl's Best Friend Foundation and Advocates for Youth, 2005)
- Use these moments as opportunities for education. Utilize a staff member or volunteer who is knowledgeable and comfortable addressing the issue. Remind everyone never to make assumptions about other people, their opinions, beliefs, or behaviors. Explain to camp staff and participants that sexual orientation and/or gender identity and gender expression do not, in any way, define other aspects of anyone's personality, experiences, talents, or beliefs (Girl's Best Friend Foundation and Advocates for Youth, 2005)

CULTURE CAMPS



Camp staff need to consider how for transgender children and youth, camp can be a place where pre-determined gender roles and gender-segregated spaces make it difficult for them to be themselves. It's time to start the conversation about how to support gender variant children and youth in our summer camps.

CULTURE CAMPS

Gillard, (2016) explained that:

“For transgender or gender non-binary individuals, their gender identity (the gender they identify with) does not match what society expects based on the sex category to which they were assigned at birth. Some transgender individuals experience their gender identity to instead match the “opposite” sex category, such as an individual assigned male at birth but who comes to realize an internal sense of being female. This individual might at some point in life decide to “transition” – whether socially, surgically, medically, or some combination of these – to synchronize the gender identity with the appearance and expression. Other transgender individuals have gender identities that they cannot accurately describe as either male or female and present an ambiguous or fluid gender presentation” (pg.1).

“Gender diverse” is another term that refers to children and youth whose gender identity and expression is different from the sex they were assigned at birth. Different terms are used to describe these children and adolescents: gender diverse, gender creative, gender nonbinary, genderqueer, gender expansive, trans boy, trans girl, and many more (American Camp Association, 2018).

Lumen Learning; Child Development - Frameworks for Maturation defines sex, gender, gender identity, and sexuality in the following terms:

- “Sex” refers to physical or physiological differences between male, female, and intersex bodies, including both primary sex characteristics (the reproductive system) and secondary sex characteristics (such as breasts and facial hair). A person’s sex, as determined by their biology, does not always correspond with their gender. Therefore, the terms “sex” and “gender” are not interchangeable.
- “Gender” is a term that refers to social or cultural distinctions associated with a given sex; it is generally considered to be a socially constructed concept. It is the social, cultural, historical, expectations and ideals associated with masculinity and femininity. It is all of the role, relationship, behaviour, and appearance etc. expectations that society imposes.
- “Gender Identity” is the extent to which one identifies with their sex assigned at birth. In many Western cultures, individuals who identify with a role that is different from their biological sex are called transgender.
- “Human sexuality” refers to people’s sexual and affectional attraction to others, as well as their capacity to have erotic experiences and responses.

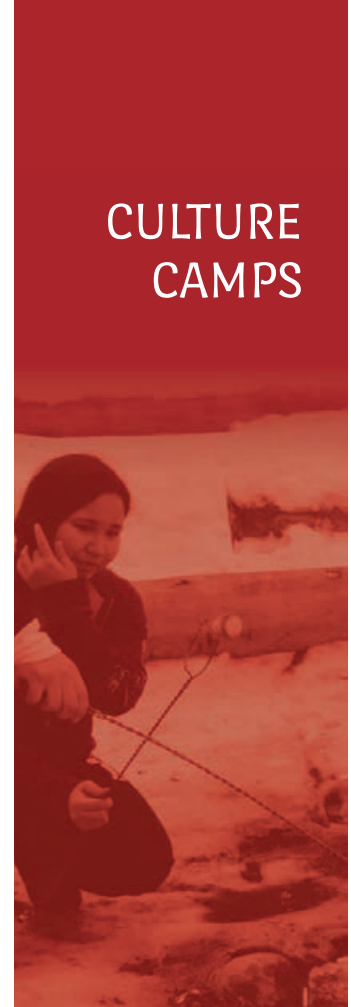
(Lumen Learning, Child Development, Unit 13, Frameworks for Maturation)

Creating a safe space for transgender children and youth at culture camp:

Prior to hosting a camp, camp staff need to prepare the venue and programs so that they are safe and inclusive for transgender children and youth.

- Develop a camp policy to support gender variant children and youth, and enlist professionals to help develop the policy.
- Provide training for camp staff to understand and support gender variant children and youth (Bystander Training, or Safe Spaces Training).
- Employ transgender people on the culture camp staff team if possible.
- If a parent or young person discloses to camp staff that they identify as gender variant or transgender, discuss how staff support that youth to live as their self-identified gender while attending culture camp.
- Always use the names and pronouns the youth prefers, ensure they have access to safe washrooms that are inclusive of their gender, and consider placing them with a camper or cabin group that reflects their gender.
- Always use the term preferred by the individual.
- During a talking circle, ask campers to share 1–2 things they want the group to know about them, such as what pronouns you use or if you have trouble sleeping in new places, etc. Role modeling by adult staff is important to set the tone and provide appropriate examples. Be careful not to put unnecessary pressure on youth during this process, and allow them to “pass” if they would like.
- Provide open-ended questions such as “Gender?” and “Is there anything we should know about your child?” in the Camp Registration package (See appendix)
- Consider re-designating one or more bathrooms in common areas as open to anyone. Ensure that changing areas provide many options for privacy, such as secure curtains or doors.
- Provide information in the Camp Orientation Package (See Appendix) about the camp’s inclusive approach so that parents / guardians are informed on your policies and practices.

“We can help all children and youth by challenging gender stereotypes and encouraging them to discover their unique skills, talents, and interests. We can make sure not to have different expectations of people based on their gender. We can provide role models – from the physically strong women who lead our backcountry canoe trips, to the emotionally secure men who cry on the last day of camp.” (Canadian Camping Association, 2014, pg.1)



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Addressing Dating and Sexual Conduct at Camp

Gender specific camps can reduce the potential for dating and sexual conduct at camp; however, it cannot be assumed that a gender segregated camp won't have issues with dating or sexual conduct. It should be made clear to camp participants as well as camp staff that there will be no sexual conduct of any kind (including in same sex relationships) during the culture camp. Consult with professionals to develop a sexual misconduct policy, and discuss the policy with committee members, staff, knowledge holders, elders, and participants. All participants and camp staff will adhere to this policy. Sexual conduct includes any touching deemed as sexual stimulation (Camp Ten Trees, 2013 Camp Policy Behavior Management). It does not include hand-holding, hugging, or dancing. Camp staff must act in a manner which represents the expectations camp has towards campers' behavior. Any sexual conduct taking place at camp in violation of this may be reason to dismiss the staff or participant(s) from the camp immediately. Occasionally camp participants will begin a relationship at camp. Dating among participants is permissible so long as the above policy is followed and so long as participant behavior is not exclusive of others in the camp community.

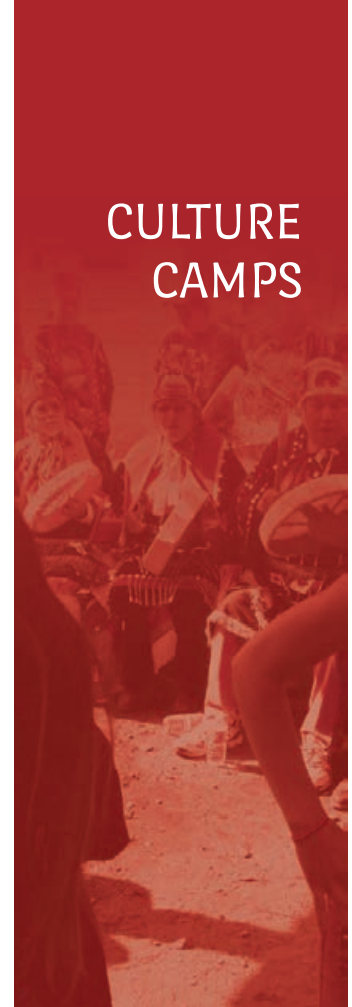


In the case of sexual assault, rape or harassment:

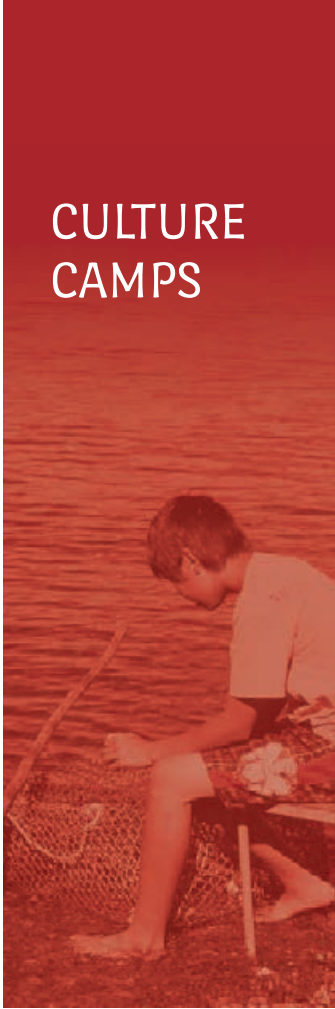
Call the Ministry of Children and Family Development to report the incident at 1-800-663-9122 or the children's help line at 310-1234. If another child/young person is affected and/or if staff suspects that the behaviour is as a result of abuse or neglect.

- Call for police attendance
- Maintain adult supervision of child/young person but allow a non-involved friend to support him/her if this is requested or seen to be helpful. Positively reinforce the action of reporting the behaviour to adults (or through peers).
- Do not allow child/young person to leave the site until parents/guardian have arrived or their permission is given. (Exception: Families or site staff believe the child/young person will be at increased risk by informing parents.) Contact the social worker if youth is in care.
- Police will refer the matter, based on age of child/young person and nature of allegation, to the appropriate police section and provide advice about immediate management issues.
- Contact the social worker if child/young person is in care. Keep child/young person supervised and supported until other agencies provide advice or the most senior designate provides direction.
- If electronic technologies are involved, confiscate until further advice from police.

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Negative Peer Influences at Camp

There is potential for peer pressure and negative influences at camp. The urge to conform to their peers is a normal stage for kids ranging in age from about 12 to 21 years (Health Link BC, 2018). We tend to focus on the bad effects of peer pressure. But the desire to be like their peers can help youth too. On the positive side, peer pressure can provide youth with:

- Friendship, acceptance, and a chance to build lasting bonds.
- Positive examples of how to work hard and be honest, kind, and loyal.
- Feedback and advice as they try out new ideas, explore beliefs, and discuss problems.
- Opportunities to get to meet new people and work through differences.
- Encouragement to do their best, and someone to talk to when they feel like they've failed.
- Support to try new sports, clubs, activities, foods, and music.

Unfortunately, peer pressure can also lead to risky behaviors, such as:

- Smoking
- Inappropriate sexual behavior
- Drug and alcohol experimentation and use
- Unsafe use of social media and cell phones
- Stealing

(Health Link BC, 2018)

Camp staff can promote positive peer pressure and address negative peer pressure by:

- Discussing choice at camp: Explain that camp staff will respect the choices of each individual at camp and that participants are expected to do so as well. Ensure that youth can say choose not to participate in an activity, conversation, or other aspect of camp if they feel uncomfortable. Role model respecting choices by not pushing youth when they do not want to do something or are saying “no.”
- Developing good self-esteem practices at camp. Regular praise for positive behavior is reinforcing for the whole group. Daily affirmations can help youth to build their own self-esteem.
- Staying informed. Pay attention to the risky behaviors that kids this age are doing, and how they're using cell phones, social media, and other technologies. Watch for peer pressuring behaviors at camp and intervene by talking with both youth(s) about the impact of peer pressure, and how both youth can make better choices. The more you know about what youth are being pressured into—trends and current youth communication norms, the better you'll be able to help them learn to make good decisions.

In the following section of the curriculum we'll introduce land-based therapy and strategies for integrating land based therapy at camp.

Land-based Therapy

Embracing land-based therapy at the culture camp means that the traditional land is viewed as an active spiritual and energetic partner in contributing to the hosting of the program and the healing of the participants. (Kwanlin Dün First Nation, Building a Path to Wellness, 2010)

An important component of land-based therapy is to ask permission to host the culture camp and giving thanks through offerings, prayers, and ceremony.

The most common method for implementing land-based therapy is to participate in traditional land-based activities such as fire making, fishing, hunting, gathering, and preparation of food, medicines, and hides. Indigenous arts and crafts such as knife making, drum and rattle making, sewing, and beading are also included (Kwanlin Dün First Nation, Building a Path To Wellness, 2010)

Learning an Indigenous language, culture, and history is also fundamental to reconnecting with one's cultural identity. The lead knowledge holder plays an important role in preserving the cultural integrity of the camp and ensuring that the land-based and cultural activities contribute to the healing and well-being of the participants.

Suggestions for integrating Land-Based Therapy into your Culture Camp:

- Understanding and acknowledging territory.
- Use traditional ceremonies to thank the territory for its role in your camp (e.g., daily spirit baths, smudges, and giving thanks). Consult your lead knowledge holder to identify the traditional way of thanking the land in that community.
- Participate in traditional activities taught by traditional people (e.g., weaving, gathering, fishing, etc.).
- Encourage youth to participate in traditional forms of healing.
- Ask your lead knowledge holder and culture camp support people to share the stories and legends they know from the territory.
- Ask your lead knowledge holder to share about vision quests and other rites of passage that involve connecting with the land.
- Provide opportunities for learning about traditional medicines, and encourage participants to share their new knowledge with their family and friends.
- Create an understanding of spirituality and encourage youth to connect with spirituality in a way that best fits them.

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“The campfire brings people together. There was amazing energy in the air that was impossible to ignore. The smiles were spread wide across each of our faces. Pure joy came over me being in that moment, sitting with the girls surrounding the campfire. It was very comforting to watch the creation of new bonds.”

**– Crystal Merasty -
2018 Girls Culture
Camp Staff.**

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Strength-based Practice and Discipline at Camp

Strength-based practice is a social work practice theory that emphasizes people's self-determination and strengths. A strength-based paradigm offers a different language to describe a child/youth and their family's challenges and struggles. It allows one to see opportunities, hope, and solutions rather than just problems and hopelessness. (Hammond, 2010)

Sometime when working with youth, the camp staff and/or parents might ask questions that focus on the challenges the youth faces:

- What problem is the youth struggling with? When did it start?
- What are the youth's weaknesses?

When switching to a strengths-based approach, questions come from a more positive perspective:

- What's going well in this youth's life? What has contributed to this?
- What does the youth like best about him or herself?

Camp staff typically focus on getting to know youth through discussions about hobbies, interests, and activities that the participants enjoy. A good way to identify strengths is to consider topics of conversation or activities that bring out high energy and a positive mood in participants and then build upon the strengths that participants exhibit during those activities (e.g., When a camper stops to help a friend pick up something he dropped, the counselor can point out, "You are good at helping others. You saw that your friend needed help and you helped without being asked"). Pointing out positive traits reinforces that particular strength and encourages the youth to continue utilizing that strength. Other campers see a positive behavior being reinforced and are encouraged to practice it themselves. (Monk, 2017)

"Practice giving back – by bringing back fish/waste back to the middle of the lake for example.

Offerings back to the land – when picking berries, medicines - every community is unique and does offerings in their way (some use tobacco)"

– *Barby Skaling*



“Encourage kind and respectful communication at all times with each other.” – *Barby Skaling*

Discipline

A culture camp should be a safe and welcoming place for youth. Youth should be made aware of camp expectations ahead of the camp, be able to expect a consistent response to their behavior from all of the camp staff and although communication styles differ, the consequences and manner in which the behavior is addressed needs to be consistent.

Most youth participate willingly in the culture camp experience and enjoy themselves while doing so; however, some youth struggle to cope in the culture camp environment and can present challenging behaviors as a result.

Culture camps can be a challenging for the following reasons:

- Close community setting and lack of privacy
- Change of routine
- Physical and emotional exhaustion from demanding camp activities
- Interpersonal conflict
- Challenges around anxiety specific to meeting new people
- Disconnected from main support people (parents, caregivers, etc.)
- Not being able to use electronic devices

When youth are not able to engage in established unhealthy coping mechanisms (e.g., prescription meds, street – drugs, alcohol) for example drinking alcohol, smoking marijuana, or cigarettes it can effect a youth’s ability to function in the camp setting, making them irritable, restless, and even physically unwell.

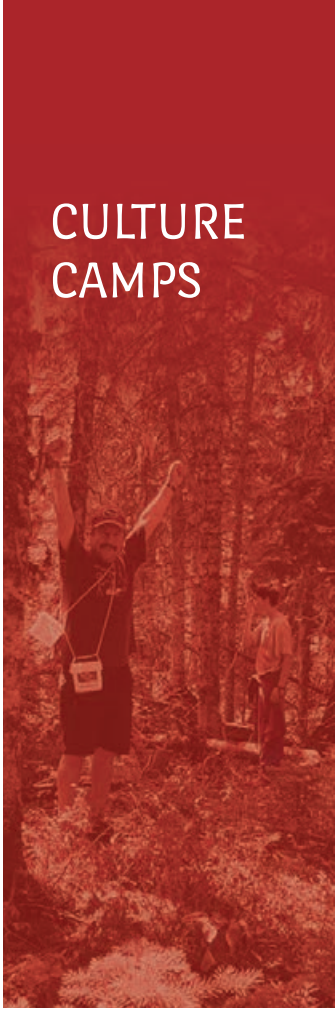
To ensure the quality of experience for everyone, all participants need to treat each other, the staff, the knowledge holders, and the camp property with respect.

“I suggest giving out swag as incentives during activities, or at the end of the day to motivate youth to be kind and participate.” – *Barby Skaling*

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Basic Human Needs:

- **Affection** – Liking others and being liked; loving and feeling loved
- **Power/Freedom** – Independence, responsibility, and feeling like one has choices and influence
- **Recognition – Respect**, affirmations, and acknowledgement of self/ identities
- **Security** – Knowing the rules/guidelines; having a sense of interdependence, belonging, and safety
- **New experiences** – Healthy risk-taking behaviors, creating, building new skills

(Camp Ten Trees - Camp Policy Behavior, 2013)

Basic Needs of a Camp Participant in a Group Setting:

- To have a sense of belonging; feeling that no one objects to my presence, a feeling that my whole self, including all my identities, is sincerely welcome, a feeling that I am genuinely needed.
- To have a voice in group planning.
- To share in making group rules and to then work with the group toward goals.
- To have those rules upheld and/or hold others accountable to those rules.
- To have challenging responsibilities within my ability and development range.
- To be kept informed about the schedule, daily activities, themes, and all-camp activities.
- To know what is expected, so as to work/contribute confidently.
- To have positive role models and mentors.
- Expect participants to want to have fun and be active!
- Expect participants to test your limits, but know they still want and need limits, structure, and boundaries.

(Camp Ten Trees, 2013 Camp Policy Behaviour Management)

Some Common Reasons for Behavior Challenges:

- A desire for recognition/attention: any attention is good attention.
- Frustration: Unsatisfied needs or desires often cause children/youth to “lash out.”
- Homesickness: Being scared and nervous can lead to frustration or a desire not to participate.
- Illness/exhaustion: No one is at their best when sick, tired or hungry!
- Conflict with another participant/volunteer; this can cause defensiveness.
- Outside conflicts: Problems with family, friends, and more can follow participants to camp.
- Established behavior patterns: Lessons learned at home won’t be forgotten at camp.

(Camp Ten Trees, 2013 Camp Policy Behavior Management).

Basic camp expectations:

- Campers are expected to follow the instructions of the camp leader, chaperones, and knowledge holders at all times.
- Profanity and verbal abuse directed towards others is not permitted.
- Physical aggression directed towards others is not tolerated.
- Items on the “WHAT NOT TO BRING” list that are brought to camp will be confiscated by the camp lead.

Basic Camp Staff Responses for When Participants Don’t Follow the Camp:

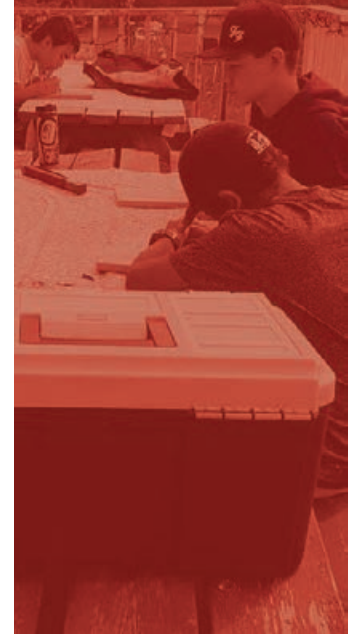
- Give the participant one warning; make it clear that the behavior is outside the camp code of conduct or expectations
(Appendix: Camp participant expectations)
- Talk in Private – one on one, “what can we do together to make this better?”
- Give the participant a chance to explain; circumstances may not be fully known to you.
- Be consistent and impartial.
- Stay cool and calm; keep your strong emotions in check.
- Avoid lecturing or embarrassing the participant; discipline in private whenever possible.
- Stress that the behavior is the problem, not the participant’s personality.
- Help the camper to identify acceptable alternatives to the problem behavior.
- Once the disciplinary time/conversation is over, get the participant reintegrated into the group activity.

(Camp Ten Trees, 2013 Camp Policy Behaviour Management)

Strategies for Managing Behaviour:

- Be the kind of person you want your participants to be – obey the rules yourself!
- Know as many participants by name as possible; know something about them and build relationships.
- Be friendly; always show interest in what individuals are doing and their progress.
- Praise good qualities and actions.
- A sense of humor is extremely valuable; use it frequently.
- Maintain your poise at all times; don’t let the participants “get to you.” Don’t take misbehavior personally.
- Keep in mind that misbehavior is seldom intentional; try to find the cause.
- Try to see the camper’s side of the situation; discuss it with them until you understand.
- One of the best methods to avoiding “bad” behavior is to keep everyone busy.
- Show your disapproval of behavior through your speech, facial expression, and action.

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- Allow natural consequences to occur if the results are NOT too severe.
- Withhold privileges (e.g., participation in a particular activity) if behavior does not change.
- Allow the participant time to cool down and think about behavior change.
- Have a group meeting to discuss and resolve generalized problems.
- Remain with your participants during meals and free time.
- Prevent the participants from becoming overtired, anxious or tense.
- Be willing to admit when you're wrong and ask for forgiveness.
- Sometimes it is best to simply ignore behaviors, rather than reward or punish, which may actually provide attention to encourage the behavior. Ignoring behaviors usually works best for campers who seek attention by being disruptive. Additionally, giving the child attention or affection, which has been lacking, may solve the problem. Giving the child some form of responsibility or encouraging a special interest or talent may result in improved behavior.

NEVER DENY OR COMPROMISE:

- Meals
- Sleep
- physical health/safety, emotional safety.

NEVER:

Use physical discipline (hitting, spanking), call names or allow staff or other participants to do so.

NEVER IMPOSE:

Push-ups, cleaning the bathrooms, eating something unfavorable, removing clothing, dares, hurtful pranks, unsafe activities, embarrassing activities, or hazing. (Camp Ten Trees, 2013 Camp Policy Behaviour Management).

Behaviors considered a threat to the participant's own safety or the safety of others:

- Running away
- Disregarding rules and safety procedures
- Bullying, physical or verbal abuse directed at others at camp

These behaviors require serious intervention, consistent response from camp personnel with special attention to safety planning.

The following section reviews behavior responses and how camp staff can escalate their response based on the seriousness of the behavior.

Culture Camps

Behavioural Challenges and Strategies



Back to the Land – *A Guide to Indigenous Cultural Resurgence Through Youth Culture Camps*

Behavioral Challenges and Strategies for De-escalating Behaviour

When youth face challenges at camp it is important for staff to talk with youth about how to work through the challenge together. Not all behavior requires the same response. Each youth deserves a response from staff that is fair, and involves them in the solution, and the consequence if necessary. This chart outlines basic staff responses for investigating the cause of the behavior, then initial strategies to address mild behavior, and high impact strategies to address serious behavior. Always keep the safety of all participants in mind when addressing behavior at camp.

Presenting behavioural challenge	Consider/ investigate cause of behaviour	Strategies for addressing behaviour (non-violent crisis intervention, strength-based practice)	Higher impact strategies for addressing behaviour (the more impactful the strategy, the more follow-up required)
Being disrespectful to presenters – speaking up, interrupting, and arguing.	<ul style="list-style-type: none"> Take time to talk with a youth and hear them out; their behaviour may be a result of another issue. When speaking with the youth try to do it in a one to one setting in a neutral location. Challenge them to consider what will help them to change their behaviour. Use open-ended questions, for example: <ul style="list-style-type: none"> Explain to me what is happening for you when you are interrupting speakers? Are there times when you are able to focus on a speaker and be respectful, like at school? What is different? What would improve the culture camp experience for you? 	<ul style="list-style-type: none"> Remember that the best way to facilitate a behaviour change is to motivate the youth to determine their own strategies to change/manage their behaviour. Continue with strategy-based open-ended questions, for example: <ul style="list-style-type: none"> What do you think you can do to be more respectful to presenters? How are you going to show me and the other camp staff that you can be respectful to presenters and speakers? Is there anything I can do to help you to focus and be respectful during presenters? Do you feel ready to go back to the group and be respectful? What are we going to do if it's still hard for you to focus and be respectful during presentations? Have youth determine their own plan for changing their behaviour, and then verbally commit them to following through. Don't be afraid to make deals and take a role in helping them to focus and be respectful. Offer alternatives to the youth, for example: <ul style="list-style-type: none"> Would a colouring sheet or fidget object help them to stay focused during presentations? Would a different spot to sit help them to be more respectful? Would a more active role help them to be more engaged, perhaps the youth can write notes on the flip chart, hand out forms, or help the presenter in some way? 	<ul style="list-style-type: none"> Ask the youth if there is a staff member that they feel more comfortable talking with, keeping in mind that your role/presence might be what's triggering them or causing the behaviour to worsen. Often even by the first day, youth have found a camp staff that they prefer. Utilizing that relationship may help to address the challenging behaviour. Ask your camp's lead knowledge holder or another appropriate elder if they would join the youth and another staff for a conversation about camp expectations. Discuss the possibility of calling the youth's guardians and explain that if the behaviour does not improve, you may have to plan for the youth to leave camp. If you do need to call the parent or guardian – consider having the youth be a part of the conversation on a speaker phone, or have the youth call to explain what is going on at camp in their own words. Listen to how the youth describes their situation; it may be that the youth wishes to leave camp and that is why they are exhibiting the challenging behaviour. Do not be overly accommodating in these cases. It should be the responsibility of the parent or guardian to make necessary arrangements for the youth to leave camp not the responsibility of the camp staff. It's common for youth to want to leave camp due to challenges that come up; however, most youth who persevere and overcome behavioral challenges are thankful that they did when the camp is over.

Case Example: A 16 yr. old girl at camp presenting as disrespectful by ignoring staff, interrupting presenters, leaving the room during discussions, etc. Camp lead offered to go for walk with the girl to talk about what was going on. During the walk, the youth shared they were upset because they were only able to stay at camp for the first and second day and would miss the Mission Impossible Game because they had to leave camp for an important medical procedure.

After some discussion, the youth agreed to be respectful towards staff and the Camp lead agreed to move the Mission Impossible game forward in the camp agenda so that she could participate in the game. Without taking time to talk to this youth, the staff would not have understood the underlying cause of the behaviour and the behaviour could have continued to escalate as the youth became more upset about having to leave camp.

Presenting behavioural challenge	Consider/investigate cause of Behaviour	Strategies for addressing behaviour (nonviolent crisis intervention, strength-based practice)	Higher impact strategies for addressing behaviour (the more impactful the strategy, the more follow-up required)
Refusal to participate	<p>Using open-ended questions, offer the youth an opportunity to share why they are not participating.</p> <ul style="list-style-type: none"> What is keeping you from joining said activity? Are there any activities on the camp agenda that you are going to join? Which ones, and why? If you could change the activity so that you would want to participate, what would you do? Has there ever been a time when you didn't want to do something, but after you did, you felt good? Tell me about it. 	<p>Using open-ended questions will encourage the youth to consider what they need in order to be able to participate in camp activities:</p> <ul style="list-style-type: none"> What can you do to feel better about participating in the culture camp activities? What can I do to help you participate in the culture camp activities? Do you have any ideas on how to make the activities better? How would you change them so that you would want to participate? Depending on the youth's thoughts for adapting the activities consider making adaptations that allow the youth to participate fully. 	<ul style="list-style-type: none"> Ask the youth if there is someone that they feel close to at camp that could support them to participate in the activities. Identify which if any activities the youth wants to participate in, and then build upon what their interests are. A refusal to participate can have a greater impact on certain types of camp activities. For example, a youth refusing to participate in a canoe journey on day three has a far greater impact than a youth refusing to participate in a story-telling workshop. When dealing with a high impact refusal to participate, seek to instill empathy and understanding for the impact that the youth's choices are having on the whole group. Explain the importance of working together, that everyone is probably going to want to give up at some point, but that together you will persevere. If the youth is refusing to participate and wants to leave camp, have them try to create a plan for them to leave camp. If you are at a remote location, or in the midst of a journey, the youth will quickly realize that the quickest, most convenient way for them to leave the camp is for them to participate and finish the camp with the group. Be attentive to the youth's needs and be open to adaptations for the activities. For example, the youth says, "I want to ride in the boat rather than paddle in the canoe." The staff can respond, "Okay, well not everyone can ride in the boat, so what do you suggest we do?" Offer to check-in with the youth throughout the remainder of the camp.

Case Example: A youth mentor at camp who typically highly engaged in the camp activities suddenly loses interest—not wanting to leave the cabin, sitting outside the group, arms crossed over chest during the drum-making session. A youth care worker with a good relationship with the youth asks if the youth mentor can help them to get canoes unloaded and ready for canoeing. While unloading the canoes, the youth care worker asks, “I noticed you didn’t want to do drum making, what’s going on.”

Then the youth mentor describes that a youth has been bullying them since the night before, and they didn’t get any sleep.

They don’t want to be around that youth anymore, and they want the youth sent home. The youth care worker shares with the youth mentor that sometimes working with youth can be challenging, and that bullying is unacceptable, and that the being a youth mentor can be demanding work. The youth care worker reminds the youth mentor that if youth are not respecting them, they should inform a camp staff or the camp lead. The youth care worker asks if the mentor would like to sit down and talk with the youth that was bullying

them. The youth mentor states “no,” so the youth care worker explains that if the youth mentor does not want to resolve the conflict with the youth, they need to find a way to move forward in a positive way and participate in camp activities while fulfilling their role as youth mentor. The youth care worker states that they will pay close attention to the youth that was bullying the mentor, and that the mentor is not expected to respond to the youth, or try to address their behaviour on their own. The youth care worker asks “How are we going to make sure that you get to make a drum?”

The youth mentor responds, “I have a drum already, what I really need now is some sleep.”

The youth care worker offers for the youth mentor to take a nap and join the group after.

The youth mentor never did make a drum, but he was able to join the group again after his nap, feeling better about his role and ready to participate in the remaining camp activities. It’s important to pay attention to the true needs of the individual and acknowledge the emotional and physical impacts of participating in a camp.

Presenting behavioural challenge	Consider/investigate cause of behaviour	Strategies for addressing behaviour (nonviolent crisis intervention, strength-based practice)	Higher impact strategies for addressing behaviour (the more impactful the strategy, the more follow-up required)
Interpersonal conflict	<ul style="list-style-type: none"> ● Begin by separating the youth that are in conflict. ● Speak to each youth one on one and use open-ended questions to explore the conflict to get a good understanding. ● Bring the youth together and explain the two sides you’ve heard. ● Utilize open-ended questions to have the youth explain their viewpoints to each-other, for example: <ul style="list-style-type: none"> – Please describe what happened from your point of view? – How do his/her words sound to you? What do you hear? – Of what he/her said what do you agree with? – What would you add to what he/she has just said? 	<ul style="list-style-type: none"> ● Have youth work together to develop a resolution. ● Use prompting questions to get the youth talking through the resolution together, for example: <ul style="list-style-type: none"> – What do you want camp to be like when this is over? – What is most important for you? And why? – What can he/she do so that you will feel better? 	<ul style="list-style-type: none"> ● In cases where the interpersonal conflict is/is or could have a direct impact on a youth’s health or safety separate youth and develop a safety plan (Appendix: My Safety Plan) ● Ensure that youth are not left alone in each other’s company until other arrangements can be made. ● If absolutely necessary, make arrangements for the youth to leave camp. ● Pay attention to who is the “victim” and who is the “perpetrator” and do not reward a perpetrator by sending a victim home.

Presenting behavioural challenge	Consider / investigate cause of behaviour	Strategies for addressing behaviour (nonviolent crisis intervention, strength-based practice)	Higher impact strategies for addressing behaviour (the more impactful the strategy, the more follow-up required)
Refusal to take medication	<ul style="list-style-type: none"> ● In any case where a youth has refused their medication and therefore not received it, this must be documented on the medication administration tracking form. (Appendix: Participant Medication Plan) ● Camp staff should be informed as well. ● Be sure to get the medication back from the youth. Do not allow a youth to take their medication with them to “take later” as they may share it with other youth, or simply not take it. ● Have a conversation with the youth to explore why they are refusing to take their medication, for example: <ul style="list-style-type: none"> – What are your reasons for not wanting to take this medication? 	<ul style="list-style-type: none"> ● Be direct and ask the youth if they intend to take the remaining doses of medication at camp. If they state they will not take the remaining doses, call a parent or guardian for consultation and further planning. Include the youth in this phone call to ensure they are being held accountable for their choices. ● If the youth agrees to take the remaining doses of medication at camp, contact the parent or guardian to discuss the impact of the refused medication. 	<ul style="list-style-type: none"> ● If the refusal of medication will have a significant impact on the youth’s health and wellbeing, or impact the safety and wellbeing of others at camp, the youth may need to leave camp. ● Explain to the youth that refusing to take medication that is critical to their health and wellbeing could mean that they will not be able to stay at camp (consider the logistics of responding to a medication-related emergency in a remote location).

Presenting behavioural challenge	Consider / investigate cause of behaviour	Strategies for addressing behaviour (nonviolent crisis intervention, strength-based practice)	Higher impact strategies for addressing behaviour (the more impactful the strategy, the more follow-up required)
Threatening others	<ul style="list-style-type: none"> Remove youth from the group, or if they refuse to leave the space, have the other participants leave. When addressing a youth who has been threatening others ensure you have a second camp staff present as a safety precaution. Use open-ended questions to investigate why the youth is threatening others, for example: <ul style="list-style-type: none"> Tell me what led up to you saying _____ threat to _____. How do you feel about _____ threat now? What is your plan for carrying out this threat? What would you do if someone threatened you? Does the youth have a plan? Or the resources to execute the plan. If yes, review the Higher Impact Strategies. Youth may need to leave camp or a safety plan will need to be developed if they pose a safety risk to themselves or others. 	<p>If the youth has shared that they do not intend to execute the threat. Invite the youth to consider how he/she will refrain from threatening others for the remainder of the camp?</p> <ul style="list-style-type: none"> Be clear and direct that camp is a safe place for the participants and threats will not be tolerated. Challenge the youth to consider the impact of threats and then develop a strategy together. <ul style="list-style-type: none"> If you had the chance to decide your actions again, what would you do? What are you going to do differently for the rest of the camp to keep you from threatening others? Suggest strategies such as walking away, venting to a camp staff, or something simple like throwing rocks into the lake when they feel angry or upset at someone. Have them make a commitment to not threaten others for the rest of the camp, and discuss what they think should happen if they continue threatening others. <ul style="list-style-type: none"> How are you going to assure me this will not happen again? What do you think should happen if you are not able to stop threatening others? 	<ul style="list-style-type: none"> If the youth and their threats pose a significant risk to the health and wellbeing of themselves or others, then a safety plan may need to be developed, or arrangements may need to be made for the youth to leave camp. (Appendix: Safety Plan) If the youth is prepared to execute the threat or has the resources to do so, then they pose a significant risk to the health and wellbeing of others.

Presenting behavioural challenge	Consider / investigate cause of behaviour	Strategies for addressing behaviour (nonviolent crisis intervention, strength-based practice)	Higher impact strategies for addressing behaviour (the more impactful the strategy, the more follow-up required)
Stealing	<p>Stealing happens most often when a youth brings items to camp that are prohibited, such as drugs, alcohol, phones, and other electronics.</p> <p>Stealing can have a significant impact on the group dynamic due the distrust it causes within the group.</p> <p>Prevent stealing by:</p> <ul style="list-style-type: none"> ● Not allowing youth to be alone or unsupervised in spaces where youth belongings are (tents, cabins, etc.). ● Talking about stealing and the impact it has on the camp in a direct way. ● Not having unsupervised free time. ● Doing bag checks prior to leaving for camp to make sure prohibited items do not make it to the camp venue. ● Explaining that if youth have something they are worried about getting stolen, they can give it to the camp lead to store safely in a lock box. ● Prevent food stealing by ensuring there is ample food available, and that youth can eat when they are hungry not just during meal times. 	<p>If stealing happens:</p> <ul style="list-style-type: none"> ● Give the offender an opportunity to return the article anonymously, without punishment. ● You may need to play detective if the item is not returned and the offender is still not identified. Be cautious in seeking group cooperation in order to prevent the offender being ostracized. ● If you have evidence to identify an offender, deal with the camper privately. Give them a chance to make restitution and plan together to avoid repeat behaviors. ● If evidence is lacking as to the offender's identity, try handing out sheets of paper to each member of the group. Have them write either "I did not take it," or "I did take it, and I'm sorry," and sign their name. Then give them the opportunity to secretly place the papers in your custody. Deal with the offender privately later. 	<p>If you have determined that stealing has occurred, and you were not able to resolve it, get support from fellow camp staff around preventing further stealing and always inform the camp lead. Document what was stolen from who and inform the parent or guardian.</p> <div> <p>"Theft does happen When participants like clothing or items they don't have. Some youth might take it. That happens – So its important to have talk about stealing and how it will be dealt with at the beginning of the camp."</p> <p>– Barby Skaling</p> </div>

Presenting behavioural challenge	Consider / investigate cause of behaviour	Strategies for addressing behaviour (nonviolent crisis intervention, strength-based practice)	Higher impact strategies for addressing behaviour (the more impactful the strategy, the more follow-up required)
Vandalism – destruction of camp property	<p>Vandalism typically takes places when a youth is presented with an opportunity to destruct camp property while being unsupervised. Similar to stealing camp staff may not be able to determine who vandalized the property, and may need to investigate before determining a course of action.</p> <p>Vandalism can be prevented by:</p> <ul style="list-style-type: none"> ● Ensuring that youth are not unsupervised during free time or at other times during the camp ● Minimizing the “tools” available to participants such as paint, knives, carving tools, etc. ● Ensuring that “tools” that can be used for vandalism are returned and then counted by camp staff at the end of each activity. ● Providing acceptable opportunities for youth to use the type of “skills” that are appealing in vandalism, for example: <ul style="list-style-type: none"> – Consider designating a carving bench where youth can carve their names, etc., to prevent them from carving on tables or other surfaces. – Consider laying out a large piece of plywood and allowing youth to do a group art project with spray paint. ● Use these activities as opportunities to discuss them impact that vandalism can have on a community, and how to channel vandalism energy into more productive activities such as art, and construction which have a positive impact on the community. If you are able to identify the participant(s) who vandalized property speak with them privately about the vandalism, while looking at the vandalism. Ask them questions like: <ul style="list-style-type: none"> – What lead you to do this? – What were you feeling at the time? – Have you done this kind of thing before, what happenethen? 	<p>If you are were able to identify the participant who did the vandalism and ask the investigative questions the next step is to actively engage the “offender” in repairing the damage done to the camp community. If at all possible have the participant be involved in repairing the physical damage they caused, for example:</p> <ul style="list-style-type: none"> – Have the youth clean off or repaint over what they wrote on the walls with, have them do this with a camp staff so that it can be an opportunity to have a conversation about the impact of the vandalism. – Have the youth help a maintenance person or other camp staff replace boards or other materials they vandalized. ● Explore how to prevent the vandalism from happening again by asking questions like: <ul style="list-style-type: none"> – What are you going to do to make sure this kind of thing does not happen again? – What are you going to do instead of vandalising? – What can I do to help you not vandalise camp property? ● Once a strategy is in place for preventing future vandalising behaviour ensure that the youth understands the consequences if they vandalises again. e.g. Increased supervision. 	<p>In the case where vandalism continues to happen after the low-impact strategies were applied, assign a camp staff to provide direct supervision and inform the youth that due to their behaviour they will be being supervised by a camp staff at all times.</p> <p>If the vandalism appears to be a result of inattention or lack of focus such as writing on tables, have the supervisor provide other outlets for the youth such as pens and paper during presenters, etc.</p>

Case Example: One year we gifted knives to all of the participants at camp at the start of the camp. Several of the camp's foam mattresses were cut and carved out, leaving bits of foam around the area where the youth were sleeping. We addressed this by having our lead knowledge holder discuss traditional knife use, and respecting the knife as a tool.

Presenting behavioural challenge	Consider / investigate cause of behaviour	Strategies for addressing behaviour (nonviolent crisis intervention, strength-based practice)	Higher impact strategies for addressing behaviour (the more impactful the strategy, the more follow-up required)
<p>Littering and or Not maintaining clean space</p> <p>(Cabin, cot, tent, etc.; leaving food and clothing or purposely leaving garbage at camp sites, etc.)</p>	<p>Littering and “being messy” often occur when youth are unsure of where their garbage or belongings belong, when there is limited space, or when activities are planned too closely together and do not allow adequate time for clean up between activities.</p> <p>Consider the following strategies for preventing littering and messiness:</p> <ul style="list-style-type: none"> ● Ensure that there are ample garbage disposal bins clearly labelled with their purpose (bottles, garbage, plastic recycling, and paper recycling). ● Assign at least two camp staff to ensure that garbage is removed regularly especially in busy areas such as a dining hall or cabin. ● Ensure that all sleeping areas, whether it's a tent or cabin, have a garbage disposal and that the youth know where it is, remove the garbage daily, or as needed. (Do not put food garbage or other attractants in a tent's garbage) ● Pack garbage bags with you when out-tripping and ensure that a space is clean before you leave it. ● Talk openly and directly about the impact that littering and messiness can have on a culture camp community. ● Have an elder or knowledge holder speak to youth about protecting the land and the impact garbage has on our environment. ● Role model good behaviour, keep your own spaces organized and clean, and youth will understand that is the expectation of the camp. ● Role model good behaviour by picking up litter (even if not left by you or your camp) while out on hikes or other activities. <p>If a youth is continuously messy or littering, explore the behaviour by:</p> <p>Asking first if they know where the garbage disposal is? (if yes, and in the moment, then direct the youth to pick up the garbage and put it in the receptacle.)</p> <p>What is happening when you are littering? (e.g., Are they too busy? Rushing? Or just being lazy?) Then talk about their answer. If they identify as a “messy person,” how do they deal with that in other spaces such as school or home?</p>	<p>After you've asked the investigative questions challenge the youth to come up with their own strategies for managing their mess or not littering.</p> <p>What are you going to do about your messy space?</p> <p>How are you going to make sure that your “messy personality” (only use if the participant self-identified as being messy) does not have a negative impact on our camp or the environment?</p> <p>How can I help you to stay tidy, or not litter?</p> <p>Try a reward system that meets the needs specific to the youth or applicable to the whole camp.</p>	<p>A natural consequence type intervention is to have the youth clean up their own mess with the support of a camp staff who will engage them in a conversation about the impact the messiness or litter is having on the camp or the environment.</p> <p>Consistency is key here. It's important not to give in and clean up behind a youth during a camp.</p> <p>If necessary a youth may miss an activity because they need to clean up their space or pick up litter they left behind.</p>

Case Example:

At a culture camp with 12 girls in a wall tent, one participant was scattering their clothing, blankets, and other belongings well beyond the reach of their cot. It was affecting other participants who were not happy to have to share their space with someone's dirty laundry. Camp staff reminded the youth to clean up the space several times, but the mess continued. Camp staff implemented a morning clean-up routine in which three people at a time would go into the tent and clean up their cot space prior to camp activities starting for the day. Camp staff intentionally sent the messiest camper into the tent with the first group so that they could tidy up their belongings before the neighboring campers had their turn to clean their cot space. This morning clean-up routine quickly became an important part of that camp's routine.

If a youth needs to leave camp because of behavioural challenges:

In the event that camp staff have to arrange for a participant to leave camp follow this protocol:

- Confirm with the camp lead that the youth needs to leave camp, and then develop a transfer plan.
- Ensure the safety of all other participants at camp as well as the participant who needs to leave camp (provide direct supervision if necessary for the youth until they are picked up).
- Call the parent or guardian to make arrangements for pick up. Set up a check-in call time before you meet as well to ensure both parties are on schedule, especially in areas without cell service.
- Assign one staff – who has been most effective with the youth – to oversee the transfer, provide transport, and debrief with the parent about what led to the youth needing to leave camp.
- Assist the youth with packing their belongings. Do not leave the youth alone at any time after the decision for the youth to leave camp has been made.
- Meet parent/ guardian, if needed, and verify their identity by checking personal identification.
- Assist the youth in moving their belongings to the vehicle. Be polite and considerate of the youth and parent/ guardian's emotional state.
- Allow the youth an opportunity to share their point of view with their parent/ guardian. Debrief with the parent by clearly describing the events, and attempted behavioural interventions that led up to the youth having to leave camp.
- Assure youth and their parent/ guardian that they are always welcome back to camp.
- If you are able, offer a follow-up phone call to the parent/ guardian to discuss potential supports and services that could be put in place for the youth.

Culture Camps

Activity Recommendations



Back to the Land – *A Guide to Indigenous Cultural Resurgence Through Youth Culture Camps*

ACTIVITIES & GAMES

Activity Recommendations

Ice Breakers and Games:

(Appendix: Resources: Using Icebreakers successfully)

Culture Camp Bingo

Give on pre-formatted bingo sheet to everyone along with a pencil. Give a 10- to 20-minute time limit for everyone to fill in as many of the squares with names as possible. The person(s) with the most squares filled in wins a prize (you can also have 2nd and 3rd prizes).

To print the complete set of Culture Camp Bingo cards we've created at myfreebingocards.com go to <https://mfbc.us/e/shqu55>

Vortex Game

Ask everyone in the group to find a partner. If there is an odd number, the leader can participate with a group member. It is very important that everyone has only one partner.

Have partners face each other and introduce themselves. Ask them to decide which is most similar to them (e.g., an apple or a lemon). The object is to give each partner an identifying title.

- Advise the partners to remember each other's names and faces. Have the "apples" make a large circle facing outward.
- Once the circle is constructed, have the "lemons" find their partners and face them. You will have two circles, one inside of the other.
- Ask the group to discuss various topics (suggested topics below) with each other for 1 minute.
- Once the minute is up, have the inside circle collectively rotate a number of partners in one direction. Now everyone has a new partner.
- Have partners introduce themselves, and give the group a new discussion topic.
- Repeat, repeat, repeat.

Sample topics include:

Where would you be if you were not here at camp?

What is your favorite traditional activity?

What are you most looking forward to at camp?

Who is someone you look up to and why?

"Plan your activities well in advance. For traditional songs/ drumming – consider putting recordings on USB to play at camp while the youth are learning.

As often as you can have youth introduce themselves by identifying their clan, where they are from, what traditional teaching they learned, language they learned that day. "

– *Barby Skaling*

Toilet Paper Pass

Have the group sit in a circle. The leader tells the group to pretend that they are going on a camping trip overnight. The group leader then passes out the rolls of toilet paper and tells the group that they will need to bring enough toilet paper for one night in the forest. Once they have taken their sheets, tell them that for every piece of paper that they took, they need to tell the group one fact about themselves.

Fifty Yard Scream (or Human Javelin)

Everyone lines up on one side of a large playing area. When the leader calls go, everyone runs screaming and stops only when they have run out of breath. You can then have the group go back and try to beat their distance. It is a lot of fun! (Watch video for an example) <https://www.youtube.com/watch?v=SwpKzm8Ksqk&feature=youtu.be>

Warm Fuzzy Board

Materials: Post-it notes, pens, poster board

Explain to youth on the first day camp that the Warm Fuzzy board is a place where you can compliment each other anonymously or not, it's meant to instill positivity in the camp and make people feel good about themselves.

Explain that "cold pricklys" (rude comments) are not welcome, nor are "hot fuzzies" (hitting on, objectifying, unwelcome advances) welcome either. Leave the sticky notes and pens in a designated space and youth can write on them throughout the camp. When the camp is over, instead of distributing the sticky notes at camp, save all the sticky notes and mail them to the participants after the camp. Mailing the sticky notes after the camp prevents it from becoming a popularity contest, and it's uplifting for youth to receive their compliments after the camp reminding them of their camp memories.

ACTIVITIES & GAMES



ACTIVITIES & GAMES



Bubble Gum Art

Materials: Bubble gum, toothpicks, small index cards.

Give each participant a piece of bubble gum to chew (or plasticine, clay, etc.), a toothpick, and an index card. Allow them 5 minutes to chew the gum (perhaps while you discuss another topic), then place the gum on an index card, and then design something on the index card using only the toothpick as a tool – no hands (yuck!). Each person takes a turn going around the circle showing off their art.

The others try to guess what the gum sculpture is. The person with the best and most creative design, as determined by the peer group, is the winner. If you have quite a few players, you can have several categories of winners, like Most Ingenious, Most Creative, Best Resemblance to Camp Lead, etc.

Untangle

This can be done in groups of 6 to 10 participants. Participants will hold their right hand out to hold the right hand of another participant. They will hold out their left hand to hold the left hand of any participant, other than the participant they are holding right hands with. They will have to work together to get untangled and into a circle.

We did untangle with our girls at Camp. The girls seemed to really enjoy this activity, and requested to play it more than once.”

– *Rhianon Teegee CSFS Youth Wellness Worker*

Bang the Name Game

Everyone arranges themselves in a circle. An organizer, who is not playing, spins around in the middle of the circle with their hands up and points to or calls out the name of somebody in the circle. For example, let us assume he called out the name “Frank.” Frank, upon hearing his name, must duck. The players on either side of Frank, upon hearing Frank’s name, must turn towards Frank with their fingers pointed into a pretend gun and shout the name of the person they are looking at on the opposite side of Frank. If Frank failed to duck quickly enough, he has just been shot and is eliminated from the game (stays sitting). If Frank ducks to safety, but one player shouts the name of the other player faster than the other, the slower player is eliminated. If Frank ducks to safety and both players shout at the same time, then all three are safe and nobody is eliminated. If any player in the circle makes the mistake of ducking or shooting at the wrong time, they are eliminated.

The organizer continues spinning in the middle of the circle and pointing at one player at a time, as quickly as they can adjudicate the results, until only two players remain in the game. Then a draw must take place in which both players close their eyes and stand back to back, then begin walking away until the adjudicator yells “draw” and the first to turn around and shout the other player’s name wins the draw.

Photo Scavenger Hunt

Materials: Polaroid cameras, extra film, photo scavenger hunt list, markers/pens, poster paper, Ziploc bags, prizes for the two/three teams.

Groups will be divided into two or three groups (depending on how many participants), and they will have 45 minutes to complete as many tasks on the photo scavenger hunt list as possible. The team that gets the most points will win the first prize. The other group will get the second prize. If there is a third group, they will get the third prize.

“Yes we have done this twice for the past two culture camps. The teams worked well with each other. What did not work was some of the pictures did not develop and it was too bright even when the setting was matched to the outdoors.”

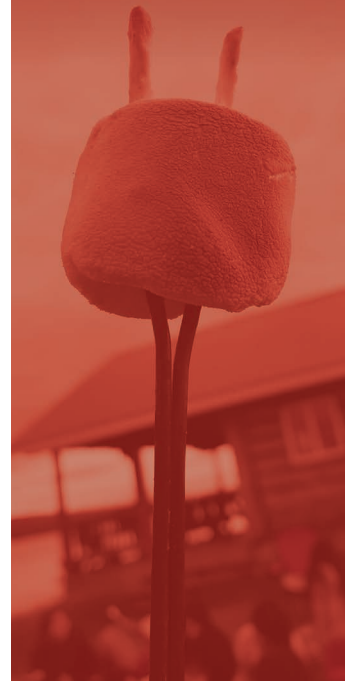
*Rhianon Teegee – CSFS Youth Wellness Worker
(3 yrs. Culture Camp Experience)*

Cheetos Toss

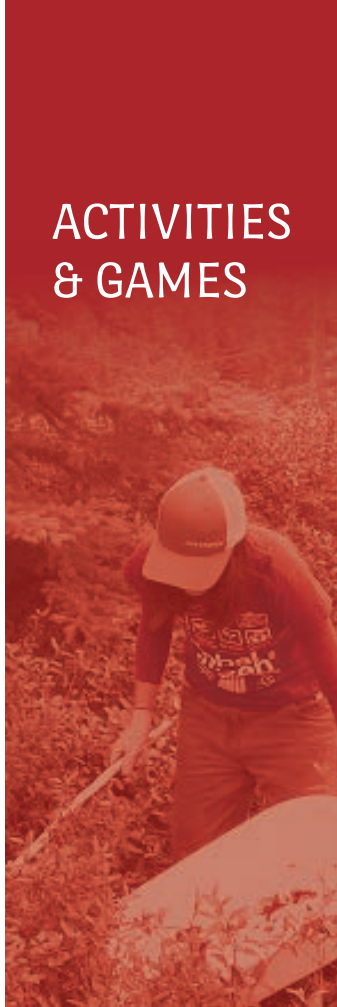
Materials: Shower caps, Cheetos, shaving cream, broom, rags or paper towel, and garbage can for cleanup.

Divide the group into teams, adjust team size to group size (thinking like a relay). Have volunteers (especially fun if it’s camp staff) put a shower cap on their head, then spray shaving cream on the cap, making sure everyone has about the same amount on their cap. For every team, there must be one volunteer with a shower cap. Have the teams line-up single file about 5 feet away from their shower cap volunteer. Each person in the line gets 30 seconds to throw Cheetos at their “cheetah head” partner, attempting to “stick” as many Cheetos as possible to their person’s head. After the 30 seconds, the person goes to the back of the line. Team with the most Cheetos stuck to their person’s head wins a prize.

ACTIVITIES & GAMES



ACTIVITIES & GAMES



Obstacle Course

Materials: Anything you can create an obstacle with (hula hoops, ropes, brown gunny sacks, boards, etc.)

Have staff and youth prepare the obstacle course together in a large open area then have races through the obstacle course adding in additional challenges as you see fit. Examples:

Mission Impossible

Materials: Head lamps, glow sticks or flashlights for the participants, First Aid Kit, and First Aid attendants.

This is the most requested game at culture camps. Youth have often come to expect to play this game on the last night of camp. Start by having participants pair up. Then explain safety rules to participants:

- Staying with your partner at all times (same hiding places) Air horn
- Air horn or bell or sound that means “everyone come back”
- Describe the boundaries – Are they the same as the camp boundaries? If not, make sure that everyone understands the specific boundaries for the game, the no-go zones, and other specific hazards such as outhouses and old buildings.
- Ensure that everyone knows that the home/safe area is the First Aid Station, and have First Aid staff there with First Aid kit in case of injury.
- Remind participants to be cautious running in the dark on uneven ground, and that tagging should be gentle, not shoving.

Once participants have agreed to safety rules, hand out a flashlight, headlamp, or glow stick to each participant. Identify one set of partners to be “it.” The “it” team stays at the home-safe station while the other teams run off to hide. Give them one minute to hide. The objective is for the teams to make it back to the home/safe area without getting tagged by the “it” team. First team caught is “it” for the next round, anyone who is caught joins the “it” team in searching for and tagging the remaining teams.

Traditional Activities

All traditional activities should be facilitated by a knowledge holder with the assistance of the culture camp staff.

Medicine Gathering

Requirements: Knowledge holder familiar with the process of setting a net in that territory, a Licensed Boat operator, boat, life jackets, boat safety kit, net and weights/ floaters (usually provided by the knowledge holder), knife, gloves, totes for fish.

Plan with a knowledge holder ahead of time when, where, and how to set the net. Ensure that there is someone with a valid Boat Operation License to operate the boat. Ensure that the boat is adequate for the task and review Boat Safety protocol with the knowledge holder. Ensure that the boat is not over passenger capacity or weight limit including gear. Most of the time when setting a net, two or three youth will participate in the activity with the knowledge holder, not the whole camp. Have the knowledge holder teach the process for setting the net. Follow the traditional protocol as described by the knowledge holder with regards to giving back and harvesting procedures.

Setting and Pulling a Fish Net

Requirements: Knowledge holder familiar with the process of setting a net in that territory, a Licensed Boat operator, boat, life jackets, boat safety kit, net and weights/ floaters (usually provided by the knowledge holder), knife, gloves, totes for fish.

Plan with a knowledge holder ahead of time when, where, and how to set the net. Ensure that there is someone with a valid Boat Operation License to operate the boat. Ensure that the boat is adequate for the task and review Boat Safety protocol with the knowledge holder. Ensure that the boat is not over passenger capacity or weight limit including gear. Most of the time when setting a net, two or three youth will participate in the activity with the knowledge holder, not the whole camp. Have the knowledge holder teach the process for setting the net. Follow the traditional protocol as described by the knowledge holder with regards to giving back and harvesting procedures.

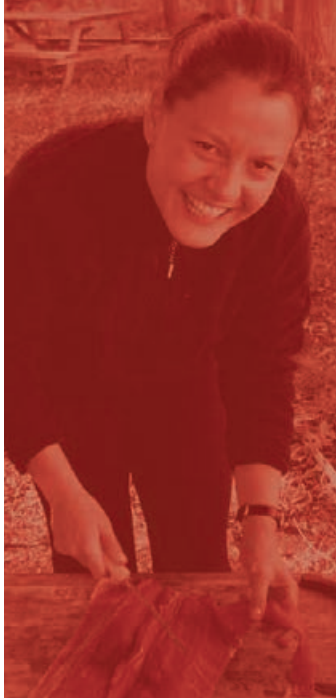
ACTIVITIES & GAMES



“Our elders will not be here for long, so it is important that we include them in all youth cultural activities. Especially activities like culture camps. Our elders are a wealth of knowledge and their stories, knowledge, and experience needs to be passed on to the next generation.”

— Julian Lowley, CSFS
Youth Care Worker,
and Culture Camp
Lead

ACTIVITIES & GAMES



Processing Fish (cutting, canning, smoking)

Requirements: A knowledge holder to facilitate and teach the youth the traditional practice. A community to host – most communities have a site where they process fish.

Supplies:

- Clean rubber totes for transporting fish and storing fish pieces,
- filleting knives,
- knife sharpeners,
- scrub brushes,
- 5-gallon buckets for guts and waste,
- cutting stations, water, rags for washing,
- First Aid kit and First Aid attendant,
- canning supplies (pressure canners, jars, sealers, rings, spices, vinegar, salt, large pots or water bath canners for sterilizing jars,
- propane stoves, oven mitts with plastic coating, propane, water (lots), sheltered area for canning). Smokehouses, firewood.
- Food Savers, food saver wrap, Ziploc bags, butcher wrap, sharpies for labelling.

Plan with a knowledge holder ahead of time how the fish processing will take place, what will the youth be involved in? Will it be a multiday project? Who will teach/ lead specific steps of the process? Discuss safety needs and traditional protocols. Follow the traditional protocol as described by the knowledge holder with regards to harvesting and processing the fish.



Safety Considerations:

- Have the knowledge holder teach youth how to safely gut and cut the fish.
- Have the knowledge holder explain basic canning safety.
- Sharpen knives often – dull knives often lead to cuts.
- Ensure a First Aid kit and First Aid attendant is nearby.
- Do not allow youth to handle hot pressure canners, start or adjust propane stoves, or handle hot jars.
- Count the knives at the beginning of the day and ensure that all knives are collected and locked up at the end of the day.
- Practice Food Safety at all steps in the process, including cutting and canning.

Hunting

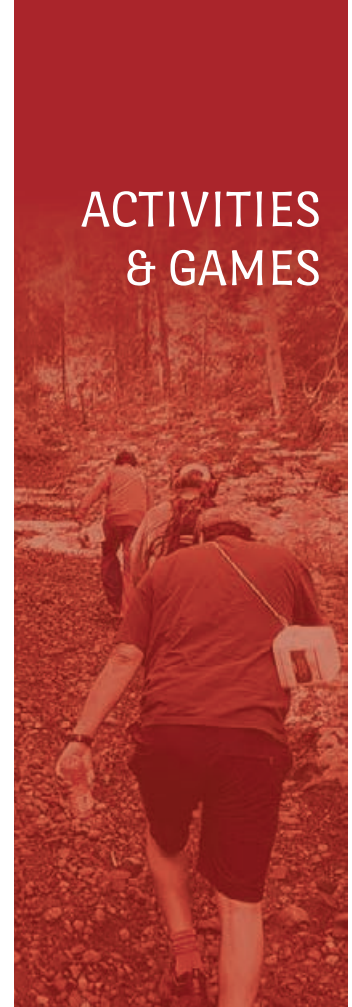
Requirements: A PAL–certified (Possession and Acquisition License) knowledge holder to lead the hunting group, and teach the youth the traditional hunting practices of the territory; Have additional PAL–certified staff for supervision.

Materials: Hunter–orange clothing for youth to wear (e.g., toques), a hunting backpack or two containing First Aid kit, SAT phone, knife, bone saw, food, wipes, binoculars, lighter, fire starter, plastic bags (for garbage), and rope.

Hunting can be done anytime, except prohibited hours of hunting which are an hour after sunset on any day until 1 hour before sunrise of the following day (Wildlife Act, 2018). Plan with a knowledge holder ahead of time when, where, and how the hunting will take place. Verify the knowledge holder has a valid PAL (Possession and Acquisition License) by asking to see their license before the camp. Knowledge holders facilitating hunting should have taken or enroll in a Conservation and Outdoor Recreation Education (CORE) course prior to the camp.

All hunting should take place with two staff with PAL certifications and no more than 6 youth to a group. Firearms should be handled at all times in accordance with the PAL guidelines, and all hunting should be ethical and follow the traditional protocol of the territory as taught by the knowledge holder. A plan should be in place for what will happen in the case of a successful hunt, who will take responsibility for gutting and dressing the animal, hanging it, and ensuring it is cut and wrapped. Be open to adjusting the camp agenda so that youth can be involved in the different stages of the process. Ensure that you consult the knowledge holder for traditional protocols regarding distributing/sharing meat with the community.

ACTIVITIES & GAMES



ACTIVITIES & GAMES

Berry picking

Materials: A knowledge holder to bring participants to the berry patch and teach the traditional protocol associated with berry picking. Clean buckets, berry picker participants, water, wipes, sunscreen, hats, bug spray, and bear spray.

Plan with the knowledge holder ahead of time when, where, and how the berry picking will take place. Have youth pick berries in pairs, and stay within sight of the group all the times. Discuss bear awareness with the group prior to heading out. Encourage the group to make noise, stay together, and not to run or scream if they see a bear or hear something in the bush. Have the knowledge holder teach the participants how to identify the berries. Pick the berries for a purpose and ensure they do not get wasted. Encourage youth to practice sun-safety by wearing hats, and sunscreen and avoid berry picking in the heat of the day (1:00–3:00 pm). Take regular breaks in the shade if necessary.

Basic Bear Safety:

1. Stay calm.
2. Speak to the bear. Talk calmly and firmly. “Go away bear” “I see you bear” “We’re just passing through”
3. Back away slowly. Never run! Avoid turning your back to the bear.
4. Make yourself appear BIG.
5. Pick up small children and stay in a group.
6. Do not drop your pack. It can provide protection.

Storytelling

Requirements: Knowledge holder or story teller, comfortable circle seating. Discuss with the knowledge holder ahead of time what stories will be told when and any specific needs they may have with regards to the participants. Have the knowledge holder introduce themselves, explain the role of storytelling in Indigenous culture, and outline the traditional protocol when listening to and telling stories and legends. Most storytellers like youth sitting in a circle; encourage youth to get comfortable and show respect for the duration of the story.

Food Preservation

(canning berries, drying herbs and medicines, drying fish,)

Requirements: Knowledge holder to teach the food preservation process and provide traditional knowledge on the role of food preservation in Indigenous culture.

Materials: The following are basic food preservation supplies: Pressure canner, water bath canner, jars, lids, sealers, salt, spices, vinegar, sugar, (other recipe specific needs), paper bags, Ziploc bags, food savers, food saver wrap, drying racks, smokehouses, firewood, canners, propane burners, water, propane, oven mitts, rags, dish soap.

ACTIVITIES & GAMES

Ask the knowledge holder well ahead of camp what specific supplies they will need for the food preservation activity. Follow food safety guidelines as much as possible. Some traditional food preservation practices do not follow all “food safe” procedures, in these cases. Honor the traditional practice and follow basic food safety food safety (e.g., washing hands, avoiding cross contamination, and food safety rules for pressure canning and water bath canning). Youth enjoy participating in experiential learning activities where they are able to get “hands on.” Whenever possible create opportunities for the youth to bring the teachings and culture learned at camp back home with them. Allow youth to make their own canned salmon, or jar(s) of berries, dried tea, etc., label it, and bring it home with them.

Basic Pressure Canner Safety Considerations:

- Keep the rubber gasket clean and in good shape.
- Use only the weight and pressure gauge provided with that canner.
- Follow the instruction manual.
- Measure liquids precisely.
- Don’t overfill the pressure cooker.
- Release the pressure safely according to the directions in the manual.
- Watch out for steam.

Water Bath Canning Safety Considerations:

- Fill water bath canner at least half - full with water.
- Check jars, lids, and bands for proper functioning.
- Pre-heat/sterilize your canning jars in hot (180°F) water.
- Prepare the desired tested high-acid preserving recipe.
- Use a Jar Lifter to remove the hot jars.

Birch Bark Basket Making

Requirements: Knowledge holder to teach the traditional practice of birch basket making. Consult with the knowledge holder ahead of camp what supplies they will need, and if they are able to supply the materials at the camp (birch bark can only be harvested during the spring and in the fall).

Materials: Basic supplies include flattened birch bark, spruce roots, fresh red willow, very strong Exacto knives, water, tubs, plywood piece for cutting out the basket pattern, ruler, carpenter square, pencils, sharpened awls.

Consult with knowledge holder ahead of time about when, where, and how to the birch basket making will take place. Have the First Aid attendant available. Count all the Exacto knives and awls prior to handing out and collect and count them promptly when the activity is over. Ensure participants have some way of labelling them, and store in-progress and complete baskets in a safe area protected from the weather and other things that could damage a youth’s project.

ACTIVITIES & GAMES



“One year, we held a Nah’wess competition with a host and judges similar to a modern cooking show. Youth broke into pairs, with each group making their own Nah’wess using the traditional hand technique on the same time limit. We filmed it and gave awards to the judge’s favourite Nah’wess recipe.”

– Culture Camp Staff, 2018

“Nah 'wess” (Soapberries)

Materials: Knowledge holder to teach the recipe and technique. Soapberries (fresh or jarred), mixing bowls, sugar, measuring cups, beaters (many knowledge holders use their hands to mix, but some prefer to use electric beaters), water, rags, dish soap, wipes, small cups and spoons for serving. Consult with the knowledge holder ahead of time about when, where, and how the Nah 'wess will be made. Prepare supplies ahead of time according to the knowledge holder’s needs. Have the knowledge holder explain the traditional process of making Nah 'wess and then teach the youth to make it, involving the youth in the process wherever possible.

One of the first berries available for harvesting is the nah 'wess berry, also known as “soap berries.” These tiny red transparent berries are harvested by picking them by hand, or by laying a blanket or pail below the bush and hitting it with a stick to knock the berries off the bush and catch them. The berries are then cleaned and prepared in a variety of ways. A favorite Carrier summer treat made from the nah 'wess berry is “indian ice cream.” Indian ice cream is made by hand beating the berries and adding sugar until the consistency is like whipped cream and the bitter flavors are balanced out by the sugar.



In the Aboriginal Medicines I – Harvesting and Preservation Manual (CSFS and UNBC, 2004) nah 'wess was noted to have the following uses:

“Soap berries you can use as medicine you can eat it raw but its sour its good for cancer or you can drink the juice of it when you can take a teaspoon a day” – *Julie Jacques*

“Soap berry bush can be used for TB, colds and cancer”
– *Irene Skin*

“You boil it and drink the juice, and that’s good for the heart”
– *Lottie French*

Drum making and Rattles

Requirements: Knowledge holder to teach traditional practice of drum-making / rattles.

Materials: Drum-kits or hide, hoops, and sinew, punch, small hammer, scissors, water, tubs (for soaking hide), pencils, drum sticks, hide and foam for drum- stick ends, leather twine, hot- glue, and tape, acrylic paints, Spray Varnish or sealer.



Consult with the knowledge holder ahead of time about when, where, and how the drum- making and rattles are to take place. Ensure that you have enough drum-making supplies for all the participants. Follow the guidance and traditional protocol as taught by the knowledge holder. Plan for adequate working space with tables and benches or chairs. Have the First Aid attendant and First Aid kit available. Count the knives before distributing; count and collect them promptly when they are no longer needed. Allow the drums to dry before painting them. Store the drums in a safe, dry, area where they cannot be damaged. Paint the drums with guidance of a knowledge holder and coat drums in protective varnish spray before playing them.

“More than once we’ve had a dog take a participant’s drum and chew it; this is a heartbreaking experience for the youth, and has a significant negative impact on their camp experience.”

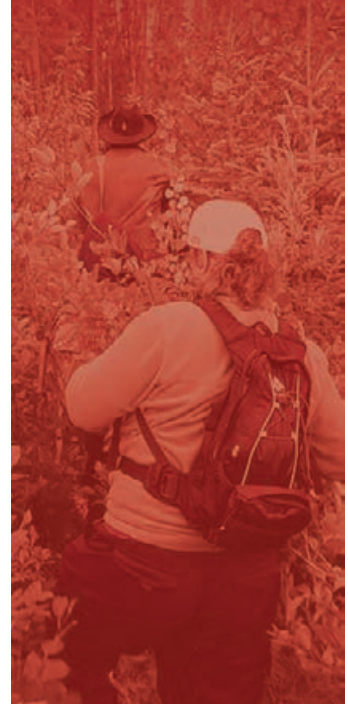
Singing and Dancing

Requirements: Knowledge holder to teach the traditional songs and dances of the territory.

Materials: Drums, drum sticks, flip chart and markers (for writing songs in large print).

Consult with the knowledge holder ahead of time about when, where, and how the singing and dancing will take place. Follow the traditional protocol for songs as directed by the knowledge holder. Camp staff and youth can participate in singing and dancing together; youth won’t want to dance or learn unless the adult camp staff are part of the experience. Write the songs on the flip chart, and give hand-outs with the words so youth can continue to practice the songs after the workshop. Encourage youth to sing and drum as they please at camp; impromptu drum sessions are so fun!

ACTIVITIES & GAMES



“I remember one time at Boys Camp in Saik’uz there were about 6 boys crammed into a tiny cabin, I could hear their drumming from the potlatch house, as I got closer, their beats louder, when I got to the cabin, I swear the old windows were shaking as they sang and drummed together, laughing between songs”

– Culture Camp Staff, 2017

ACTIVITIES & GAMES



Language Lessons

Requirements: Knowledge holder to teach the language of the territory.

Materials: Language hand-outs, language activities, and a language booklet designed specifically for the camp and the territory in which it takes place; many communities have their own language resources; consult with the community ahead of time for permission to use language resources at camp.

Consult with knowledge holder and/or language teacher about when, where, and how the language lessons will take place. Arrange for a quiet space for structured language lessons; ensure the youth have opportunities to practice speaking the language with each other, the elders, and camp staff.

Making Salves with Traditional Medicines

Requirements: Knowledge holder to teach traditional practice of preserving and activating traditional medicines.

Materials: Jars, sealers, rings, bear grease, goose grease; harvested and prepared medicines.

Consult with the knowledge holder about when, where, and how to make the salves. Prepare the necessary supplies ahead of time according to the knowledge holder's direction. Have the knowledge holder teach the youth how to prepare the salves and, if possible, have the youth prepare their own salve to bring home with them. Follow traditional protocol as directed by knowledge holder.

Additional activity ideas:

- Spirit Baths
- Wood Carving
- Traditional Tool Making
- Canoe Carving
- Lahal or other traditional games
- Smudging
- Hide Tanning
- Sweat Lodge

The following section provides a sample five-day camp template, with a daily itinerary including activities to provide examples of how the aforementioned activities can be facilitated in the camp setting.

Culture Camps

Five-Day Camp Template

Back to the Land – *A Guide to Indigenous Cultural Resurgence Through Youth Culture Camps*

FIVE-DAY CAMP TEMPLATE



Five-Day Camp Template:

First Day of Camp:

- Camp sign-in should be organized, efficient, and fun. Ensure adequate staff to perform bag checks, registration review, and hand out swag items.
- Provide light snacks and refreshments at camp sign in.
- Have music playing and activities for youth to participate in while they wait for all of the participants to be signed in for camp.
- Provide each youth with a copy of the camp agenda, cabin assignment, and nametags for their bags and to wear.
- Have camp nurse or staff responsible for medication administration receive medications and instructions for medication from guardians. Upon receiving medication from guardians, it should be stored in a locked box and remain with the camp nurse or staff responsible for administering medication.
- Ensure all transporters are aware of pre-planned stops and know where they are travelling to. Provide a map and directions to the camp location. Provide handheld radios to camp staff to stay in contact.

Camp Orientation

(on site) Time: 1.5 hours

Purpose: A camp orientation is necessary upon arrival at camp as it sets the tone for the rest of the camp. The purpose of the camp orientation is to welcome youth to the territory, set expectations and camp boundaries, and initiate relationships between elders, youth, and camp staff. Reviewing camp safety information is the best way to prevent accidents, injuries, and negative group dynamics.

Main Points:

- Introduce youth to elders, knowledge holders, and camp staff.
- Identify the camp lead
- Identify the First Aid persons
- Identify the Mental Wellness support persons
- Identify the camp boundaries and safety concerns, including docks and any unsafe equipment or buildings at the camp site.
- Develop the camp expectations as a group (post expectations on a poster board and display for the camp duration)
- Discuss expectations of a safe and welcoming environment for all people, and embracing all aspects of a person's identity (i.e. gender, race, and sexuality)
- Review the camp agenda
- Review the sleeping arrangements
- Give out camp package

Camp Expectations Discussion with all Participants

Materials: Markers or chalk, flip chart, poster board or chalk board

The youth mentors and camp lead should facilitate the camp norms discussion. Have the camp lead take notes on the flip chart while the youth mentors ask facilitation questions.

Gather camp participants, knowledge holders, and volunteers into a circle to collaboratively develop camp norms. Invite participants, knowledge holders, and volunteers to discuss about the norms (expectations) that are needed to ensure everyone is safe and supported.

Facilitation Questions:

What do you think would help us to have a good culture camp?

How can we work together to make sure that everyone enjoys this culture camp?

(Appendix: Sample Group Norms/Expectations)

Example Daily Camp Agenda:

Girls Camp hosted on Saik'uz Traditional Territory in 2018 (ages 12–16 yrs.)

Day 1 Agenda

Time	Activity
7:00 AM	Culture Camp Staff Start Time
8:00 AM	Registration, Bag Checks, Cabin Assignment
9:00 AM	Leave Prince George
10:45 AM	Arrive at Saik'uz Park and Potlatch House
11:00 AM	Welcome to the Territory
11:30 AM	Camp Orientation, Tour and Settle In
12:00 PM	Lunch
1:00 PM	Photo Scavenger Hunt
2:00 PM	Drum Making
5:00 PM	Dinner
6:00 PM	Staff and Youth Debrief
6:30 PM	Carrier Language Lesson
7:30 PM	Expressive Art
9:00 PM	Journal Time and Back to Cabin
10:00 PM	Lights Out

FIVE-DAY CAMP TEMPLATE



FIVE-DAY CAMP TEMPLATE



Second Day of Camp

Day 2 Agenda

Time	Activity
7:30 AM	Morning Prayer and Smudge
8:00 AM	Breakfast
8:30-9:00	Carrier Language Lesson
9:00 AM	Traditional Medicines or Beading
12:00 PM	Lunch
1:00 PM	Greer Creek Falls Hike
5:00 PM	Dinner
6:00 PM	Staff and Youth Debrief
6:30 PM	Drum Painting
9:00 PM	Journal Time and Back to Cabin
10:00 PM	Lights Out

Third Day of Camp

Day 3 Agenda

Time	Activity
7:30 AM	Morning Prayer and Smudge
8:00 AM	Breakfast
8:30 AM	Carrier Language Lesson
9:00 AM	Berry Picking Or Canoeing
12:00 PM	Lunch
1:00 PM	Carrier Syllabics
3:00 PM	Rites of Passage
4:00 PM	Cultural Competency for Youth
5:00 PM	Dinner
6:00 PM	Staff and Youth Debrief
7:00 PM	Drumming Practice
8:00 PM	Camp Fire and Lahal
10:00 PM	Journal time and Back to Cabin

Fourth Day of Camp

Day 4 Agenda

Time	Activity
7:30 AM	Morning Prayer and Smudge
8:00 AM	Breakfast
8:30 AM	Carrier Language Lesson
9:00 AM	Healthy Sexuality
12:00 AM	Lunch
1:00 PM	Potlatch Protocol
2:00 PM	Indian Ice Cream Making Contest
3:30 PM	Drum Practice
5:00 PM	Teaching Potlatch
7:00 PM	Talent Show
9:00 PM	Mission Impossible
10:00 PM	Free Time

FIVE-DAY CAMP TEMPLATE



Fifth Day of Camp

Day 5 Agenda

Time	Activity
7:30 AM	Morning Prayer and Smudge
8:00 AM	Breakfast
9:00 AM	Pack up Camp (everyone participates)
10:00 AM	Closing Circle and Smudge
11:00 PM	Leave for Prince George
12:30PM	Arrive back in Prince George and Brown Bag Lunch

Culture Camps

Camp Safety



Back to the Land – *A Guide to Indigenous Cultural Resurgence Through Youth Culture Camps*

CAMP SAFETY

The following section provides safety information, and protocols to develop and implement a safe Culture camp.

Camp Safety

Safety protocols

Camp Staff – Youth Ratios

The camp staff – youth ratio varies depending on the risks associated with your camp, and the participants attending your camp. High-risk camps such as canoe journeys require lower camp staff to youth ratio such as 2:1. Lower risk camps such as day camps may only require a 5:1 camp staff to youth ratio. Be mindful of the behavioral, emotional, and physical needs of the youth attending camp and adjust the ratio accordingly. Have additional staff on-call or at camp so that if a camp staff has to leave camp, the ratios can still be met. Some youth may require a 1:1 camp staff – youth ratio if they have exceptional behavioral, emotional, and/or medical needs.

“Do not be afraid of speaking up and sharing your concerns if you see potentially unsafe practices when planning a camp. Voice your concerns and remember to refuse unsafe work practices. The safety of the youth, staff, and knowledge holders is the most important thing at camp.”

– Julian Lowley, CSFS Youth Care Worker, and Culture Camp Lead

Procedural Considerations for Children and Youth in Care at Camp

For children and youth in care who are participating in the culture camp additional safety requirements need to be considered.

Consents and Liability:

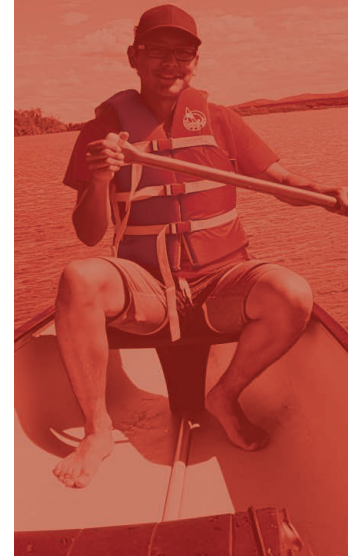
Ensure that all consent forms are signed by the appropriate guardian – some forms such as school permission forms can be signed by the caregiver, whereas camp forms and other high-risk activities typically require the signature of the legal guardian, which may be the guardian, social worker, or other designate of the director.

Consultation:

Call the children or youth’s assigned Social Worker before camp to consult on the youth’s specific needs, strengths, and challenges, to ensure the best experience. Discuss accommodations, staffing requirements, and develop a safety plan for that youth if necessary. Discuss plans for if the child or youth needs to leave camp early, if they have trauma responses. Ask if they have a behavioral response plan that should be implemented at camp, and if there are any no-contact orders. Review the safety plans with Camp Staff prior to camp.



CAMP SAFETY



Photos, Advertising and Social Media:

- Talk with the youth's social worker about agency policies.
- Find out whether there are specific social media considerations for the youth attending your camp.
- Get permission from the agency and youth before posting family pictures that include a youth in care. It's important to ensure that photos do not create privacy or safety risks. (Appendix: Photo Consent Form) **Appendix: Photo Consent Form**
- Protect privacy and confidentiality. Do not identify a youth as a foster child or child in care and do not post the youth's full name or address on a social network or website. Never discuss specific case information.
- Be aware that photos may reveal the youth's location. Some smartphone photos and network services (such as Facebook's and Instagram's location features) provide GPS information. Learn how to manage location services on your smartphone or turn them off completely.
- Think before you post. Be sensitive to how messages may be interpreted by others, including your youth's family members and agency staff. (For more information and resources, see <https://www.childwelfare.gov/topics/management/workforce/tools/socialmedia/>)

CAMP SAFETY



Transportation Safety

It is important to have safety protocols in place when transporting camp participants in both personal and company vehicles. The following are basic guideline to follow:

(Appendix: Consent to Transport Form)

1. Be familiar with government safety regulations pertaining to your driver class when transporting clients.

It is important to know the various safety regulations set out by the government when transporting clients. In larger commercial vehicles like a bus or a 15 passenger van the regulations around transporting people are different from transporting people in a regular vehicle. One of the main provisions set out by the government is executing a pre-trip inspection to ensure that the vehicle is in good condition to drive.

2. Review your organization's additional safety regulations and requirements.

Even though the government provides basic safety regulations around the transportation of clients, your organization may have certain additional provisions that must be followed to further ensure the safety of everyone when transporting clients (e.g., although the government may not require you to be a certified mechanic to carry-out basic repairs on your company vehicle, your organization may prohibit any repairs unless you are a certified mechanic).

3. Abide by all road signs, municipal by-laws, and provincial/ federal road laws.

Like any other driver, it is imperative that a social service provider abides by all laws set out by any and all governing bodies. This is to ensure that your passengers, as well as yourself, are protected from both physical and legal risks. For instance, if you were to drive over the speed limit, encounter an obstacle in the road, fail to stop in time and strike the object, injure yourself and one of your passengers, you could be dealing with a physical injury, a summary conviction/ indictable offense, and a potential lawsuit following the accident.

4. Ensuring you have proper insurance coverage.

It is important to have the proper insurance coverage in place, especially when transporting people in personal vehicles. Ensure that your organization has the right insurance coverage for transporting youth or camp staff. If you or anyone in the organization uses their personal vehicles, it is imperative that that individual has additional insurance coverage. Consult your local insurance provider for further details.

5. Government safety inspections.

For commercial vehicles, government safety inspections are required by law. Therefore, you must locate a local mechanic who is certified in government inspections to carry out a basic safety inspection to ensure your company vehicle is in a safe operational condition.

The culture camp lead must ensure that all transportation vehicles used by the camp have adequate licensing, inspection certificates, and insurance. The camp is also responsible to ensure that all operators have a current license in the correct class.

Review the following Transportation Safety Considerations with the Culture Camp Planning Committee prior to camp:

- Do all buses (including passenger vans) used to transport campers have a current Ministry of Transport certificate of safety inspection?
- When transporting luggage, program material, and safety equipment, ensure that it does not block the aisles or exits and that it does not present a hazard in the event of an accident.
- Are camp personnel, in addition to the operator, present in vehicles with a seating capacity of 25 or more when the carrier is underway?
- Are all motorized camp vehicles insured and operated by licensed drivers?
- Are unlicensed vehicles covered by the camp's insurance underwriter?
- Do all drivers of camp vehicles have a current BC driver's license of the correct class (this includes vehicles not required by law to be licensed on camp property)?
- Vehicles with a capacity of 10 or less (including driver) Class 5. Buses and Vans with a capacity of 11 - 25 (including driver) Class 4 (Unrestricted). Buses with a capacity of more than 25 (including driver) Class 2.
- Have out-of-province drivers licenses been approved by the Motor Vehicle Branch as valid in BC and to ascertain class equivalency?
- Professional drivers involved with camper transport (Class 1-4) should supply a driver's abstract to the planning committee prior to the camp.
- Are all drivers required to supply a driver's abstract (this is a driving record available free of charge through ICBC)?
- All operators should be aware that carriers must NOT be fueled with passengers on board.
- All operators should know to inform the camp lead of any repairs needed to a camp vehicle.

CAMP SAFETY



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- All diagnosis and repairs to critical systems of vehicles used to transport campers (e.g., brakes, steering, exhaust system, etc.) must be undertaken by a licensed mechanic prior to the camp.
- If drivers are expected to tow trailers, are they given appropriate training?
- When using chartered or hired watercraft to transport people, are they certified by the Transport Canada to carry passengers (e.g., vessels carrying more than 12 passengers, or 5 gross tons or larger, is considered a passenger vessel).
- When using chartered watercraft does the camp have sufficient 3rd party liability insurance?
- Ensure that motorized camp watercraft meet all Transport Canada safety standards (see “Safe Boating Guide” from Transport Canada)
- Do all operators of motorized vehicles (e.g., golf carts, tractors, ATVs, riding mowers) receive sufficient safety and operational training?
- Do camp owned or leased vehicles have a minimum of \$3,000,000 liability?
- Do all camp owned or leased vehicles transporting campers, staff, volunteers, or while on camp business have a minimum of \$3,000,000 liability?



Swimming Safety

Waterfront Supervision and Swimming:

The waterfront (ocean, lake, river, pool) must be under the supervision of the waterfront director who has the day to day responsibility of all water activities. The waterfront director should be the Lifeguard. If this is the case, this person must be 19 years of age and cannot supervise other aspects of the waterfront while lifeguarding. The required certification for a lifeguard is a current National Lifeguard (NL) award (e.g., pool, waterpark, and waterfront). Boating programs must be organized so they do not interfere with the supervision of swimmers. Boating programs must be under the direction and supervision of adequately trained personnel and must have emergency and rescue procedures governing them.

Waterfront: Any body of water and the land immediately adjacent to it (e.g., beach) used for camp program purposes. This might include swimming, boating, wading, or other activities in, on, or near the body of water. A waterfront may be at an ocean, lake, pond, river, stream, or pool regardless of the size of the body of water. (Lifesaving Society, 2018)

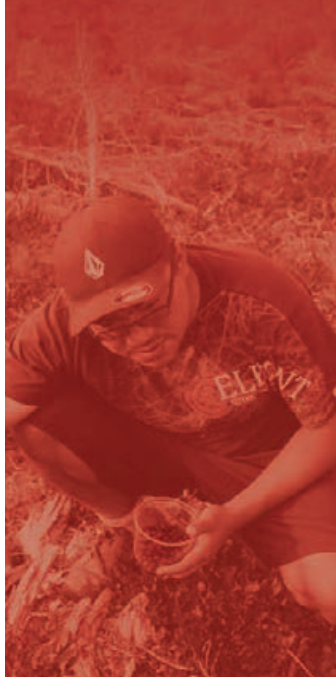
Supervision

- Are all children's (aged 19 and under) swimming activities supervised by:
 - An NL (National Lifeguard) certified guard who is at least 19 years old?
 - When more than one lifeguard is on duty, is one identified as "in charge"?
- A waterfront safety inspection should be carried out on a daily basis by the camp director.
- Does the camp meet the following lifeguard/swimmer ratios?
 - All children are supervised by a lifeguard while swimming;
 - At least two lifeguards are on duty if there are more than 40 swimmers;
 - Maximum swimmer/lifeguard ratio is 40:1.
- Evaluate participants' swimming ability before participating in swimming or boating activities (swimming evaluation is in the camp registration form).
- Implement some visible means of identifying non-swimmers, such as a different colored PFD (personal floatation device).
- Explain waterfront emergency procedures to each camper during the camp orientation on the first day of camp.
- Swimming alone or from dusk to dawn is forbidden.
- The lifeguard must be free of all other duties while lifeguarding.

CAMP SAFETY



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- Are boating programs organized so as not to interfere with the supervision of swimmers?
- Is there a system to monitor entry and exit of staff and campers into all waterfront areas, including watercraft boating areas? (Participants and staff are expected to check in with the lifeguard when entering waterfront area and check out when leaving)

Equipment

Equipment Safety Requirements for Waterfront:

- Waterfront should be equipped with a minimum of 2 buoyant throwing aids (e.g., throwing rings).
- Each lifeguard carries a rescue aid such as a rescue can or tube.
- The waterfront is equipped with a WorkSafe BC Level 1 First Aid Kit.
- The waterfront is equipped with a paddleboard or other flotation assist.
- The rescue boat is stable enough to board a distressed swimmer over the side.
- The waterfront is equipped with an air horn or other emergency sound-signaling device.
- Post safety rules for the use of the watercraft and for swimming (instructional and/or recreational) in weather-protected, conspicuous locations.
- Ensure that emergency communication equipment is provided in a location easily accessible to the waterfront (e.g., the lifeguard has the satellite phone at the waterfront during swimming activities).
- All participants who use a diving board, tower, dock, or slide should be instructed in the activity safety rules.
- Inspect waterfront equipment and safety devices prior to each new camp.
- Ensure at least 9 feet of water depth (and free from underwater hazards) where the participant would land in the water from the diving board, tower, dock or slide.
- Are the diving boards, towers, docks, or slides securely fastened?
- Ensure to the best of your ability that beaches are clean and safe, being free of garbage, pollution, refuse, dangerous rocks, holes, or other unnecessary hazards.
- Footwear should be worn where smooth beaches are not available.
- Minimize known hazards as much as possible and clearly mark hazards with warning signs at all times.
- Prepare signs as Open/Closed for the waterfront swimming area.
- Prepare signs to be posted indicating lifeguard is on/off duty

- Waterfront areas and equipment should be checked daily and kept in a clean, safe, accessible, and operational condition.
- If possible, mark the swimming area with floaters, ropes, or other continuously visible boundary devices to prevent accidental intrusion by boaters.

(2018 BCCA Accreditation Standards)

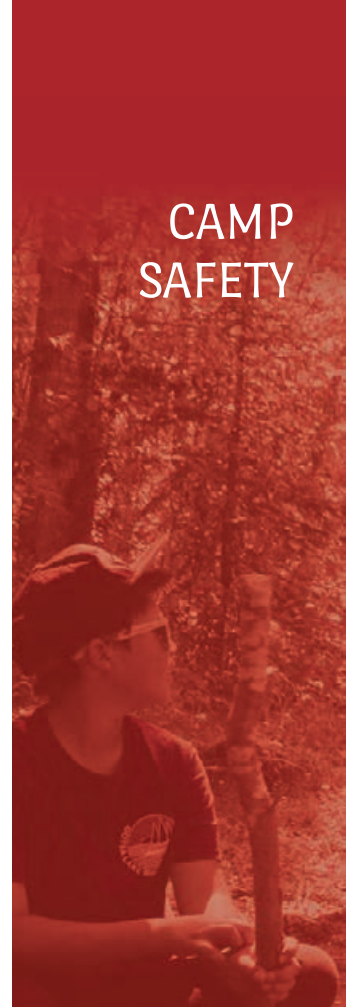
Firearm Safety

If your culture camp intend to practices traditional hunting, and requires a firearm it is required by law, that the designated firearms handler be fully licensed (Possession and Acquisition License) to purchase and handle firearms. When firearms are on site, all federal provisions set out by the Firearms Act (FA) must be followed when transporting, storing, and using firearms.

If firearms will be on site, it is good practice to inform guardians, and their associates as some individuals may not be comfortable with the idea of a firearm (e.g., a parent may not want their child or youth to be around a firearm during your event).

The organization may impose their own additional regulations when firearms are on site. An example of an additional organizational provision could be that staff or youth, under no circumstance, are to handle any firearms at any time during the event, regardless of the presence of licensed firearms handlers.

CAMP SAFETY



“Participating in Firearms Safety training is extremely important when planning a camp, especially if your camp will have firearms present. Firearms training teaches youth how to properly handle firearms and encourages both youth and staff members to be responsible. Staff who are overseeing hunting, must have their PAL, and are required by law to follow the PAL regulations – our recommendation is two people with PAL for hunting so they can hold each-other accountable and ensure the best possible firearms safety practices”

– Julian Lowley, CSFS Youth Care Worker, and Culture Camp Lead

CAMP SAFETY



Emergency Preparedness

Due to the remoteness of some culture camps, cell phones are not a reliable communication device. Ensure all staff have an Emergency Response Plan – which includes the GPS Location of the camp in case they need to call for help. Subsequently, camps may be required to have access to a satellite phone or GPS SOS Device (i.e., Garmin In-Reach or SPOT Device). Satellite phones are available from your local cell phone provider (**Appendix: Camp Quick Sheet–Emergency Contacts**).

Culture camp providers must create an emergency response and recovery plan coordinated with first responders that include:

1. Key contacts – fire, police, EMS, hospital, poison control, public health, utility companies, insurance agent, emotional support services, local emergency manager, Emergency Response Team (ERT) members (home/cell), critical suppliers, etc.
2. Roles and responsibilities of ERT members and remaining staff before, during, and after an incident.
3. Response procedures for:
 - Evacuation on-site or off-site – Identify relocation sites, routes to those sites, and pre-arrange transportation.
 - Reverse evacuation (getting people indoors) – For a lightning storm, intruder, wild animal, etc.
 - Lockdown – For security threats.
 - Drop, cover, and hold – For protection from falling debris. Children with access and functional needs.
 - Communications
 - For Parents – How and what to communicate during and after an incident.
 - For the media – Pre-identify and train primary and alternate spokespersons; when to contact the media.
 - Camper accounting for and reunification of campers and families.
 - Securing the campgrounds.
4. Lists of emergency kits, supplies, equipment, and facilities
 - Emergency food, water, and shelter – or arrangements with local vendors or non-profit organizations.
 - First Aid kits and fire extinguishers

- Camp Lead's emergency kit – current roster of staff and campers; bullhorn/whistle; SAT Phone, keys to locks, etc.
- Consider preparing a campers' go-bag for off-site evacuation.
 - Backpack with flashlight; hygiene kit; poncho; snack and water; whistle with lanyard; emergency information card; notebook/crayons/pen; comfort item (teddy bear/family photo)
- 5. Designated muster area.
- 6. Diagrams and maps of the camp grounds and buildings.
- 7. Plan for the location of the camp and approximate travel time to arrive.
- 8. How to access keys to locks, doors, and gates, especially after regular business hours.
- 9. Recovery
 - System to document and log all calls, events, and actions for claims and inquiries.
 - Pre-identify and coordinate mental health emotional support resources for a traumatic event.
 - Procedures for seriously injured/ill or untimely death of a staff member or camper (memorials, etc.)
 - Conduct after Action Reviews after every real incident and exercise and capture the lessons learned.
 - Integrate lessons learned into the plan when they occur (Emergency Preparedness Guide)

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“Always keep fresh packed foods, and ask when traditional foods were processed, then check for spoilage. Keep food safe in a camp – where animals will not have access or near where children/youth are lodged.”

- *Barby Skaling*

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Food and Drinking Water Safety

Foodborne or waterborne diseases are caused by consuming contaminated foods or beverages. Foodborne and waterborne illnesses result from the failure to control an identified (or unidentified) hazard. (British Columbia Food Safe, 2019)

What is a hazard? In its simplest form, a hazard is something that has the potential to cause harm. In food and water, it is an unacceptable contamination that causes the food or water to be unfit for human consumption.

A hazard falls into three categories:

1. Physical
2. Chemical
3. Biological

Foodborne disease has the potential to be caused by all three of these categories of hazards.

Biological foodborne illness is by far the most common occurrence of foodborne illness and is caused by a large number of pathogenic (disease-causing) microorganisms (germs), including viruses, bacteria, protozoa, parasites, and fungi. A very common virus that causes foodborne illness is norovirus (people often call illness caused by this virus “stomach flu,” although it is not really a true “flu,” which is a respiratory illness). Salmonella bacteria also a common cause of foodborne illness.

Chemical illness arises from substances that do not belong in food, but can contaminate it through carelessness or malicious intent or simply by contact with the food. Pesticides and cleaners are some of the chemicals that can cause harm through food. For example, bleach can cause poisoning and should only be kept in a clearly marked container to avoid contaminating food. Paralytic shellfish poisoning (PSP) (e.g., toxin in mussels, clams, and oysters).

Physical foodborne illness (injury, in this case) results from foreign objects in food like wood splinters, glass and metal fragments, pebbles or bone fragments.

Waterborne disease falls into two of these categories

1. Chemical
2. Biological

Many of the pathogens that cause foodborne illness also cause waterborne disease. Since water systems often serve large numbers of people, outbreaks of disease can also be very large.

Symptoms

The symptoms of physical and chemical causes of illness and injury will vary considerably. Foreign objects in food can cause broken teeth or internal bleeding.

Chemicals in food or water can cause burns to the stomach and intestines, neurological (nerve) effects such as tingling, numbness and many other symptoms, or chronic (long term) problems such as cancer.

Biological causes will affect primarily the stomach and/or intestines, since food and water are taken internally and can include:

- Nausea
- Vomiting
- Cramps
- Diarrhea
- Fever

In certain types of foodborne illness, more severe life-threatening symptoms or long-term symptoms may show up.

Allergies

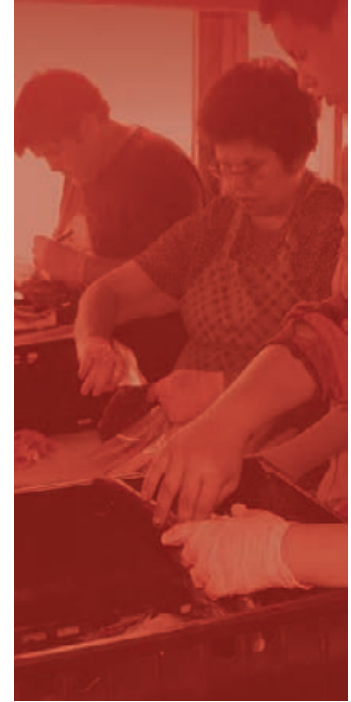
Particular dietary needs should not disallow any participant from benefiting from the culture camp experience. The camp lead and camp staff shall ensure that:

- There is a clear description of the participants food allergy on the camp registration form, and the medical information form (**Appendix: Medical Information Form**)
- Attach a detailed explanation of the type of symptoms to the camp registration form. List foods the participant is allergic to, and the specific symptoms he or she typically experiences during an allergic reaction.
- Educate and review with the camper the self-management of his or her food allergy.

Participant needs to know:

- Safe and unsafe foods;
 - Strategies for avoiding exposure to unsafe foods;
 - Symptoms of allergic reactions;
 - How and when to tell an adult about a possible allergic response;
 - How to read a food label, especially those at the camp store.
 - How to use an epinephrine auto-injector (such as EpiPen®) if applicable.
- Confirm the list of all food-allergic participants with the kitchen staff and keep all medications on file to administer as necessary.

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- Ensure that at least one camp staff have been trained to administer an epinephrine auto-injector and to recognize common symptoms of an allergic reaction.
- Have an epinephrine auto injector and other over-the-counter allergy medications in the First Aid Kit.
- Always inform the parent or guardian if a participant has an allergic reaction at camp; describe in detail the reaction and the care provided.
(Ultra Camp Food Allergy Policy, N.D)

Food Safety

The four basics of food safety:

1. **Cleanliness** – Keep the kitchen clean and disinfected. Always wash hands after handling poultry and other meat. Clean utensils, pots, and pans before using them to prepare other foods during the cooking process.
2. **Separate** – Maintain separate food preparation areas so the poultry and other meat never come in contact with each other or with other foods. Using disposable gloves is another way to reduce the risk of cross-contamination. Keep meat separate from other foods in refrigerators.
3. **Proper cooking** – Always cook meat and poultry to the proper temperatures. Use a meat thermometer to be sure. Don't rely on oven temperature gauges. Require staff cooking on trips and overnights to follow the same practices, including the use of a meat thermometer used by the cooks in the dining hall.
4. **Promptly refrigerate** – Store foods correctly, especially potentially hazardous foods. Leaving food items out too long may increase the risk of bacterial growth and cause illness (Schirick, 2015).

- The temperature danger zone is between 5°C and 60°C, when it is easiest for harmful bacteria to grow in food.
- Minimise the time that food spends at these temperatures in order to keep food safe.
- Refrigerated food needs to be kept at 5°C or below.
- Hot food needs to be kept at 60°C or above.

Water

If the camp is drawing water from a community water system, find out who operates it and be aware of any advisories. If the camp is drawing water from a private well, it should be tested prior to camp. If the camp is drawing water from a surface supply like a lake, stream, or dugout, or if you have a shallow well (which will most likely be influenced by surface water), camp staff should be trained in how to treat water to get rid of any pathogens (Foodborne & Waterborne Diseases, 2017).

Food Management

For wilderness camp trips where meals or snacks are prepared at the camp site, food safety measures shall be in place:

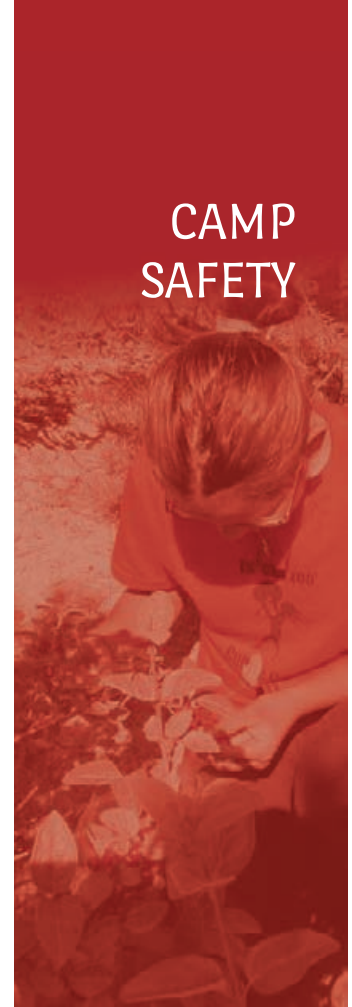
- Avoid taking potentially hazardous foods on the trip (foods high in moisture and protein, and low in salt and/or sugar); use canned or dehydrated meals and snacks as often as you can.
- If potentially hazardous food is used, keep the food temperature at 4°C (40°F) or colder through use of coolers, ice packs/ ice containers, and freeze the food prior to the trip.
- Keep potentially hazardous foods and raw foods separate from ready to eat foods; a separate cooler is recommended to prevent cross-contamination.
- A thermometer must be used to verify temperature control in coolers.
- Pack biodegradable soap for hand washing during food preparation.
- Use the wash/rinse/sanitize method for dishes/utensils, using biodegradable soap and sanitizer (e.g., chlorine (100 ppm), quaternary ammonium compounds (200m), or iodine (25 ppm).
- Disposable hand wipes and hand sanitizer gels are an additional barrier, but are not a replacement for regular hand-washing.

One of the following drinking water safety measures must be taken:

- Use bottled water
- Boil water at a rolling boil for 1 minute before drinking, cooking or washing dishes.
- Water filters with a filter pore size of 1 micron or less can be used.
- Chlorinate with unscented household bleach 5.25%, 2 drops per liter of water, let sit for 30 minutes before using.
- Use of water purification tablets (chlorine or iodine), let sit for 30 minutes before using.

The risk of foodborne illness is inherent in dining operations and arises out of the improper handling, storage, and/or cooking of food. Outbreaks are not uncommon at camp. Sources of contamination vary and include cross-

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contamination with another food product, the hands of a food handler, or a work surface. Failing to wash vegetables thoroughly, improper cooking, and failure to quickly refrigerate leftover food may be other sources of contamination.

The basic tools to ensure the integrity of the food served at camp involve:

- A food safety plan
- Vigilance – Don't assume the plan is being executed properly, that staff is following all of the food handling practices you have in your written plan. Take a walk through the kitchen periodically when the staff is busy preparing a meal to see how well your food safety plan is being followed.
- Training – Develop awareness of the risk factors through education. Keep the issues in front of staff throughout the summer; don't assume they know. Create a culture of safety by focusing on prevention and engaging them in the process.

First Aid and Sanitation Safety

First Aid, Health, and Sanitation

Ensuring the health of every participant and staff member is of utmost importance in the operation of a quality camp. Each camp must comply with the areas of the Health Act that govern camps, Sanitation and Operation of Food Premises, and Swimming Pool Regulations.

Of particular importance are the water supply, food service, and waste disposal. In addition, attention should be drawn to bathing areas, toilet and shower facilities, sleeping areas, and general maintenance of premises.

FOODSAFE I and II, and HACCP (Hazard Analysis and Critical Control Points) are formal training courses offered by the regional health units. Certification is awarded for the successful completion of FOODSAFE I and II courses.

Definitions:

Basic First Aid: Any single First Aid course between 8–34 hrs. that provides provincial or national certification and has a curriculum approved by a medical advisory board (e.g., WorkSafe, BC Occupational First Aid, St. John First Aid, Red Cross, etc.)

Advanced First Aid: Any single First Aid course over 35 hrs. that provides provincial certification and that has a curriculum approved by a medical advisory board (e.g., WorkSafe BC Occupational First Aid, Wilderness First Aid, etc.)

Nurse: A registered nurse or registered psychiatric nurse, licensed to work in BC, who has been employed in nursing within the past 2 years.

Special Considerations:

- Bronze Cross certificates are not accepted as First Aid certificates.
- A registered nurse or registered psychiatric nurse does not meet the First Aid requirements unless he/she holds a current First Aid certificate as required.
- All above First Aid courses must be current (unexpired) and relevant CPR courses must also be current.

First Aid

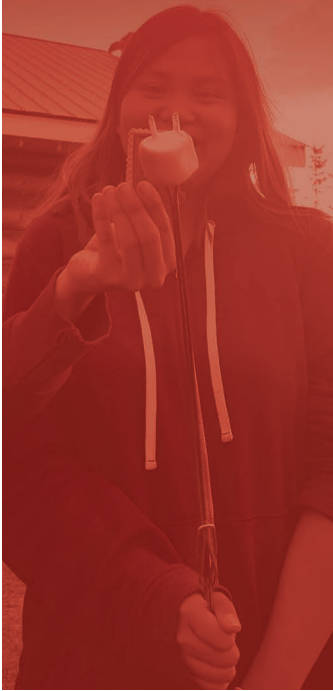
When surface travel from camp to hospital or arrival of ambulance is less than 20 minutes, the First Aid attendant must hold a valid Basic First Aid Certificate. When surface travel from camp to hospital or arrival of ambulance is greater than 20 minutes, it is recommended the First Aid Attendant holds a valid Advanced First Aid Certificate (Most Northern BC First Nation Communities are greater than 20 minutes from hospital).

- The camp meets the WorkSafe BC First Aid regulations for paid employees. (WorkSafe BC website has guidelines)
- Set aside a First Aid station or health centre, which includes an isolation area.
- First Aid supplies, equivalent to a WorkSafe BC Level 1 kit, must be organized and readily available. If the kit is not commercially prepared, does the kit contain a list with the required supplies and are all supplies present?
- The designated First Aid person(s) must be available at all times, and free from any other duties that would delay their response.
- One person (typically the camp lead or nurse) is responsible for overseeing the health, medications, and documentation of campers.
- Campers should always be directly supervised (immediately visible) by a leader with Basic First Aid.
- It is recommended a registered nurse or someone with provincially recognized training to distribute medication at camp.
- Ensure that the camp staff have a reliable form of communication with emergency services.
- Ensure that the camp is able to provide emergency transportation at all times.
- Keep a record, dated, and signed off by the First Aid or the dispensing attendant:
 - a) First Aid or medical treatment administered
 - b) Medication dispensing (**Appendix: Participant Medication Plan**)
 - c) Accident reports
- Ensure the medical information for campers and staff is stored in a secure place and is only accessible to the appropriate staff.
- Additional First Aid kits should be provided for the waterfront.

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- As a minimum First Aid supplies should consist of Standard # 3 First Aid kit as identified in the Occupational Health and Safety Regulations.
- All camp staff should know the location of the First Aid equipment.
- First Aid kits should accompany any trips away from the camp premises. All culture camps must have appropriate First Aid kits available for all activity areas and on field trips. Camps must also ensure that they are replenished after each use.

It is required that culture camps have at least 1 staff member who holds a valid Occupational First Aid (OFA) level 3. This is especially important in camps that include high-risk activities such as hunting, trapping, and boating. Additionally, all other camp staff should have valid Occupational First Aid Level 1.

Sanitation

- The camp cook or caterer is required to have a current Food Safe certification to prepare food on the camp premises.
- All food preparation and service must be done under the supervision of a adult with Food Safe, and other appropriate training.
- At least one person with Food Safe certification must on duty at all times while food preparation is underway.
- Check all food service areas:
 - a) Clean and sanitary;
 - b) Well-lit and ventilated;
 - c) Equipped with a floor covering that is tight, smooth and non-absorbent; and
 - d) Have a hand/eye washing station
 - e) Equipped with a means of controlling pests/bugs if needed
- Animals must be excluded from any area where food is being prepared or served.

(2018 BCCA Accreditation Standards)

Porta Potties and Outhouses

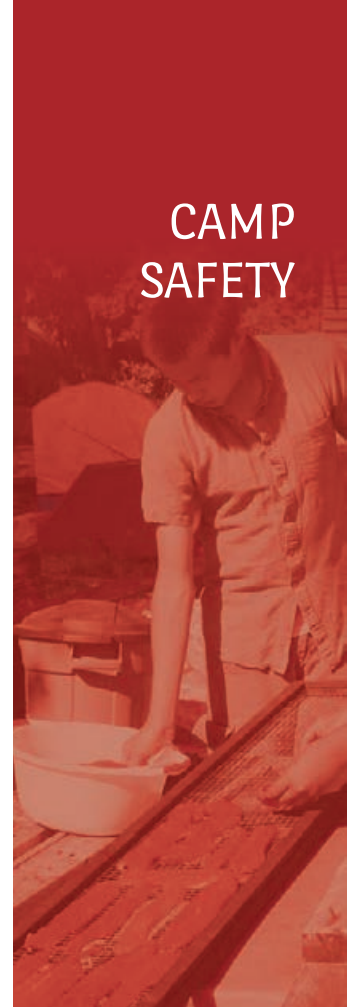
For new camps or camps where an on-site sewage disposal system is not available, the culture camp providers must provide an adequate number of toilet and hand washing facilities for the number of campers and camp staff.

Buildings containing toilets, lavatory facilities, and privies must be kept clean, well-ventilated, and in good repair. All opening to the outside must be screened to prevent entrance of insects. Toilets seats, urinals, and lavatories must be cleaned daily and sanitized using a sanitizing solution.

Health and Dispensing Medication

- All medications for campers, including prescriptions and over-the-counter medications, must be stored and dispensed from a central secured area (medicine box or main cabin) by the camp Nurse or medication administrator.
 - All staff medications should be locked in a secured area away from participant access by the camp nurse, or medication administrator.
 - Make every reasonable effort to obtain accurate and up to date medical information on participants just prior to their arrival at camp.
 - Ensure personnel are aware of protective measures and procedures for handling body fluids (e.g., blood, vomit, biohazards, sharps, etc.)
 - All camp participants should have medical or health insurance noted on **(Appendix: Participant Registration Form and/or the Participant Health Form)**, which also includes the following information:
 - a) Allergy information
 - b) Immunizations
 - c) Medications
 - d) Significant illnesses
 - e) Dietary restrictions
 - f) Any limitations which would affect camp experiences
 - g) Medical plan number
 - Contact parents or guardians (after emergency response teams or 911) if the child requires urgent medical attention.
 - Ensure that parents aware that the camp may seek medical support if reasonable efforts to contact the parent/guardian are unsuccessful in the case of a non-emergency medical need.
- (2018 BCCA Accreditation Standards)

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The 10 Rights of Medications Administration

Only the camp nurse, or trained medication administrator can administer medications.

1. Right patient

- Check the first and last name on the prescription to ensure the right participant is taking the medication.

2. Right medication

- Check the name of the medication, brand names should be avoided.
- Check the expiry date.
- Check the prescription.

3. Right dose

- Check the prescription/dosage instructions.
- If measurement is necessary have a second camp staff check your measurement.

4. Right route (oral, topical etc.)

- Ensure that the right route is applied by the directions for the medication.
- Confirm that the patient can take or receive the medication by the ordered route.

5. Right time

- Check the frequency of the prescribed medication.
- Double-check that you are giving the prescribed at the correct time.
- Confirm when the last dose was given.

6. Right patient education

- Check if the patient understands what the medication is for.
- Inform the patient they should let you know if they experience side-effects or reactions.

7. Right documentation

- Ensure you have signed for the medication AFTER it has been administered.
- Ensure the medication is prescribed correctly with a start and end date if appropriate.

8. Right to refuse

- Ensure you have the patient consent to administer medications.

9. Right assessment

- Verify with your participant that they actually need the medication.

10. Right evaluation

- Ensure the medication is working the way it should, and observe the youth watching for any abnormalities that may be associated with the medication.

Smoking Safety

- Follow the WorkSafe BC Environmental Tobacco Smoke regulations (no smoking in any building an employee may have cause to enter during their course of work).
- All non-medical cannabis consumption, including smoking is prohibited during any camp.
- If smoking is permitted for staff on the grounds, it should be done in restricted areas not accessible/viewable to participants.
- Smoking is prohibited in any camp building (except private residences).
- The emergency procedures identify a central gathering or muster area (have the area marked and inform participants and staff during the Camp Orientation on Day 1 of Camp).
- Plan ahead and specify who will be assigned to provide directions to emergency vehicles (for land, water, or air).
- Be aware of the hours of operation of local medical facilities and other health resources nearby the camp (e.g., hospital, clinic). Some communities have a health clinic with resident physician or nurse, these health resources are closer than the nearest hospital.
- All camp participants and staff understand procedures to access/locate First Aid/health care personnel at camp.

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Wildfire Threat and Safety

The safety of the camp participants and staff are your primary responsibility in the event of a wildfire threat or evacuation. Develop a plan for camp evacuation and coordinate with appropriate local authorities prior to the camp. Ensure that the nearest fire department, including volunteer fire departments, is aware of your camp location, trip plans, how many people will be at the camp, and the best way to contact the camp lead. Explain to your fire department contact that you will require advanced notice (if possible) in the case of an evacuation due to the number of people who will need to be evacuated from a remote area. The following information offers suggestions as to what you can do if your camp is called to evacuate due to a forest fire.

The following information, offers suggestions as to what you can do if your camp is called to evacuate due to a forest fire.

Below are the top priorities of the camp during a fire response:

1. Evacuating Campers
 2. Calling Firefighters
 3. Reducing further hazards (e.g., shut off gas lines)
- Practice an emergency fire evacuation drills with the campers and staff, at least once (preferably on Day 1 of Camp)
 - Ensure that staff who use chemical products are aware of the necessary precautions as outlined in the WHMIS program
- (2018 BCCA Accreditation Standards)

Wildfire Evacuation – What You Need to Know

During wildfire season, many people are forced to evacuate their homes or businesses. Most fire evacuations provide at least a three-hour notice. People are the first priority—take steps before and during an evacuation to reduce anxiety and avoid injuries. Make the camp venue more fire resistant by reducing the available fuels (brush, old buildings, and firewood stores, fuel caches (e.g., diesel, gasoline, and propane).

Before the Evacuation

- Plan for possible evacuation sites to go to in the case of an evacuation; prepare and post route maps for each site.
- Work with your regional Forest Service to train staff on emergency procedures during offsite trips, such as trail rides and hikes. Visit www.firewise.org for training information and resources.
- Identify key equipment to be evacuated with the participants (e.g., medical supplies, emergency kits, food, camp binders, vehicle keys, and fuel).

- Prepare a four-day supply of water and easily prepared food to be used in the case of an emergency.

During the Evacuation

- Explain the evacuation procedures and arrange for people to communicate with their families. (**Appendix: Camp Quick Sheet—Emergency Contacts**)
- Identify special medical needs and gather necessary supplies.
- Make sure you have enough vehicles to evacuate everyone safely.
- Equip the staff with emergency communications equipment (SAT phones).
- Load the key equipment, food and water onto the vehicles.
- Inform the firefighters of fuel storage areas, and propane gas tanks before leaving the camp venue.
- Locate all emergency equipment for ready access.
- Provide updates throughout the evacuation process, especially if the camp is in session; posting regular updates via social networking sites will help answer questions and ease concerns for parents and families.

After the Fire

- Plan to return the camp participants back to their parents/guardians as soon as it is safe to do so.
- Arrange for the participants' belongings to be returned to them.
- Debrief with the participants and their families and include mental health support people.

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Out-Tripping Safety

Out-tripping is defined as any departure from the camp venue that lengthens or creates barriers to the Medical Emergency Response time. This includes day as well as overnight excursions.

Many camps provide a day hike and/or overnight camp, or an overnight hunt camp, as well as canoe and portage trips. These kinds of out-tripping events carry additional risks and, therefore, require extra precautions, preparation, and training for those involved in the trip. Trips of varying length and difficulty require different levels of preparation and training (e.g., wilderness, campouts, canoe journeys, hunting camps, etc.).

Camps with an out-tripping program must provide their staff with required training needed for the trip and adequate supervision to ensure that all staff are prepared for each trip. Leadership is the key to any successful out-tripping program (**Appendix: Basic Canoe Safety, How to Cache Food, How to Pack a Back Pack you can Carry**).

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All participants must be evaluated prior to any out-trip to ensure that they are adequately prepared and are able to function in the group with adherence to all safety precautions, emergency procedures, and demands of the trip. The participants must be closely supervised at all times.

The culture camp planning committee is expected to ensure that all procedures, contingency plans, and itineraries are documented. All advertising, registration forms, and other camp documents must explain the nature of the out-tripping program that a participant may become involved in.

Culture Camp Support People:

Out-Tripping Day and Overnight Safety Considerations

- Two leaders for each trip, one designated as the group leader and the other as the co-lead.
 - The roles and responsibilities of each leader are clearly defined and understood and upheld.
 - The compatibility of the leaders must be considered while planning the trips.
 - Plan training for camp leaders, and ensure they are able to work effectively together.
 - The group leaders have experience in conditions and circumstances similar to those expected on the trips.
 - At least one group leader is 19 years of age or older.
 - At least one group leader holds a current basic First Aid certificate as defined in the Health Care section.
 - For trips more than 2 hours away, the trip leader should have current Advanced First Aid as defined in the health care section.
- (2018 BCCA Accreditation Standards)
- All group leaders are required to hold a current Basic First Aid certificate.
 - At least one leader should be a certified Lifeguard for any trip with a swimming or boating component (the Lifeguard may be hired, if there are no available Lifeguards within your culture camp).
 - Participants under 19 years of age on out-trips are prohibited from entering water unless supervised by a certified lifeguard or wearing a PFD.
 - Recommended leader to participant ratio is 1 to 6 or less.
 - The leaders and participants must be physically and emotionally fit, well rested, and well-nourished prior to the trip.
 - The participants must be assessed in terms of age, maturity, emotional stability, health, fitness, and social skills.
 - Group leaders must be trained in the use of wireless communication (satellite phones, in-reach, and SPOT devices) and have all the necessary operator and equipment licenses (e.g., Boater's Licenses).

Pre-Trip Planning:

Out-Tripping Day and Overnight Safety Considerations

- All participants have demonstrated the necessary travel skills to undertake the trip, prior to departure (e.g., those going on a canoe journey have participated in a Canoe Safety Orientation and have practiced the skills learned).
- All participants understand the physical rigor involved in the out-trip. The camp materials must clarify the distance travelled each day; how long everyone is expected to hike or paddle.
- It is required that at least one leader complete a trip on any day trip, overnight trip route prior to the camp.
- The following written information must be provided to the camp director as well as a check-in person back at camp, who can ensure that the group arrives back when expected. This information is crucial in the case of an emergency or rescue.
 - a) Group itinerary and program outline, including time of departure and return
 - b) Map with description of route, including alternate routes or campsites
 - c) Communication check-in times
 - d) Menu plan
 - e) Equipment list
 - f) List of all participants (campers and staff)
 - g) Medication list
- Check all equipment (including PFD's, lifejackets, helmets, throw lines, canoes, and packs) to ensure that it is suitable and is in good condition before the trip.
- Ensure that participants are aware of the equipment they are responsible for bringing (e.g., utensils, PFD's, packs, etc.). Provide necessary equipment to participants who were not able to bring it for themselves.
- Plan for breakage and equipment failure, and pack extra equipment and/or necessary repair kits (ensure the leaders are trained to use them).
- Establish procedures to have other culture camp personnel meet the group to replace the damaged items if needed.
- Ensure there are clear wireless communication guidelines and emergency transportation arrangements for each out-trip:
 - a) Check-in dates and times
 - b) Who will be doing the check-in
 - c) What information is needed at check-in (i.e., supply needs, changes to itinerary, obtain weather updates or participant issues)
- In areas not serviced by cell networks, the camp lead is responsible for arranging alternate communication methods (e.g., satellite phones, SPOT Device).

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- Use caution when camping in areas where there may be hunting; different hunting seasons are open year-round, not just in the fall. Letting locals know that there is a group out in the area can help to ensure safety. Having camp participants wear hunter orange will help with visibility.
- Ensure that trip leaders are aware of fish and wildlife regulations applicable in the region.
- Camp leaders for day trips need to have a leaders' pack containing emergency food, survival gear, communication devices, extra clothing, and shelter (tarp).
- Every out-trip must have a fully replenished First Aid kit (the longer the trip, or the higher risk, the more complex the First Aid kit required – see Health Care Section).
- Ensure that necessary medications are included and clearly labelled with the name and directions for use in the First Aid kit or medical kit.
- Emergency kit should include flares or smoke signal kit to be used in the case of needing to be rescued to identify location.

Food:

Out-Tripping Day and Overnight Safety Considerations

- Food must be sealed in properly closing containers and protected from dirt, water, and animals. **(Appendix: How to Cache Food)**
- Items requiring refrigeration must be stored in a manner acceptable to Food Safe guidelines.
- Discourage the practice of sharing water bottles.
- Make every effort made to ensure a safe and adequate supply of potable water.
- Plan the menu to take into account the weight factor of the trip, the allergies and dietary restrictions of the group, the different energy demands of the various days, extra food in the event of an emergency, and consuming perishable foods first.
- Inform all participants of sanitary procedures concerning washing dishes, personal cleanliness, clothes, and human waste.
- If dishes are used communally, they need to be washed in hot soapy water and rinsed in bleach or disinfectant.

Day to Day Procedures:

Out-Tripping Day and Overnight Safety Considerations

- Leaders monitor each participant's general health (including, nutrition, hygiene, and mental health)
- Leaders know the whereabouts of their campers at all times, regardless of location.
- Practice fire safety with fuel-burning appliances such as stoves, lanterns, and heaters (stoves, lanterns, and heaters are prohibited from use inside tents).
- Properly extinguish all campfires when they are not being supervised.
- If participants will be sleeping around a campfire (including tents and sleeping bags), they must be at least 3 meters (10 feet) away from the campfire.
- Footwear should be worn at all times on an out-trip (including swimming or boating activities) unless the area is well-defined and deemed safe for bare feet (e.g., free of broken glass, shells, debris, etc.). Injuries from debris, especially glass, are common when camping, and although most times Basic First Aid can treat the injuries, sometimes cuts require stitches.
- Medication must be properly controlled, secured, labelled, and administered on by the camp nurse, or medication administrator on out-trips following the same process as at base camp.
- Ensure that camp leaders know and practice minimum impact camping strategies listed below while on out-trips:

a) Trail Etiquette

- Take all garbage with you and dump waste in approved dump stations or take it home.
- Stay on established trails and avoid cutting new hiking trails.
- Do not dig trenches, hammer nails into trees, pick wildflowers, cut pine branches for sleeping, or otherwise alter the land. Do not dig or dam up rivers, lakes, or hot springs.
- Do not disturb the animals, and do not offer them food.
- If you pack in it, pack it out.

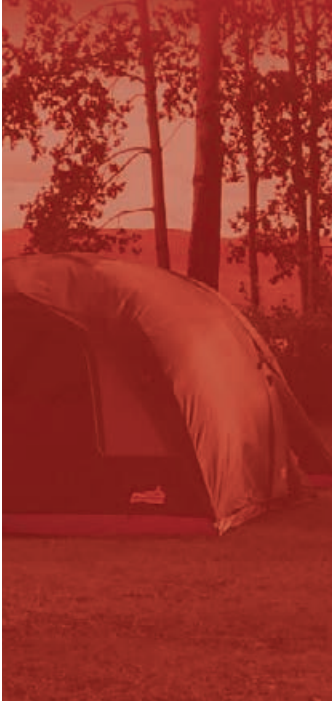
b) Waste Disposal

- Make sure the picnic table has been cleaned of any food residue.
- The campsite should look as good as or better than you found it.
- Carry enough trash bags to collect all your garbage and food scraps and take them away from the campsite. This includes cigarette butts and even things that are touted as "biodegradable." Pick up garbage left by previous campers, as well.
- Never sink cans or bottles in the lake or river.
- Do not leave food bits around to attract insects.

CAMP SAFETY



CAMP SAFETY



- Take camping waste to a proper waste disposal site; avoid dumping in the forest.
- Consider burning aluminum food containers such as cans before putting in a garbage bag to reduce the risk of attractants. Always pull aluminum cans out of the fire pit and put in the garbage before leaving the site.

c) Campsite Selection

- Only cook in established cooking areas or fire pits.
- Check to see whether fires are permitted in the area. Remember that during drought conditions, fires are usually prohibited. Try to minimize or eliminate your use of fires. Bring a camp stove instead, gas stoves are ideal.
- If you must have a fire, use an established fire pit, and only add wood to the fire if it will burn completely. Only ashes should be left when you are done. Do not use river rocks around a campfire because water absorbed into the rocks becomes superheated near the fire and can cause the rocks to explode. If possible, bring your own firewood. Do not cut firewood from surrounding vegetation. (Some plants may look dead but they may simply be dormant.) Completely extinguish the fire with water and mix the ashes well.

d) Personal Sanitation

- Use toilet facilities provided. If unavailable, choose an area well away from a water source and hiking trails. Dig a shallow trench (2' x 2') to bury your waste.
- Use biodegradable cleaning products,
- Use only biodegradable soap for bathing and try to eliminate the need for bathing by going swimming often.
- Do not leave toilet paper, sanitary pads, tampons or other materials at the campsite. Pack out all garbage.

The following section is a review of Child Welfare, and Duty To Report Protocol for Camp Staff.

Culture Camps

Fundamentals of Child Welfare

Back to the Land – *A Guide to Indigenous Cultural Resurgence Through Youth Culture Camps*

CULTURE CAMPS



Fundamentals of Child Welfare

During camp participants may share information with you, or behavior that concerns you. If you have reason to believe that a child or youth needs protection under Section 13 of the Child, Family and Community Service Act (CFCSA), you must promptly report the matter to a child welfare worker (See page 41 for section 13).

Phone 1-800-663-9122 at any time of the day or night. If the child or youth is in immediate danger, call 9-1-1 or your local police. If you have concerns or suspect that a youth is in need of protection, make the report within 24 hours of your concerns – even if it means you make the report from the camp venue using the available communication devices.

If you are a child or youth and would like to talk to someone call the Helpline for Children at 310-1234. You do not need an area code. You can call at any time of the day or night and you do not have to give your name.

Child, Family and Community Service Act the Child, Family and Community Service Act is the legislative authority for child welfare in British Columbia. Its fundamental guiding principle is that the safety and well-being of children (including youth ages 16 to 19 years) are the paramount considerations. The CFCSA is available online. www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm (B.C. Handbook for Action on Child Abuse and Neglect, 2017)

Duty to report

The Child, Family and Community Service Act (CFCSA) requires that anyone who has reason to believe that a child or youth has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child or youth, must report the suspected abuse or neglect to a child welfare worker.

How to report

If a child is in immediate danger, call police (call 9-1-1 or your local police) to intervene and a child protection social worker should be contacted to determine whether the child is in need of protection. Otherwise, to make a report, please call 1-800-663-9122 any time of the day or night. The person who answers will make sure your concerns are directed to the right place. Ensure that you seek adequate consultation from leadership (i.e., Camp Lead) during the reporting process and debrief with involved staff after making the report.

As a camp staff, volunteer, or knowledge holder you may become aware of information, or concerns which may indicate that a camp participant needs to be protected. As a camp staff you have the Duty to Report any time you have concerns. If you have concerns or suspect that a youth is in need of protection, make the report within 24 hours of your concerns – even if it means you make the report from the camp venue using the available. Phone 1-800-663-9122 at any time. If the child or youth is in immediate danger, call 9-1-1 or your local police.

What to report

When making a report to a child welfare worker, it is helpful to include your name, your phone number, and your relationship to the child or youth. You can make an anonymous call if you prefer. When camp staff make a child-protection report they should be prepared. The child welfare worker will want to know:

- The child's or youth's name and location;
- Whether there are any immediate concerns about the child's or youth's safety;
- Why you believe the child or youth is at risk;
- Any statements or disclosures made by the child or youth;
- The child's or youth's age and vulnerability;
- Information about the family, parents and alleged offender;
- Information about siblings or other children or youth who may be at risk; whether you know of any previous incidents involving, or concerns about the child or youth;
- Information about other persons or agencies closely involved with the child, youth and / or family;
- Information about other persons who may be witnesses or may have information about the child or youth;
- Information about the nature of the child's or youth's disabilities, his or her mode of communication, and the name of a key support person; and any other relevant information concerning the child, youth and / or family, such as language or culture.

CULTURE CAMPS



CULTURE CAMPS

After you report

Reports of suspected child abuse and neglect are assessed on a case-by-case basis and, depending on the circumstances, will warrant different types of responses. Child welfare workers choose the response that is least disruptive to the child or youth and will keep the child or youth safe.

After the assessment process is complete, if the child or youth is not at immediate risk of harm, the child welfare worker may:

- Offer the family support services;
- Refer the child, youth and/or family to a community agency; or
- Take no further action, if no further action is needed.

Recognizing Child Abuse and Neglect

Understanding what child abuse and neglect are and knowing how to take appropriate action are critical in ensuring the safety and well-being of children and youth. The following plain-language definitions will help you understand and respond to child abuse and neglect. While recognizing that one profession may use a particular term somewhat differently from another profession, the definitions below are intended to support the work of all service providers.

What to Watch For:

Anyone who provides services to children and/or youth should watch for signs of possible child abuse or neglect. There are two main types of signs — disclosures and indicators. You should be prepared to recognize and respond to both. It is important to note that many indicators — especially those of a behavioural nature — may be signs of other issues. However, a series or cluster of indicators observed over a period of time may be a child's or youth's reaction to abuse or neglect, and may appear as dramatic changes from the child's or youth's normal behaviour.

By themselves, indicators do not prove child abuse or neglect. But they do tell us we need to know more about the child's or youth's circumstances. That is why they should be reported to a child welfare worker.

(B.C. Handbook for Action on Child Abuse and Neglect, 2017)

Physical Abuse

Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child or youth. It includes the use of unreasonable force to discipline a child or youth or prevent a child or youth from harming him/herself or others. The injuries sustained by the child or youth may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull to, in the most extreme situations, death.

The likelihood of physical harm to a child or youth increases when the child or youth is living in a situation where there is domestic violence by or towards a person with whom the child or youth resides. Domestic violence is a pattern of intentionally coercive and violent behaviour toward an individual with whom there is or has been an intimate relationship. It includes physical abuse such as hitting, slapping, and pushing, choking, assault with a weapon, locking out of the house or the threat of physical abuse.

Emotional Harm

This is the most difficult type of harm to recognize. Under the Child, Family, and Community Service Act, a child or youth is defined as emotionally harmed if they demonstrate severe:

- Anxiety
- Depression
- Withdrawal
- Self-destructive or aggressive behaviour.

Emotional harm may also be caused by the child or youth living in a situation where there is domestic violence by or towards a person with whom the child or youth resides. Domestic violence may involve physical abuse, threats, verbal insults or psychological abuse such as stalking.

Reason to believe that a child or youth needs protection from being emotionally harmed may arise due to emotional abuse from a caregiver. This may range from the caregiver ignoring to habitually humiliating the child or youth to withholding life-sustaining nurturing. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect.

Emotional abuse can include a pattern of:

- Scapegoating
- Rejection
- Verbal attacks on the child
- Threats
- Insults
- Humiliation

CULTURE CAMPS



CULTURE CAMPS

Emotional harm may also be caused by the child or youth living in a situation where there is domestic violence by or towards a person with whom the child or youth resides. Domestic violence may involve physical abuse, threats, verbal insults or psychological abuse such as stalking.

Sexual Abuse / Sexual mis-conduct

Sexual abuse is when a child or youth is used (or likely to be used) for the sexual gratification of another person. It Includes:

- Touching or invitation to touch for sexual purposes
- Intercourse (vaginal, oral or anal)
- Menacing or threatening sexual acts, obscene gestures
- Obscene communications or stalking
- Sexual references to the child's or youth's body/behaviour by words/gestures
- Requests that the child or youth expose their body for sexual purposes
- Deliberate exposure of the child or youth to sexual activity or material
- Sexual aspects of organized or ritual abuse

Sexual Exploitation

Sexual exploitation is a form of sexual abuse that occurs when a child or youth engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations.

Sexual activity includes:

- Performing sexual acts
- Sexually explicit activity for entertainment
- Involvement with escort or massage parlor services
- Appearing in pornographic images.

Children and youth living on the street are particularly vulnerable to exploitation. Children and youth in the sex trade are not prostitutes or criminals. They are victims of abuse.

Neglect

Neglect is failure to provide for a child's or youth's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child or youth. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's or youth's physical health, development or safety is, or is likely to be, harmed.

Duty to Report

The Child, Family and Community Service Act (CFCSA) requires that anyone who has reason to believe that a child or youth has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child or youth, must report the suspected abuse or neglect to a child welfare worker.

Confidentiality

When working with children and youth, confidentiality is important when establishing trust and rapport. If a child or youth becomes comfortable enough with a service provider, they may reveal certain details about their lives that no one else may know.

Therefore, it is equally important to ensure that any information a child or youth shares remains confidential. Some examples of certain confidential pieces of information may include a child or youth's sexual identity, their relationship status, where they are currently living, what they like to do in their spare time, etc. While it is important to maintain confidentiality, it is also important to understand that there are limits to confidentiality. For example, if a child or youth reveals certain information that may indicate they are experiencing some type of abuse, it is your duty to report it to the proper authorities.

CULTURE CAMPS



Responding to Disclosures

Culture Camps should have at least one staff trained in responding to disclosures. Sometimes, children or youth who are being abused or neglected will tell someone they trust about their situation. In the event of this, you must follow 5 basic steps:

1. Stay calm and listen

Let the child or youth tell their story. You may feel angry or shocked or scared, but you need to be calm for the child's or youth's sake. That way, they know it is okay to talk about what happened.

2. Go slowly

Let the child or youth tell you what happened in their own way and at their own pace. Gentle questions such as: "Can you tell me more about what happened?" can help.

3. Be supportive

Let the child or youth know that:

- They are not in trouble and have not done anything wrong;
- They did the right thing by telling you;
- You are sorry this has happened to them;
- You will do everything you can to help; and
- You know other people who can help them, too.

4. Get only the basic facts

You do not need a lot of details. You just need to know what happened in general. Remember that the child or youth may have to tell their story to a child welfare worker, and maybe the police, too. And it is hard to have to talk about abuse or neglect again and again.

5. Tell the child or youth what will happen next

Let them know you will be talking to a child welfare worker, and possibly the police, who may need to come and talk to them.

If the child or youth asks questions, answer what you can. If you do not know the answer, it is okay to say, "I do not know" or "We can ask the child welfare worker about that." **DO NOT** promise to keep it a secret.

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Resources:

<https://www.csfs.org/>

<https://www.csfs.org/news/73/66/Nowh-Guna-Our-Way-Carrier-Culture-Resource-Now-available-in-bookstores>

<http://bccamping.org/>

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<http://www.fpcc.ca/files/PDF/culture-camps-handbook.pdf>

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Appendix

Camp Planning Materials



Culture Camp Curriculum

Appendix List

Camp Planning Materials:

- Appendix 1: Camp Work Plan Template
- Appendix 2: Record of Discussion Template
- Appendix 3: Camp Budget Template
- Appendix 4: Donation Request Letter Template
- Appendix 5: Call for Camp Presenters
- Appendix 6: Contract for Professional Services
- Appendix 7: Criminal Record Check Information
- Appendix 8: Knowledge Holder's Meeting Agenda Sample
- Appendix 9: Sample Camp Menu
- Appendix 10: Camp Staff Expectations

Camp Implementation Materials:

- Appendix 11: Camp Registration Package Template
- Appendix 12: Camp Orientation Package Template
- Appendix 13: Release of Liability Template
- Appendix 14: Participant Health Form
- Appendix 15: Participant Medication Plan
- Appendix 16: Photo Consent Agreement
- Appendix 17: Consent to Transport
- Appendix 18: Camp Emergency Contact Sheet
- Appendix 19: Camp Participant Expectations
- Appendix 20: Sample Group Expectations
- Appendix 21: Cabin Assignments
- Appendix 22: Using Icebreakers Successfully
- Appendix 23: Camp Closing Report Template
- Appendix 24: Post Camp Feedback Questionnaire
- Appendix 25: COVid 19 Exposure Control Plan Template – For Culture Camp Venues – **Supplied only as a Word document on the accompanying jump drive**

Camp Safety Materials:

- Appendix 26: Mental Wellness Safety Plan
- Appendix 27: Basix Canoe Safety
- Appendix 28: How to Cache Food
- Appendix 29: How to pack a back pack

Camp Work Plan template

Goal (e.g. plan a culture camp)	Activity (e.g., who is on the planning committee?)	Who Oversees (e.g., who will ensure tasks are done?)	Timeline (e.g., create deadlines for tasks)	Resources (e.g., who can assist with tasks?)	Evaluation/ Outcome (e.g., list off all completed tasks and planning items)



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Record of Discussion Template

Date: _____ Time: _____

In Attendance

Name	Title / Role	
Regrets		
Agenda Items	Discussion	Actions & Motions
Next team meeting: (insert date)		



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Camp Budget Template

(Agency Name)

(Fiscal year)

(Camp Title)

Budget

(Funder)

(amount)

(Funder)

(amount)

Other Income

Total Revenue

0.00

Wages

CPP/EI

WCB

Group Benefits

Over Night Pay

Total Wages

0.00

Travel - Youth Transport

Administration

Advertising

Building Repairs & Maintenance

Coffee Fund

Computers

Professional Services

Courier/Postage

Equipment Leasing

Equipment Repairs & Maintenance

Honorarium

Insurance

Legal

Meetings

Memberships

Program Supplies

Printing

Space Rental

Telephone

Training

Utilities

Total Camp Costs

0.00

Total Costs

0.00

CUR Year Surplus or Deficit

0.00

Donation Request for (Organization) Camp

(Date)

To who it may concern:

We will be hosting a culture camp for youth at (name of band or camp) on (Dates). Our culture camp allows First Nations and Non-First Nations youth an opportunity to learn about Carrier (or other) culture, build relationships with knowledge holders and elders in Carrier (or other) communities.

We are seeking financial support or in-kind donations, including sports equipment, summer toys, hygiene products, and camping gear.

Please direct all donations to the above named and address.

We (organization name) will publicly recognize you in our Newsletter. We thank you for your time to review this matter and look forward to hearing back from you.

If you have any questions, please contact (name of camp lead or band designate).

Sincerely,

(Organization)

Call for Camp Presenters

Culture Camp Dates:

Application Due:

Location:

(Organization name) is seeking proposals for presentations at our youth culture camp. We welcome proposals from community resources, experienced youth service professionals, mental health professionals, and train-the-trainer programs, community members, and knowledge holders. The session length is flexible, and each session will have 10-15 youth participants. Sessions need to be fun and engaging.

Presentations should support participants to increase knowledge in the following areas:

- Traditional ways of healthy living - connectedness with tradition and culture
- Clan System and Potlatch Protocol
- Indigenous Ways of Knowing, Being, Doing.
- Genealogy
- Effective coping and stress management
- Rights of Children and Youth in Care
- Leadership
- Grief and Loss
- Healthy Relationships
- Life-skills
- Self-Care
- Health and Wellness
- Effective Communication

Presenter Proposal review process:

The planning committee will consider the following factors in reviewing proposals:

1. Relevance to youth and level of engagement of youth in the workshop/presentation.
2. Integration with other presentations on the agenda for the event.
3. Expertise and speaking experience of the proposed presenter(s).
4. Thorough descriptions of the content of the presentation.

The (Organization) Youth Services manager will contact potential presenters to notify them whether the proposal is accepted and if any modifications to content are necessary.

First and Last Name of Main Speaker

Address

Email and Phone number

Title of your session

Abstract: Your session abstract will tell the review committee why they should include your session in the youth culture camps in a brief, concise paragraph between 150-250 words.

(Use back of page if additional space is needed)

Which camp would you like to present to: (insert dates of camp(s) and which days work best for you?

Outline the key elements you will cover in your presentation (in point form) and how you will engage youth in the content.

Please submit this form to:

Contact information:

Name:

Address:

Phone Number:

Email:

Contract for Professional Services

(Name of professional)

(Full address of professional)

(phone contact)

(Date)

(Organization)

(Organization Contact Information or letterhead)

This letter confirms our understanding concerning the terms of professional services to be performed for (organization) by (name of professional) at the (name of camp with dates).

These terms are as follows:

1. **TERM AND TIME ALLOCATION:** This agreement commences on (date), and it will continue until (date) or until the request of termination of services by either party.
2. **SERVICES:** My professional services may include but are not limited to:
(Following are examples of what may be included)
 - a. Pick up fish from fence and have at (camp location) for 4:00 PM on (date)
 - b. Lead Knowledge Holder: (insert dates of camp)
 - c. Evening Hunt: 6:30 PM - 7:00 PM on (insert date)
 - d. Morning Hunt: 6:00 AM - 6:30 AM on (insert date)
 - e. Hiking: 3:00 PM - 5:00 PM on (insert date)
 - f. Evening Hunt: 6:30 PM - 7:00 PM on (insert date)
 - g. Morning Hunt: 6:00 AM - 6:30 AM on (insert date)
 - h. Berry picking: 8:30 AM - 10:00 AM on (insert date)
3. **COMPENSATION:** (insert dollar amount) + mileage reimbursement (please keep track).

Accepted and agreed to:

(Name of professional)

Date

(Name)

Chief or designate or camp organization director

Date

CRIMINAL RECORD CHECK ONLINE (CRC):

Your organization or band can request a code for volunteers to apply online for a CRC. The online link is: <https://justice.gov.bc.ca/eCRC/> where each volunteer can enter the access code unique to their organization.

For further detailed information about this please refer to the following website:

<https://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check/who-must-be-checked>

Once the volunteer has applied for their CRC online, the CRC should go directly to the organization associated with the code.

Camp Knowledge Holders Meeting Agenda

(Date & Location)

- Welcome & Introductions
- Criminal record checks, TD1's, and (etc.)
- Camp Date(s) and Location(s): Boys Camp, Girls Camp
- The role of a Knowledge Holder
- Camp Agenda:
 - What do you want to teach the youth?
 - What supplies do you need?
- Accommodations & meals - For example, two knowledge holders can stay at camp in Cabin #1, and alternate arrangements can be made for other knowledge holders. Meals will be served at the (location).
- Potlatch (Bah'lats) (date & time) on: (location)
 - Potlatch Protocols?
 - Speakers?



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Sample Camp Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Granola Bars and Fruit will be offered at camp registration	Hot Buffet Breakfast	Hot Buffet Breakfast	Hot Buffet Breakfast	Cold Continental-style Breakfast
Hotdog and Burgers served with Potato Salad	Fresh Sandwiches served with soup and Crackers	Chicken Strips with dipping sauce served with Caesar Salad and Garlic Bread	Indian Taco Spread	Bag Lunches
Pork Chops served with Rice Pilaf, Vegetables, Bannock and Mushroom Cream Sauce on the side	Chicken Cordon Bleu served with Mashed Potatoes, Gravy and Vegetables	BBQ Ribs and Seasoned Ribs Served with Baked Potato and all the fixings and Vegetables	Traditional meal served for the potlatch dinner will include Salmon, Bannock and Indian Ice Cream.	

Camp Staff Expectations

Please consider the following basic expectations for camp staff, including chaperones when planning trips, conferences, camps, and other special events for youth in and out of care.

Basic Expectations of Camp Staff:

- Not permitted to leave the group without notifying the camp lead or director.
- Not permitted to consume any alcohol or drugs.
- Not permitted to engage in any inappropriate relations (flirting, intimacy, sexual misconduct, outside communication etc.) with youth or other staff.
- Not permitted to leave youth alone in hotel room or any other unapproved venue.
- Camp lead should identify the First Aid Attendant and develop an Emergency Response Plan and share with the chaperones at the chaperone meeting prior to the camp/trip/conference.
- Attend the scheduled camp staff and chaperone information meeting.
- Have an up-to-date clear criminal record check on file.

Medications:

- To be given to the camp lead at the beginning of the camp/trip with dosage instructions and an orientation with the guardian.
- Camp staff or chaperones are prohibited from providing any medication to youth without permission from camp nurse / medication administrator and/or applicable guardian.

Activity Planning:

- Each camp staff or chaperone to come up with an icebreaker for the first day of the trip.
- If applicable, each camp staff or chaperone comes up with one activity per night for the evenings in or out of the hotel (nail painting, Xbox, evening jog, etc.). Youth can choose which activity they would like to join and notify the team lead of which chaperone they will be with.
- Sleeping Arrangements should be made with special respect to personal boundaries, space, and group dynamics.

Special Considerations:

- Prior to leaving for the camp/trip all youth will have their bags checked; if the youth do not allow staff to check their bags, they will not be allowed to attend.
- Camp staff or chaperones are not responsible for:
 - for any accompanying youth who are not attending workshops or registered in the camp.
 - any family members who are not attending workshops or registered in the camp.
 - any community members who are not attending workshops or registered in the camp.
- If youth are on medication, their medication needs to be in dosage blister packs, with instructions, and given to the camp Nurse or medication administrator with an orientation from the parent/guardian.
- Do not allow youth to carry their medication in their bags, or on themselves.
- Both the youth and the chaperone should carry a list of the workshops the youth is registered in.
- Both the youth and chaperone should have an emergency contact list on hand including:
 - Parents phone numbers
 - Camp staff or chaperone phone numbers
 - Emergency numbers
 - The address of both the accommodation and the venue for the conference.
- All camp staff and/or chaperones should attend a meeting prior to the trip to review the camp staff and/or chaperone expectations.
- All youth should attend a youth meeting prior to the trip to review the behavioural expectations and emergency response plan.
- Youth and caregivers need to keep in mind that camp staff and chaperones are not able to drive/fly youth back unless it is an emergency. Should a youth need to leave camp, or decide they do not want to stay, the caregiver/parent will be expected to pick up the child immediately from the camp location, or another location arranged with the camp lead. All costs related to a youth leaving the conference will be the responsibility of the caregiver or guardian. Staff and chaperones will not drive/fly youth home at any time except in the circumstance that the youth engages in an unapproved activity such as leaving the camp, consuming alcohol and/or drugs, running away, or being disrespectful to chaperones. Said youth will be escorted back home at the earliest convenience and both the flights of the camp staff or chaperone and the youth will be at the expense of the guardian.

Appendix

Camp Implementation Materials



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Camp Registration Template

Event Name			
Date(s)		Time(s)	
Location(s)	TBA		
Pick-ups		Drop-offs	

PARTICIPANT INFORMATION

Name			Care Card Number	
Address			City	
Is transportation Required?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If 'yes', pick-up location		

PARENT/ GUARDIAN INFORMATION

Name					
Address		City		Postal Code	
Home Phone		Cell Phone		Work Phone	

SOCIAL WORKER (if the participant is a 'Child in care')

Name					
Address		City		Postal Code	
Work Phone		Cell Phone		Email	

EMERGENCY CONTACT

Name			Relationship		
Address			City		
Home Phone		Cell Phone		Work Phone	

ALLERGIES

Is the youth allergic to any medications? If 'yes', please explain below.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the youth have any other allergies? If 'yes', please explain below.	<input type="checkbox"/> Yes <input type="checkbox"/> No

NOTE: Health form and Release of Liability form should accompany this registration form.



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(Insert Logos and Imagery for Camp)

(Camp name)

(Location)

(Dates)

Camp Orientation Package Template

Table of contents

- Maps and locations (put in page numbers beside each heading)
- What to bring to camp
- Medications
- Youth participant expectations

Maps and locations

(Culture Camp name) will be taking place at the (name of camp location and address). Below is a map illustrating the locations of the camp. However, if you need the exact location for Google Maps, please input the coordinates as seen next to each location name exactly as it is presented. (Insert your map images below)

What to bring to camp

This is a list of suggested items that campers should bring in order to have a fun, safe and comfortable camp experience.

- Pillow
 - Pajamas
 - Toothbrush, toothpaste, soap, shampoo
 - Adequate pairs of socks and underwear
 - 1 pair of hiking shoes, boots, or runners for hunting
 - 1 additional pair of shoes (sandals, runners)
 - 2-3 pairs of shorts
 - 2-3 pairs of long pants
 - 3-5 light-weight shirts or t-shirts
 - Long-sleeved shirt
 - Swimsuit and towel
 - Warm sweater
 - Rain jacket
 - Hat
 - Sunscreen (not sun tan lotion)
 - ***Water bottle
- Optional:** Flashlight (except one with a strobe option), insect repellant, sun screen, book/journal, and hiking backpack.

Medications

All participants' medications are to be given to the camp lead, (camp lead name) at the beginning of the trip with dosage instructions and an orientation with the parent/guardian unless the medications can only be administered by the participant themselves.

Chaperones are not to share or provide any medication to youth without permission from the camp lead and/or applicable parent/guardian unless they absolutely have to.

Please DO NOT bring:

Electronics (cellphones, iPods, tablets, etc.), matches, knives, cigarettes, alcohol, drugs, very expensive or hard to replace items, food items (including gum, candy, pop, energy drinks, etc.), and money. We are not liable for the loss and/or destruction of personal property as there were issues in the past where participants brought their electronics and were eventually stolen.

Youth participant rules and expectations:

(Appendix: Participant Expectations)

The camp experience involves living in a small community setting for the week. In order to ensure the quality of experience for everyone, we expect all participants to treat each other, respect. Parents should review the following rules and expectations with their participant prior to arrival at camp.

- Campers are expected to follow the instructions of the camp leader, chaperones, and knowledge holders.
- Profanity and verbal abuse directed towards others is not permitted.
- Smoking is not permitted at any time.
- Physical aggression or harassment directed towards others is not tolerated.
- Items on the “WHAT NOT TO BRING” list that find their way to camp may be confiscated by the camp lead.

In the past, we have found the vast majority of participants at our annual culture camps have an exciting and rewarding experience and many return year after year. On rare occasions, we have had to consider suspending some participants from future culture camps for repeatedly behaving in a manner that was considered a threat to their own safety or the safety of others. This includes:

- Running away.
- Disregarding rules and safety procedures.
- Bullying, physical or verbal abuse directed at others at camp.

To avoid the disappointment of a participant not being able to attend future camps, we ask parents to review the camp rules with their youth.

Accommodations:

- Youth and chaperones will be staying in their assigned cabins at camp location
- Youth are not to be left unaccompanied at any time at Camp location.
- Youth are to stay at camp location for the full 5 days, unless otherwise arranged with the camp lead.
- No unapproved chaperone can stay with the youth at camp location.
- Youth are not permitted to leave the campsite boundary. They cannot visit cabins unless supervised, and no unapproved chaperone can have contact with the youth, or come into the camp boundary. This is very important for safety reason. Only those with a completed criminal record check are allowed in the company of the youth.

WAIVER AND PHOTO CONSENT RELEASE by Legal Guardian

This Agreement is dated for reference the ____ day of _____, (year).

BETWEEN: (AGENCY)

AND: _____ (the "Legal Guardian")
(Either or other legal guardian)

AND: _____ (the "Foster Parent/Caregiver")
(Foster parent or caregiver)

RE: _____ (the "Legal Guardian")
(Participating child)

Background:

- A. (AGENCY) will be hosting a (Description of activity)
- B. At the event, the Child will be permitted to participate in various activities including, but not limited to: (list activities)
- C. (AGENCY) requires the Foster Parent/Caregiver to agree, in writing, that the (PROGRAM) staff will supervise their Child at all times during the event.
- D. (AGENCY) requires a (list safety requirements for activity)
- E. (AGENCY) is further desirous of protection against any and all liability, claim, suit, action, loss, or damage, bodily or otherwise, that may result from the Child's Participation in activities at this (EVENT NAME), and the Legal Guardian wishes to minimize any hardship suffered by (AGENCY) as a result of any such claim.

In consideration of being permitted to participate in the (ACTIVITY), the Parent/Guardian acknowledges

1. The (PROGRAM) Staff agrees to supervise the Child to the fullest extent reasonable to ensure the safety of the Child during the entirety of the Child's attendance at the lake event.

2. The (PROGRAM) staff will be particularly mindful of the Child during any water-related activity as there will be no lifeguard on duty at the event.
3. The Legal Guardian will hold harmless and indemnify and forever release (AGENCY), its employees, officers, agents, volunteers, sponsors, participants, and affiliates, etc. from and against any and all claims and actions arising out of the participation of the Child or the Foster Parent/Caregiver at the event or in the Activities, including, without limitation, expenses, judgments, fines, settlements, legal costs, and other amounts actually and reasonably incurred in connection with any liability, suit, action, loss, or damage, whether characterized as personal injuries sustained or damage to property.
4. This Agreement will be governed by the laws of the Province of British Columbia.
5. This Agreement will enure to the benefit of, and be binding upon the parties, their heirs, executors, administrators, successors, and assigns.

The Legal Guardian and Foster Parent/Caregiver have read this Agreement in its entirety prior to signing below.

For youth attending the event as regular programming, their assigned (PROGRAM) staff will be providing supervision at all times during the event.

Signature of Guardian _____

Signature of Foster Parent/Caregiver _____

Photo Consent Release

During the (EVENT), (AGENCY) may take photographs and/or videos of the Child and/or the Foster Parent/Caregiver to be used in promotional brochures, reports, posters, and on websites. The Foster Parent/Caregiver, for herself, and the Legal Guardian, for the Child, agree to allow the capture, use, and publishing of these photographs and or videos.

Signature of Guardian _____

Signature of Foster Parent/Caregiver _____



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Participant Health Form

Instructions:

The information on this form may be used by and shared with (name of organization) representatives or medical personnel to:

- Support the health and safety of your child/ward.
- Administer or authorize appropriate first aid, medical attention or additional support for your child/ward.
- Obtain your permission on who is authorized to pick-up your child/ward.

Your child's/ward's health form is reviewed by only the (camp lead or event lead). If necessary, it will be shared with other adults on a need-to-know basis. If your child/ward has any challenges that may require additional supports, please provide information on how we (organization name) can support them.

Any updates to this form such as contact information, health, medications or requirements for additional support must be provided by you.

Contact Information:

Participant Name: _____ Birthdate: _____

Address: _____ Home Phone: _____

Cell Phone: _____

Parent / Guardian Name: _____

Address if different from participant's: _____

Email: _____ Home Phone: _____

Cell Phone: _____ Work Phone: _____

Emergency Contact Name: _____ Home Phone: _____

Cell Phone: _____

Family Doctor name (optional): _____ Phone: _____

Provincial Insurance (personal health number): _____

Allergies and Diet:

Does your child have any allergies? ____ Yes ____ No. If yes, please explain below:

Food Allergy	Life-Threatening?	Other Allergy (insects/ environmental, etc)	Life-Threatening?
	Yes: No:		Yes: No:
	Yes: No:		Yes: No:
	Yes: No:		Yes: No:

Does your child/ward need to keep with her/him an allergy medication such as an Epi-pen or asthma inhaler? ____ Yes ____ No.

If yes, please specify: _____

Does your child/ward have any dietary or food restrictions? ____ Yes ____ No.

If yes, please explain: _____

If the youth identifies as transgender, if so, do they have any medical needs related to transitioning?

Please describe: _____

Health / Accommodations:

Please indicate if your child has any of the following:

Headaches		Ear Trouble		Nightmares		Bed wetting	
Sleepwalking		Asthma		Recent Illness		behavioural challenge	
Mental health challenge		Physical disability		Gender Identity, or preferred pronoun		Glasses / Contact Lenses	
Chronic health condition (e.g., diabetes, epilepsy, etc.)		Motion sickness		Does your child know about menstruation?	Yes _____ No _____	Other	Specify:

What accommodations, additional supports, or modifications would assist your child's/ward's participation?
(If more space is needed, please attach additional information)



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Participant Medication Plan

Location/dates of camp/event/activity: _____

Participant's name: _____

The information on this form may be used by (name of organization) representative(s) or medical personnel to administer or authorize appropriate health care or medical attention for the participant, if needed.

Parents/Guardians: All medications should be placed in a resealable bag (e.g., Ziploc) with the participant's name on the outside of the bag. Medications must be in the original packaging, clearly labelled with the participant's name and dosage instructions. Medications are to be self-administered by the participant except in cases where supervisors may need to assist younger participants or when an Epi-pen needs to be used. Medications are to be given to the camp lead, or designate, or First Aider upon arrival at the camp/event/activity.

Medication column: Write in all medications (including those taken only as needed, sometimes noted on prescriptions as PRN), dosage, and times when medications are to be self-administered. This includes all prescription or over-the-counter medications (oral or topical). To be completed by parent/guardian or camp lead or representative of (name of organization)

Date Box: Write in the date of each day of the camp/event/activity across the top. When medication is taken, supervisors put the actual time it was taken in the appropriate columns and their initials. (Columns, rows, and spaces maybe added, as needed)



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Medication (name, dosage & instructions)	Scheduled times to be taken:	Date:		Date:		Date:		Date:		Date:	
		Actual time	Initials	Actual time	Initials	Actual time	Initials	Actual time	Initials	Actual time	Initials
										</	

Name of camp lead, designate, First Aider supervising medications: _____

Signature: _____



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Medications:

You must provide a list on the Medication Plan any medications that your child/ward will need when attending a culture camp or other event organized by (name of organization). All medication **MUST BE PROVIDED BY THE PARTICIPANT'S PARENT/GUARDIAN**. Your child/ward will not be given any medication that is not provided by YOU.

Any medication (over-the-counter and/or prescribed) required by participants must be brought along in original packaging with dosage instructions and clearly labeled with the participant's name. Medications are given to the camp lead, or designate, or First Aider upon arrival at the camp/event for storage. The camp lead, or designate, or First Aider will supervise the taking of medication by participants according to instructions provided. Participants must be willing to take their medication.

Consent:

Every care and attention will be given to the health and comfort of the participant.

I hereby consent to and authorize (name of organization and its representative(s)) to: share information, and provide first aid, and/or obtain medical care and services (e.g., contacting EMS/ambulance) as needed using their best judgement for the health and safety of myself and/or my child/ward during (insert name of camp or event) activities. I agree to accept financial responsibility in excess of the benefits allowed by my provincial/territorial health plan.

Signature of custodial parent/guardian

Date

Photo Consent Agreement

During camps, conferences, and other events hosted by (name of organization), we take photos that include community members, guests, and both children and adults. (Name of organization) uses these photos in our reports, brochures, posters, websites, and social media. It is our policy that names, ages and addresses of participants or guests are not used to identify any participants.

Consent: I hereby give my consent to (name of organization), its employees and those acting with authorization, the right and permission to use and/or publish photographs of me in promotional materials which may include reports, brochures, posters, websites, or social media. I hereby waive any right to inspect or approve the finished or publicized photographs.

Signing this form will be deemed as consent to the above. A parent or guardian must sign this agreement if the individual photographed is under the age of 19 years. If the youth/participant is under 19 years old both the participant and the parent/guardian must sign this agreement.

I hereby authorize (name of organization) to allow photographs to be taken of me/my child to be used in the following ways (check all that apply).

- ☐ Photographs of me may be used in all formats (reports, brochures, posters, websites, including but not limited to Facebook or twitter).
- ☐ I do not give (name of organization) permission to use photographs of me in any public situation.

Name of participant: _____

Address of participant: _____

Phone numbers: (cell) _____ (land line): _____

Email address: _____ Birthdate: _____

Participant signature: _____ Date: _____

Parent/Guardian signature: _____ Date: _____

Consent to Transport

As the parent/guardian of (list the names of all children in the same family receiving transportation by camp organization)

1	
2	
3	
4	
5	
6	
7	
8	

I do hereby authorize the (Organization Name) Youth Services (YS) program to provide transportation to the child(ren) named above when deemed necessary.

The driver is responsible for operating the vehicle in a safe manner and ensuring that the vehicle is in safe working condition. I am fully aware and accept that there are dangers and risks associated with riding in a motor vehicle, including physical injury and death. Being fully informed of these risks, I hereby give my permission for the (Youth Services) program to transport my child(ren).

I understand that this consent is good for one year ending on (date) _____ or until I have withdrawn my consent in writing.

I certify that I am the parent or legal guardian of the child(ren) named above. I have read and understand the Consent to Transportation form and grant my full permission for my child(ren) to be transported by (Organization Name YS) staff when deemed necessary.

Parent/Guardian Name (print):	Date:
Parent/Guardian Signature:	



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Camp Emergency Contact Sheet

Event/camp/activity: _____

Lead Facilitator and/or Camp Lead: _____

Number of Youth Attending: _____

Staff Attending: _____

Youth Name	Medical (Care Card #)	Date of Birth	Allergies/Medical Conditions	Medications & Dosage	Emergency Contact

Camp Participant Expectations

- Keep track of your belongings (bathing suit, towels, bedding, camera, money, etc.). Mark your name on everything; leave your valuables at home.
- Dress appropriately for the weather and activities that are planned for camp.
- Pack carefully and light. Do not bring iPods, Cell phones, Portable gaming devices, Laptops, portable DVD players, etc.
- No tobacco products, alcoholic beverages or illegal drugs are permitted on the premises. If you are caught with any alcohol or drugs, you will be sent home immediately at your expense. Bag checks are done for every camper before leaving for camp.
- Once you have arrived at camp, you are not allowed to leave the campsite until camp is over. If there is a very special circumstance, youth may leave with a leader and with the permission of the camp lead.
- We need to respect the camp and each other by keeping the camp clean. Clean-up assignments will be given at camp. Each person is responsible for doing their part during the week and on the last day.
- Attendance is mandatory for all activities. Being on time is really important. If illness prevents you from participating in some activity, you must inform a camp staff.
- Use of the lake (canoeing, swimming) will be restricted to designated times with a lifeguard present. Use of the lake and lakefront at any other time is not permitted.
- Camp staff will visit cabins to say goodnight to make sure we all get the rest we need to enjoy our Culture Camp.

Sample Group Expectations

Group expectations vary based on the group and issues important to the group. Without group norms, individuals would have no understanding of how to act in social situations. These norms can be listed together with everyone contributing and agreeing on these norms, for example:

- Treat each other with dignity and respect.
- Transparency: Be honest with each other.
- Be genuine with each other about ideas, challenges, and feelings.
- Trust each other.
- Leaders will open up a space in which people have information and are comfortable asking for what they need.



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Cabin Assignments

Cabin 1	<ul style="list-style-type: none">• (Names of Youth/Chaperones)
Cabin 2	<ul style="list-style-type: none">• (Names of Youth/Chaperones)
Cabin 3	<ul style="list-style-type: none">• (Names of Youth/Chaperones)
Cabin 4	<ul style="list-style-type: none">• (Names of Youth/Chaperones)

Using Ice Breakers Successfully

Know your audience. Before deciding which activities to use, assess the group for the following:

- Age
- Familiarity with one another
- Purpose of the group gathering
- Potential considerations for physical abilities

Build in intensity:

A general rule of thumb is start with activities with limited movement, minimal physical contact, and simplest rules, progressively increase each of those factors. For example, start with a simple name game, then a common ground activity, and then a more active game that has some physical contact (i.e., “high fives” or holding hands), and possibly an activity that has lots of motion. Generally with youth you can move pretty quickly into highly active or silly games that get everyone laughing. For “too-cool” teens or “very serious” adults, you need to proceed very slowly. You can always tell how things are going by the level of conversation and laughter.

Be flexible:

As with most games, you can change the rules to suit the group. For a group of young campers, you may want to roll a large beach ball instead of throwing an object during a name game, while for teens, you may want to throw many objects simultaneously, etc.

Participate enthusiastically:

Be sure to play an active role in the game, as it is important that the campers learn something about you as well.

Use fun props:

Buy rubber chickens, silly rubber faces, fun stuffed animals, or other objects that create laughter or interest by themselves. Whenever possible, use these props in place of tennis balls, or whatever standard objects you might use.

Camp Closing Report Template

Please submit Reports to: (Name of organization and email contact)

Name of Camp:			
Nation/Community:			
Contact Information:	Camp Lead(s) names & addresses		
Reporting Period:		From: (start of camp)	To: (end of camp)
What was purpose and vision of the camp?			
Who did the camp serve?			
What impact did the camp have?			
What other supports did the camp receive? (financial, in-kind, other)			
Please include a detailed financial report.	This can be a separate attachment (spreadsheet)		

Please share any photos/video of the camp.

(Name of organization)

Post-Camp Feedback Questionnaire

We appreciate all those who participated in our (Year) culture camp and look forward to next year's camps. However, before planning can start for next year's camp, we would first like to get feedback from those who participated as well as the parents/guardians of the participants so that we can work together to plan an even better culture camp experience next year.

I. Demographic Questions (If you do not wish to reveal, or if you are unsure, leave blank)

1)	1. Age
2)	2. Gender
3)	3. Are you a 'Parent/Guardian', 'Social worker', 'Chaperone', 'Knowledge holder/Facilitator', or 'Youth'? (Please indicate)

II. Your rating of this year's culture camp

Please rate the following questions on a scale from 1 - 4 and provide your comments and concerns so that we can use the information provided to plan next year's culture camp. If you have no comment, please leave blank.

Questions	Scale 1 - 4 (1 = Poor, 2 = Okay, 3 = Good, and 4 = Excellent)
1) How would you rate the communication between you and the youth services staff?	
2) How would you rate the quality of care that the staff provided during the camp?	
3) How would you rate the quality of the activities that were provided in the camp?	
4) How would you rate the quality of this year's camp overall?	

Comments

III. Your views of this year's camp

1) Did you enjoy this year's annual culture camp? Please explain.
2) Did you feel that the camp staff were available to help you? Please explain.
3) Do you have any comments or concerns that you feel need to be addressed before next year's camp?
4) How can we improve the culture camp?
5) Describe what you learned at the Culture Camp?

Appendix

Camp Safety Materials





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Mental Wellness Safety Plan

A safety plan can help keep you safe, if you are feeling overwhelmed. Making a plan like this will help you to understand yourself better, keeping you safer.

My triggers

(What are some things that set me off?)

How can I manage my triggers?

(Things I can do to take my mind off my problems)

My warning signs:

(What are my warning signs that tell me I'm starting to get overwhelmed?)

Thoughts (like thinking negative, dark thoughts, that things will never get better, about ways to harm yourself)	Emotions (like starting to feel hopeless, guilty or angry)	Body Sensations (like a racing heart, feeling like I am suffocating or becoming overwhelmed)	Behaviours (like pacing, spending a lot of time sleeping, spending a lot of time alone)

If parents, caregivers or other trusted adults notice any of my warning signs, they can help by:

Coping strategies:

(Things I can do to take my mind off my problems, like going for a walk, calling a friend, watching a movie, etc.)

(People and social settings that provide distraction)

Name: _____ Phone: _____

Name: _____ Phone: _____

Place: _____

Place: _____

My support network:

Who are the main people I can turn to for support if I am overwhelmed? (People to whom I can say, “Hey, I’m not feeling good right now, I really need someone to talk to...I don’t need advice, I just need you to listen...Can we talk?”)

Someone to spend time with to take my mind off things _____

Someone who can help me with practical things (like take me to appointments) _____

Someone who is a good listener _____

Professionals or agencies I can contact during a crisis:

Clinician name: _____ Phone: _____

Numbers I can call:

1-800-SUICIDE • 1-800-784-2433

Online Service for Youth • www.YouthinBC.com

Basic Canoe Safety

1. Wear your PFD. You never know when something is going to happen and you end up in the water unexpectedly.
2. Practice getting back in your boat. If you're paddling with another boat, practice canoe rescues.
3. Paddle on opposite sides of the boat. For added stability, kneel if you're in rough water, or trying to gain ground in a headwind.
4. Paddle in synch with your partner. It is the bow (front) paddler's job to set the pace, and it is the role of the stern (back) paddler to match that tempo. This insures that you are maximizing your forward momentum. Call a "switch" regularly to change sides.
5. Keep your paddle shaft vertical. A vertical paddle shaft will ensure that the blade of your paddle is vertical during the power phase of your stroke - maximizing forward propulsion each time.
6. Dress for the water temperature, not the air temperature. To mitigate hypothermia risk dress warmer when the water is colder regardless of weather.
7. Know your limits. Always bring a map and plan your trip according to your abilities. Novice paddlers typically cover about 2 mph on flat water. Experienced paddlers looking for a workout can cover 3-3.5 mph.
8. Sunscreen, hat, and sunglasses: Sun reflected off the water will burn in some unlikely places - including under your nose and the back of your ears. In an aluminum canoe, there is added reflection off metal surfaces. A wide brimmed hat with a keeper string or alligator clip, and sunglasses on a keeper cord.

CANOE JOURNEY PERSONNEL CHART: (excel format)

Note: Please find this form on the electronic forms flash-drive accompanying this curriculum

How to Cache Food

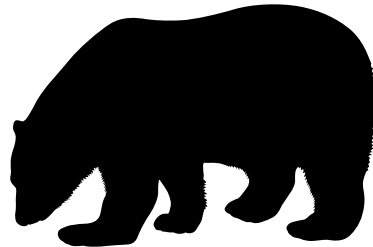
Keep a clean campsite; food must be kept away from tents so that bears are not tempted to come visiting.

A cache is a system of food storage that keeps food out of the reach of bears and other animals; food can be packed in a bag and hung from trees a short distance from the campsite.

Caches should be hung approximately 12 feet off the ground, 10 feet away from the tree trunk, and 3 feet below any branches.

How to hang a cache from a tree:

- a. Tie the end of the rope to a stick.
- b. Wrap some of the rope around the stick to add weight.
- c. Throw the stick over a sturdy tree limb (underhand works best), ensuring the rope is 10 feet away from the tree trunk.
- d. Tie the bear bag to one end of the rope.
- e. Hoist the bag up so it is 12 feet off the ground, but 3 feet below the branch and tie off the rope with three wraps around the tree trunk and then a knot.



How To Pack A Backpack You'll Be Able To Carry

Packing can be broken down into three zones, plus peripheral storage:

- **Bottom Zone:** Good for bulky Gear and items not needed until camp.
- **Core Zone:** Good for your denser, heavier items.
- **Top Zone:** Good for bulkier essentials you might need on the trail.
- **Accessory Pockets:** Good for essentials you'll need urgently or often.
- **Tool Loops and Lash-on Points:** Good for oversized or overly long items.



Visualize stacking cordwood. You're laying down rows, not building columns: Fill nooks and crannies until you have a solid, stable load — and be sure weight is equally balanced on each side. Tighten compression straps to streamline your load and prevent it from shifting as you hike.

Bottom Zone:

Bulky items you won't need before making camp include:

- Sleeping bag (many packs have a bottom compartment sized for one)
- Sleeping pad (especially if it rolls into a tiny shape)
- Any layers, like long underwear, that you plan to sleep in
- Camp shoes or down booties

Packing this kind of soft, squishy gear at the bottom also creates a kind of internal shock-absorption system for your back and your pack.

Core Zone:

Heavy, dense gear you won't need to access during your hike includes:

- Food stash (entrees, not snacks)
- Cook kit
- Stove
- Water reservoir (unless you prefer bottles for hydration)
- Bear canister (containing food and all other scented items, plus whatever bulky items help fill it to the brim)

Packing heavy items here helps create a stable center of gravity and directs the load downward rather than backward. Placed too low, heavy gear causes a pack to sag; placed too high, it makes a pack feel tippy.

Bottom Zone:

Bulky trail essentials work well here:

- Insulated jacket
- Fleece jacket and pants
- Rain jacket
- First-aid kit
- Water filter or purifier
- Toilet supplies (trowel, TP, used TP bag)

Accessory Pockets:

Packs differ in what they provide—lid pockets, front pockets, side pockets, and hip belt pockets. Some pockets even have a lot of smaller pockets inside. All of these options help you organize smaller essentials:

- Map
- Compass
- GPS
- Sunglasses
- Sunscreen
- Lip balm
- Headlamp
- Bug spray
- Snacks
- Water bottles
- Rain cover
- Car keys (look for a clip inside one of the pockets)
- ID and cash stash

Tool Loops and Lash-on Points:

Some of the most common gear to strap on the outside of your pack includes:

- Trekking poles
- Tent poles
- Large sleeping pad
- Camp stool or chair
- Climbing rope

Many packs have special tool loops, fasteners, or other storage solutions for some of this gear. Daisy chains, lash patches, and compression straps can also be used to wrangle gear that simply can't be carried in any other place.

However, because this gear can snag on branches or scrape against rocks, you should minimize how many items you carry on the outside of your pack.

How to Hoist Your Loaded Pack:

A common mistake made by beginners is to lift a pack by a shoulder strap. Not only can this damage and prematurely wear out your shoulder harness, it also makes it difficult to control your pack as you try to wrestle it onto your back.

Instead, follow these steps and you'll be able to smoothly hoist even a heavily loaded pack from the ground to your back:

- Loosen all of your straps slightly to make the pack easier to slip on.
- Tilt your pack to an upright position on the ground.
- Stand next to the back panel; have your legs well apart and knees bent.
- Grab the haul loop (the webbing loop at the top of the back panel on your pack).
- Lift and slide the pack up to your thigh and let it rest; keep your hand on the haul loop for control.
- Lean forward and swing the pack onto your back. Now slip the hand that was holding the haul loop through the other shoulder strap.
- Buckle up and make your usual fit adjustments.

(Expert Advice: How to Pack and Hoist a Backpack)

