



Hopa Mountain's

Youth Leadership Program Development Manual

Second Edition:

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Youth Leading the Way
For the FUTURE
of our COMMUNITY
and our WORLD

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Introduction: Offering youth opportunities to strengthen their leadership skills

So you want to create a youth leadership program,
well that sounds like a great idea!

Youth leadership programs are the key to the next generation in order to become successful adults. Why is this? Youth leadership programs provide youth life changing experiences and a safe place to form positive relationships with adults and peers. Teenagers who are involved in youth leadership programs feel a sense of place and belonging. The program gives youth the sense of responsibility in a different way than school does. Youth who belong to youth leadership programs get to see the direct benefit of their hard work and community service. Teenagers thrive on tangible experiences where they can see a result when done with a certain project.

Youth leadership programs, as described in this manual, are designed to engage teens from 6th-12th grade. We focus on this age group specifically because statistics show that from these ages kids are most at-risk to fall through societal cracks.

- ▲ Youth who volunteer just one hour a week are 50% less likely to abuse drugs, alcohol, cigarettes, or engage in destructive behavior. (Search Institute, 1995)
- ▲ Youth who volunteer are more likely to do well in school, graduate, vote, and be philanthropic. (UCLA/Higher Education Research Institute, 1991)
- ▲ Research shows that feeling connected to even one respected adult helps Native youth stay in school (Linik, 2004)

Introducing the Hopa Mountain Youth Leadership Program

Hopa Mountain's Youth Leadership Program is grounded in the belief that youth are some of our most valuable citizen leaders, and is designed to offer youth the opportunity to strengthen their leadership skills through activities such as adventure-based experiential challenges, outdoor problem-solving games, inquiry-based science education activities, local art projects, self-awareness exercises and community service initiatives. In order to strengthen leadership skills, youth must develop both internal and external developmental assets. Developmental Assets, as defined by the Search Institute (a non-profit organization who provides research based resources on promoting healthy youth and community), are positive experiences and personal qualities that youth need to grow up healthy, caring and responsible. All activities of the Youth Leadership Program focus on providing experiences that help cultivate one or more of these developmental assets and in turn strengthen youth and their leadership skills.

Organizational Background

Hopa Mountain is a 501(c)3 nonprofit organization based in Bozeman, Montana. Youth leadership programs are core to Hopa Mountain's mission. Working collaboratively with many organizations, Hopa Mountain engages young leaders in challenging activities and meaningful experiences in their communities and outdoors to prepare them for productive lives as capable, contributing members of their families and hometowns.

Our Local Partners

Hopa Mountain works locally in cooperation with several organizations. Hopa Mountain's Youth Leadership Programs start with a weeklong summer camp and continue with consistent youth meetings in each community that focus on community service and positive youth development. The Youth Leadership Programs in Bozeman and Livingston, Montana promote positive and sustained educational experiences for youth by fostering direct interaction with the environment, the arts, respected adults and the greater community.

Program History

In the beginning years, Hopa Mountain's Youth Leadership Program was primarily organizing weeklong leadership camps for teens with a few follow up activities throughout the year. However, research and experience showed that the most successful youth programs are the ones that are serving youth through consistent year round programming. In 2006, the Youth Leadership Program became a yearlong program. Each year now begins with a weeklong outdoor summer camp. The camp setting helps to build strong relationships among participating youth, the project partners, the environment, and the community. These weeklong camps include teambuilding outdoor experiential activities such as hiking and canoeing. They also include a service component in which youth start to design and implement community-based, service-learning projects. Each year, participants from the previous years' Youth leadership Program apply to serve as junior counselor for the new year's camp. Follow up activities occur throughout the summer and weekly programming begins early fall.

Once the school year begins, the Youth Leadership Program meets weekly. Meetings include planning time for projects, team building activities, positive youth mentoring and free time to socialize and build friendships. The Youth leadership programs in Gallatin and Park Counties are a collaborative effort of many local organizations that routinely work with youth in informal education programs. All of the participating organizations naturally build and support partnerships between our communities and the formal and informal education systems within them to the benefit youth and adults. Working together, we engage youth in positive educational experiences including adventure-based experiential challenges, inquiry-based science programs, arts activities, and community-oriented service learning that support asset and leadership development. The program

fosters self-esteem by helping youth address issues concerning them and encouraging each one to positively affect their communities.

Most summer camps and academic enrichment activities have fees associated with them--placing them out of reach for many youth and their families. Hopa Mountain, in cooperation with these project partners, is committed to providing high-quality leadership programs for youth with the fewest resources. There is no fee charged to participate in either the summer camp or year round programming.

▲▲▲ Journaling Activity ▲▲▲

Are you ready for a youth leadership program?

Here is a list of questions to consider before you decide to start a youth leadership program:

- ▲ Why do I want to create a youth leadership program?
- ▲ How much time do you have to commit to this program?
- ▲ Do I have a possible source of funding for this program or would I be willing to fundraise?
- ▲ Who could I find to help support and partner with this program?
- ▲ How would I create a program so I am not replicating a service that is already being provided to teens in the community?
- ▲ What would I hope to provide youth by starting a leadership program?

If you decide that a youth leadership program is a good fit for you, your organization, and your community, the following chapters will help you to put your vision into reality.

▲Part 1: Youth Leadership Programs▲

▲ Chapter 1 ▲ Creating a youth leadership program

Creating a Vision

- ▲ A vision is something that you imagine your program to be.
- ▲ The vision is then refined and clarified and the vision becomes a reality.
- ▲ The vision then turns into an action or plan that you or the program wants to achieve.

▲▲▲ Journaling Activity▲▲▲

In order to really ground yourself in your vision, consider the following questions:

- ▲ What are the values you want to share with your youth group?
- ▲ What are your skills, expertise and talents that you have to offer the group?
- ▲ What values and concepts do you want the youth to be able to grasp?
- ▲ What will the structure of the program look like?
- ▲ How will you keep youth involved?
- ▲ What types of youth do you want to reach?

After you have walked yourself through the visioning process and imagined what you want out of a youth leadership program, you should have a good idea of what you would like to accomplish.

After you know what you want, you will discover that in order to make your vision come to life, you will need some help! A successful program is never done by one organization. *It is very important to have other community organizations involved in the program.* Ask your partners the questions you have just answered yourself. Go through the visioning process together. Many heads are better than one!

Identify Possible Partners

Creating partnerships for your youth leadership program is an essential part to the success of the program. In order to have successful partnerships there must be equal commitment, benefits for both sides, clear communication and defined roles. It is also important to have a more than one partnership in order to have bountiful list of resources.

Here are some guidelines, which may offer you a way of deciding what sort of partnership you may wish to create, and how to make a start.

1. Clarify your own aims and objectives in forming a partnership. What are you trying to achieve, and how will you articulate that?

2. Before approaching potential partners, make sure you have support and agreement within your own organization about working with others.
3. Put yourself in the shoes of your potential partners. Be aware of other partners' needs, wants, and reasons for partnering before entering into a collaborative agreement.
4. Consider whether this is a short-term partnership in which members work together for a particular, defined outcome, or a long-term partnership that works to accomplish a longer-term vision.
5. Seek out partners that can change, think in new ways, lead and follow, involve others, solve problems.
6. Make informal contact with partners to find out about their attitudes and interests.
7. Communicate with your partners in language they will understand, focusing on what they may want to achieve.
8. Identify what each partner will bring to the program and how each partner will benefit from the relationship.
9. Encourage ideas from your partners. Ownership leads to commitment.
10. Be open and honest.
11. Communicate, Communicate, Communicate. Make sure each partner fully understands the program goals and the relationship. Talk often about your shared mission, what your organization is willing to give up to succeed, and what you cannot compromise on.

When trying to identify who would be a potential partner, start with organizations people you know trust or organizations that you have worked with in the past. It is important to reach out to organizations that have a sincere interest in serving youth. Some ideas of groups to contact could be:

- ▲ Civic groups
- ▲ Local businesses
- ▲ Schools
- ▲ Professional Associations
- ▲ Places of Worship
- ▲ Nonprofits

Creating partnerships is a process of building bridges. Both organizations should provide a win-win situation.

Engage the Youth

Now that you have successfully discovered what you and your partners think would make a successful youth leadership program, it is time to ask the most important people involved-the youth. The most essential part of a youth program is that they have a voice.

Often youth group activities are directed by adult intentions. Youth are hungry to make their own choices based on their own desires to do well for the world. Youth want the opportunity to achieve greatness, let them grasp it and run with it.

According to the National Youth Leadership Council when students have a voice in and ownership of their learning, their intrinsic motivation increases and they find meaning and value in the experience. Consider assembling a youth advisory board for the program. This can consist of teens who understand the vision of your program and are committed to its success. It doesn't have to be a large group, but it is very important to get youth input from the beginning.

Creating your First Events

Once you've established your vision, identified partners, and created a space for youth input, it is time to begin recruiting your members. During your visioning you should have identified what ages and types of youth your program will target, now you must determine how you will reach these youth.

The first thing to do is plan your initial events. Often it's smart to start simple and build into larger events. A good way to start is by providing a few informational meetings and recruitment parties. These can be simple events where you gather youth for some fun engaging activity and give them information about your programs vision. Consider having a meeting for parents as well so they can be informed on your program and meet the staff who will be working with their youth.

Some possible recruitment events could be:

- ▲ A pizza and game night
- ▲ A movie showing
- ▲ A gathering in a local park or recreation facility
- ▲ An ice cream social

The possibilities are endless so be creative. When planning this event make sure to get youth input. They are huge assets when it comes to determining what is appealing to other teenagers. If you are very comfortable with youth programming you may also want to consider doing a kick off summer camp, however, this will require a lot of effort and planning.

A few other things to consider are how you want to handle program enrollment or membership. Is there an application process or an enrollment form? How do you want to collect contact information? Etc. In the appendix you will find sample forms that can be used for your program. Remember whenever working with minors you will want to have a permission form or waiver as well as emergency information.

Advertising and Recruiting Members

Now that you have your first event planned you will want to advertise your program and recruit youth. Begin brainstorming a list of locations you think youth and parents will spend time, keeping in mind the group of youth you'd like to reach. Create some fliers or posters that you can display. If you already have access to a group of youth consider putting together a letter explaining the program and inviting them to join. Talk with other

youth serving organizations and alert them of your new program and see if they have any referrals or recommendation for recruiting. You should also contact local schools to make them aware of the services you will be offering. Administrators and school counselors can be great resources, however, each school district handles outside organizations differently. Some districts may be reluctant to help a new organization. It is important to be patient and do your best to build relationships with key people. This process often takes time.

Some places to consider advertising your program are:

- ▲ Community Centers
- ▲ Schools
- ▲ Public Libraries
- ▲ Service providers
- ▲ Other nonprofits or organizations
- ▲ Recreation facilities
- ▲ Coffee shops
- ▲ Popular food and retail stores
- ▲ Entertainment venues such as movie theatres, bowling alleys, skate parks, arcades, etc.

Another thing to consider is having an internet presence. Many teenagers are engaged in social networking and spend much of their time online. It is easy and free to announce events through social network sites like facebook or myspace. If you are unfamiliar with these sites ask some of the youth you know, there's a good chance they have experience with these networks. It is also a good idea to set up a website where you can announce events and activities of the program. The easiest way to do this is to use a free blog site like blogger or wordpress which are designed to be very user friendly for people with minimal experience with online technology.

▲ Chapter 2 ▲

Establishing consistent programming

Once you have begun recruiting members it is important to establish consistent meetings. Meetings will be the backbone of your youth leadership program. They will be essential in building a cohesive group that is able to work together, plan projects and create a caring, connected environment. It is best to create meetings that focus on what you want to accomplish, but also leaves free time for the kids to socialize and play games.

When to Meet?

It is very important to determine with your youth the best time, place and day to meet. It is critical that your group meets at least once a week. Hopa Mountain has experienced when groups meet less than once a week, a cohesive group is not established and less accomplishments are achieved. This can leave the youth feeling unproductive, which in turn may lead to lower attendance at your meetings. We understand that in the early stages of a program it may be difficult to meet weekly, but try to at least establish a consistent meeting time with the goal of increasing the frequency to weekly meetings.

If you do not have a place to meet this is a key moment to ask your partners if they have space you can use. Otherwise you may have to tap into meeting spaces that your community has: the library, the university, coffee shops, city parks, living rooms, basements, etc. (Youth Reaching Out International: Teens 2005)

When you first start, it will be important to make calls to the youth each week to remind them of the meeting. After a month or two, it should become routine and you can transition to making monthly calendars for the youth to hang up at home. This will also pass over the responsibility and ownership of the program to the youth.

Consider identifying a few committed youth in your group to help keep other youth accountable for meetings. Have them call youth who miss meetings to let them know what happened at the meeting and also to update them on the event that would happen at the next meeting. This helps the group members to realize their presence is valued and keeps the communication open in the group.

Tips for a Successful Meeting (Youth Reaching Out International: Teens 2005)

- ▲ Have fun!
- ▲ Empower youth to take on roles, and own the process as much as possible.
- ▲ Don't change meeting times! Consistency keeps high attendance!
- ▲ Have youth make reminder calls or make monthly calendars for youth to take home.
- ▲ Create a routine for your meeting, this way kids know what to expect.

- ▲ Have a break and a small snack.
- ▲ Don't talk too long. Pass it on to the youth, otherwise interest will be lost.

Running a Meeting

Every group will run their meetings slightly different, but the following are components each meeting should include:

- ▲ **The Opening:** Personally greet each youth as they arrive and welcome any visitors. Allow a few minutes for youth to visit, they will usually want to catch up a little bit with their friends before you start the structured meeting. Open with a quick game to get the youth's energy high and set the tone for your meeting. Structured activities that encourage a lot of youth interaction are especially important when the group is first forming and getting to know each other. During this time you will also want to introduce any new members and outline the expectations of your meetings. If you are clear with the youth about what is expected of them from the beginning you will minimize behavior problems in the future.
- ▲ **Meeting & Discussion:** Review what you did at the last meeting. Create space for reflection on any service project that was accomplished. Cover what needs to be done during the current meeting, as well as plan out the next upcoming projects. Discuss with the youth different topics that are going on in the world or in the group. Provide youth time to express themselves to the group, hear different opinions and relate with each other on issues that are of concern to them. This will also help the youth to feel as if they have ownership of the meeting. Avoid the situation where the adults are the only ones speaking.
- ▲ **Activity or Project:** Meetings should often include a game, activity, or lesson that relates to a leadership aspect or skill. These will vary in size and depth depending on the dynamics of your group. If there is a service project that needs to be done it can also be completed at this time.
- ▲ **Closing:** At the end of each meeting do a quick review of what was discussed and a quick review of where we will be the following week and what we will be doing. If possible leave the teens about a 1/2 hour of free time to play games, do crafts and just hang out. This time is very important for general group bonding.

Establishing your Groups Culture

Each group and program has a unique "culture" and way of operating. It is important in the early stages to establish a set of expectations and norms for your group. Youth thrive when there is consistency and the expectations are clear.

Here are a few questions to discuss during your first few meetings:

- ▲ What do you want out of this group?
- ▲ What are some goals we can have as a group?

- ▲ What are some projects you would like to accomplish?
- ▲ What are some needs that you see in your community?

It is important for the youth to be able to create a name for their group. A good way to do this activity is to write down all the adjectives the youth can think of that describe what they want out of the group. Taking those words and phrases you all can create a suitable word or group of words to form a name.

Strategies for Engaging Youth Voice (The Corporation of National and Community Service)

Youth as Planners engages young people in preparing for and implementing service projects. Youths might help identify community needs, determine objectives and recruit volunteers, develop action plans and timelines and evaluate the project.

i.e.: Each month our Youth Leadership Program starts with a planning meeting for the youth to outline future projects and events. This includes having the youth decide what they want to do next as well as, what other community needs should be met.

Youth as Evaluators involves young people in assessing program effectiveness through the evaluation process. There are many ways to evaluate with youth, through surveys, interviews and journaling.

i.e.: After each service project that our youth leaders complete we have a running journal where they write about their experience. Including details of successes, what could be done better next time, how they felt they personally succeeded, etc.

Youth as Funders refers to young people's involvement in philanthropy. This can mean raising money, developing requests for proposals, reviewing proposals and/or determining who receives the money. (www.nylc.org)

i.e.: The youth are always trying to think of new ways to raise money for the many causes they care about. One way they did this was to set up a community garage sale.

Emphasizing to youth the importance of their voice addresses important factors that influence learning:

Relevance - Students need to understand how a learning experience applies to their lives, families, neighborhood, cities and interest. When projects address issues of personal relevance, student's attention, motivation and self-confidence increases. Students must also realize that one person can make a difference, and that is the most important thing for students.

Choice - For increased motivation, commitment, and participation in the learning process, students need to have a say in the content, timing and process of the learning experience.

Engagement - When youths have ownership of a project, they become emotionally connected, and remain engaged in the issue, often beyond the scope of the class.

To maximize student ownership in the process, support them in...

- ▲ Determining the community need.
- ▲ Planning the project
- ▲ Preparing for the project by conducting background research and practicing relevant skills.
- ▲ Implementing and leading the project
- ▲ Evaluation the success of the project, and their individual roles in it.
(www.nylc.org)

▲▲▲ Activity ▲▲▲ The Hands Contract

Bring a piece of poster board or a large sheet of paper to the meeting. As a group, determine and write down expectations for the youth, staff, and the program. You can setup this activity by explaining to the teens that for centuries expeditions, governments, and other groups of people have created compacts and agreements before embarking out on a new endeavor or journey. Things written down should be something the whole group can agree to. Try to keep the overall tone serious, but feel free to include a few fun agreements that personalize the group for the youth. Encourage the teens to consider how they want to be treated, what is necessary to be successful, and what they want to achieve as a group. Once the contract is complete, have each teen trace their hand to signify that they agree to uphold these expectations. If possible, hang this contract where it will be seen at every meeting and encourage new members to trace their hand and suggest any new agreements as time goes on.

Example of a Monthly Calendar Teens Unite Summer Schedule

July 21st – No meeting scheduled

July 28th – 10:00 AM - 1:00PM

Pickup / Drop off at Hopa Mountain

- Work on Summer Camp Video

August 4th – 10:00 AM - 1:00PM

Pickup / Drop off at the Bozeman Public Library front entrance

- Children's Crafts at Sweet Pea

August 11th – 10:00 AM - 1:00PM

Pickup / Drop off at the Hopa Mountain

- Not a meeting for regular members
- This meeting is only for kids working directly on the video

August 18th – 6:00 PM - 9:00PM

Pickup / Drop off at the Hopa Mountain

- Video Screening & Barbeque
- Parents are invited!

August 25th – 10:00 AM - 1:00PM

Pickup / Drop off at the Hopa Mountain

- School Year Kickoff
- September Planning Meeting

Example of a Meeting Agenda L.E.A.P. Group Meeting

Opening Game: Youth Choice

Meeting:

Review LINKS service project

-What went well?

-What could be done better?

-What will we change if we do it again?

Movie night/Recruitment event

-Vote on movie choice

-Ideas for advertising

Activity: Valentines Service Project – Cards for Seniors

Closing:

Remember no meeting next week because of holiday

Start inviting friends for movie night in two weeks

Free Time

▲ Chapter 3 ▲ Program Models

In designing what you want your Young Leaders Program to look like. It is very important to do research on some already successful programs. Here are the four programs we have based our Young Leaders Program on. It's always good to get an idea of how other people do stuff. The key is to learn the blending effect. Take what you like from each program and make it your own.

The Search Institute- Asset Based Programming <http://www.search-institute.org>

In order to strengthen leadership skills, youth must develop both internal and external developmental assets. Developmental Assets, as defined by the Search Institute (a non-profit organization who provides research based resources on promoting healthy youth and community), are positive experiences and personal qualities that youth need to grow up healthy, caring and responsible. These assets fall into two categories external and internal assets.

External assets are the positive experiences young people receive from the world around them. These assets emphasize supporting and empowering youth, setting boundaries and expectations, and positive and constructive use of young people's time. They knit together families, schools, congregations, neighborhoods, and youth organizations that can support healthy development. Internal assets focus on the characteristics and behaviors that reflect positive internal growth and development. Internal developmental assets help youth make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence. By focusing on asset development and community service, the program is able to provide opportunities for all youth participants to gain valuable life-skills to use in real-world situations.

Asset based programming is designed to purposefully help youth to gain more positive experiences in their lives. Their focus on the 40 developmental assets is a great place to start and really think about what you want to instill in the participants in your youth group. The Search Institute has done authentic investigations with over 150,000 youth in 200 communities across the nation to understand what assets the youth have accomplished and which they are lacking.

After choosing which assets you feel are needed for you group. It is then important to incorporate them into your planning. You do not need to tell the youth exactly that you are focusing a meeting on a particular asset; instead you can plan it into the games, art projects and service experience you plan to do at a next meeting. Youth will then be able to reflect on the activity and see for themselves what they have learned. Most youth learn best by doing and reflecting on the experience rather than by having you tell them what they are going to learn.

The National Indian Youth Leadership-Project Venture **http://niylp.org/programs/project_venture**

The National Registry of Effective Prevention Programs has designated Project Venture as a Model Program. It has been replicated all across the United States. Hopa Mountain has adapted the Project Venture layout for our Young Leaders Program. Project Venture believes in starting the year round youth program with a kick off summer camp, followed up with year round activities to continue the building of skills and relationships with the youth.

Youth in Project Venture experience challenging activities, including rock climbing, rappelling, canoeing, backpack trips, ropes course, mountain biking, orienteering, as well as service-learning projects and cultural activities that support their development as capable, productive members of their community. Project Venture includes an in-school component, which focuses on team building, group problem solving, communication and cooperation through experiential games and activities. The out-of-school program builds upon the in-school component, and focuses on the wilderness activities that also include weekend, holidays and summer activities, including our annual national camp.

Teens Outside

Teens Outside! is a collaborative effort between the Outdoor Industry Foundation and the National Park and Recreation Association. This is a fantastic program geared toward exposing teens to new lifetime activities such as mountain biking, kayaking, rock climbing, camping and hiking. These activities will promote healthy lifestyles. Hopa Mountain has used this model in several of the Youth Leadership Programs.

The core principals of Teens Outside! is to give at-risk and low-income youth the opportunity to engage in adventure sports. Looking at the statistics above show that all teens are at-risk. Kayaking, camping, rock climbing and mountain biking are some of the sports they have opened up to youth in different communities. The great thing about Teens Outside! is that each community's demographics will produce different youth being involved as well as different sports due to availability in that community. Since not all communities have access to the same adventure activities, the Teens Outside! Coordinator will decide which sports to address during the camp.

▲▲▲ **Did you know?** ▲▲▲

- ▲ The average child spends 35 hours a week in front of the television.
- ▲ Currently, less than 25% of school-aged children participate in daily physical activity.
- ▲ Reduction in physical fitness is the largest culprit behind a 10% increase in childhood obesity.
- ▲ Students who do not participate in regular physical education or community recreation programs are far more likely to become “couch potatoes.”
(<http://www.outdoorindustryfoundation.org/youth.toolkit.introduction.html>)

▲ Chapter 4 ▲ Service Learning

What is Service Learning?

Service Learning is the core teaching strategy that we use in the Hopa Mountain Youth Leadership Programs. Youth who are engaged in defining, solving and evaluating solutions to problems are less likely to be overcome by those problems. Service Learning spotlights young people as competent, capable and willing contributors to their communities.

According to the Corporation for National & Community Service, “Service-learning helps meet the social, emotional, and learning needs of youth by coaching life skills and boosting competency, fostering caring and support, and establishing meaningful connections between service experiences and academic curriculum.” (2005).

At Hopa Mountain, we believe that having youth involved in service helps them develop into active participants of their communities. We try to incorporate some sort of service component into our activities as often as possible. In addition to creating our own projects, we expose the youth to different community resources in the area, to orientate them with what the community has to offer people who may need assistance. Here are some ideas on what to do for service projects and some community resources to check out:

Service Projects

- ▲ Pull noxious weeds
- ▲ Litter pick up
- ▲ Clean up local trail heads and parks
- ▲ Food Drive
- ▲ Clothing drive
- ▲ Book drive
- ▲ Visit elderly at nursing home or senior centers
- ▲ Volunteering with other community groups or nonprofits
- ▲ Garage Sales
- ▲ Tree planting
- ▲ Tutoring
- ▲ Murals or beautification projects
- ▲ Community events

Local Community Resources to Visit

- ▲ Food banks
- ▲ Animal Shelters
- ▲ Food Kitchen
- ▲ Local Parks
- ▲ Nursing homes/Senior Centers
- ▲ Red Cross
- ▲ Rotary Clubs, Lions Clubs, or other service organizations
- ▲ Thrift Stores

Planning Your Project

When you begin to plan your own service project, have the youth reflect on their own personal interests and skills as well as needs they see within the community. Then begin to brainstorm a list of possible projects. Once you have a your top ideas begin to consider the following questions from Montana's Office of Public Instruction guide:

- ▲ What are you planning to do?
- ▲ Why do you want to do this project?
- ▲ When and where will the activities or events take places?
- ▲ Who will benefit from the project?
- ▲ Who needs to approve the project?
- ▲ When will the basic planning be done?
- ▲ What funds are needed? When will the money be needed? Who will arrange for getting money?
- ▲ What kind of publicity is needed? When is it needed?
- ▲ What committees or groups are necessary?
- ▲ What organizations or groups could we partner with?
- ▲ Who deserves special thank-yous? Who will write them and when?
- ▲ Will the project be worthwhile? How will you know?

Then begin to make a list of tasks to be completed and assign individuals to each task. Make sure to include publicity and advertising, space reservation, material and equipment, chaperones, and security.

Seven Elements of High Quality Service Learning

Each service-learning project that you are about to put into action should include these elements.

Integrated Learning

- ▲ The service learning will develop skills, as well as teach values and knowledge that will be integrated into everyday life.
- ▲ Life skills learned through the project can be correlated into everyday situations.

High Quality Service

- ▲ The service responds to an actual community need that is recognized by the community.
- ▲ The service is age-appropriate and well organized.
- ▲ The service is designed to benefit the students and community.

Collaboration

- ▲ Each service project should engage as many partners as possible: youth, parents, community-based organizations staff, school administrators, teachers and recipients of service.
- ▲ All partners benefit from the project and contribute to its planning.

Student Voice

Youth participate actively in:

- ▲ Choosing and planning the service project.
- ▲ Planning and implementing the reflection sessions, evaluation and celebration.
- ▲ Taking on roles and tasks that are appropriate to their age.

Civic Responsibility

- ▲ The service-learning project promotes youth responsibility to care for others and to contribute to the community.
- ▲ By participating in the service-learning project, students understand how they can impact their community.

Reflection

- ▲ Reflection establishes connections between youth service experiences and the academic curriculum.
- ▲ Reflection occurs before, during and after the service-learning project.

Evaluation

- ▲ All partners, especially youth, are involved in evaluation the service-learning project.
- ▲ The evaluation seeks to measure progress toward the learning and service goals of the project.

Questions to Stimulate Discussion

- ▲ What happened as a result of your service-learning activity?
- ▲ What life skills did you use?
- ▲ What challenges occurred? How did you resolve them?
- ▲ How would you describe your experience to a student who knows nothing about service-learning?
- ▲ What would you do differently if you had the chance?

Evaluation and Reflection

Evaluation and reflection are very important parts to a successful program. It brings to the group a new way of looking at the project that has just been completed. The group involved will be able to see if what they wanted to accomplish was attained and successful. It also gives the group the ability to see what improvements could be made, what worked well and what strategies they can carry over to the next project.

Structured reflection is necessary so that youth are encouraged to think about the issues and feelings associated with their service experiences. There are many different ways to structure reflection time.

Speaking

- ▲ Whole group discussions
- ▲ Small group discussions, focus groups
- ▲ Oral reports to groups
- ▲ Discussions with community members or experts on an issue
- ▲ Public Speaking on project-for parents, teachers, school board, etc.
- ▲ Teach material to younger students

Writing

- ▲ Journal or log- kept daily, weekly, or after each service experience
- ▲ Special project report
- ▲ Narrative for a video, film or slide show
- ▲ Guide for future volunteers

Activities

- ▲ Role Playing
- ▲ Classroom, workshop, community presentations
- ▲ Recognition/Celebration program
- ▲ Plan new future projects
- ▲ Recruit peers to serve

Multimedia

- ▲ Photo, slide, audio or video presentations
- ▲ Painting, drawing, collages
- ▲ Portfolio

▲▲▲ Did you know? ▲▲▲

There are several large scale service initiatives your group can become a part of!

- ▲ Global Youth Service Day – happens every year in April. Register your event online to be a part of the initiative at www.gysd.net. Special funding is often available for creative projects
- ▲ National Make A Difference Day – happens every year on the fourth Saturday in October. Register your project online at <http://www.usaweekend.com/diffday>. Website also provides project guides, tools, tips, and places to recruit volunteers.
- ▲ Earth Day – also occurring in April this is a great time to plan a service project related to environmental stewardship
- ▲ Martin Luther King Jr. Day of Service – occurring in January, this is another day when you can register a project and be a part of a national initiative. Visit www.mlkday.gov for more information.

▲ Chapter 5 ▲

Leading Group Activities

Experiential education activities are a great way to help youth expand their leadership skills and developmental assets. These are activities that challenge your participants and help them to make connections to their everyday lives. Good facilitation, debriefing, and a strong understanding of group dynamics are key to making these activities successful.

Facilitation

When working with a youth leadership program you will be facilitating numerous discussions and group activities. Facilitation is a skill that you will constantly be improving upon and there is no one right way to facilitate. Every facilitator has a unique style and it is important to find ways that work for you and fit your group. As a facilitator you will be working to support and challenge your group, provide vision and guidance, and lead discussions and debriefings.

After groups activities, especially ones that are challenging or frustrating, it is important to have a little debriefing or processing time with your group. During this time you want to focus on questions that make participants relate their experience to real life situations. Don't be afraid to discuss conflicts and frustrations that came up during an activity. This can be an important time to transfer the experience from an isolated activity to a powerful learning experience with lifelong application.

Creative Debriefing

A good way to start the debriefing is to use the What, So What, Now What model.

- ▲ **What?** Start by identifying what happened during the activity using questions like, what did you observe. Focus on the specifics of what actually occurred not the meaning.
- ▲ **So What?** Next, have the group describe the thoughts and actions they had during the activity. This is the real processing time. Use this time to really examine the meaning behind the actions.
- ▲ **Now What?** Lastly, begin to have the group connect the activities to real life experiences and look for take home messages. For example if the group has identified that they're not listening well to each in the activity, discuss if this has been a common theme during meetings and other events and come up with steps to improve this in the future.

Not all groups do well just sitting down and discussing, especially younger groups. The following are some interactive ways you can debrief an activity (adopted from the University of San Diego REACH manual):

- ▲ **Emotion Cards:** Write out about 20 emotions on index cards and place them in front of the group. Have participants select cards that matched how they felt. This is good for groups that may be having a hard time voicing and identifying their emotions.
- ▲ **Issue Cards:** These are similar to emotions but have common group issues written on them. Have participants identify what issues they saw and how they were dealt with by the group.
- ▲ **Drawings:** Instead of just discussing the activity, have group members draw what they saw or a specific topic you want to discuss.
- ▲ **Letters to Self:** This is a good way for group members to remember what they learned. Have individuals write themselves letters and seal them in an envelope with their address on the front. Collect the letters and mail them out at a later date.
- ▲ **Crumpled Paper:** Have each person write down something they learned or something they want from the group with no name and crumple it up and put it in a bowl. Then have each person draw out a paper and read it to the group.
- ▲ **Journaling:** Have individuals write about their experiences and what they learned. They can then share it with the group or keep it private.

Things to avoid during Debriefing

- ▲ **Letting one group member do all the talking.** If you have one or two individuals that are answering every question change the way you have group members respond. For example, try having people raise hands, go around in a circle, or tell each person they can answer only one question.
- ▲ **Expressing your own personal opinion as a facilitator** Remember you want to make space for your group members to speak. It is very important as a facilitator to remain neutral and unbiased.
- ▲ **Becoming Reactive.** Although you want to allow the participants to do most of the speaking, facilitators should remain in control of the group and be proactively steering discussions in positive directions. Try to anticipate where discussion will go and avoid letting things become negative.
- ▲ **Group members complaining or being negative.** It is important to discuss challenging and frustrating experiences, however debriefing time should not become a complaint fest. Participants may point out things that were difficult or areas the group struggled with, but do not allow individuals to point out or directly criticize the faults of other group members.
- ▲ **Answering your own questions.** Silence after a question is OK. Allow response time for participants to think. Too often facilitators answer their own questions because of discomfort with silence. Making eye contact with participants will often help evoke responses.

Understanding Group Dynamics

The following is adapted from: Processing the Adventure Experience, Kendall/Hart Publishing, Dubuque, IA; Sara Boatman “Group Development” Programming; and Dr. Jim Cain, Teamwork & Teamplay; REACH Program, Carter, USD.

Every group is unique and will contain a variety of strengths and weakness. Your youth leadership program group will probably change over the life span of the program. Once you have a fairly consistent group of youth, you will notice that the group may go through stages on their way to developing a group identity. Understanding the following stages will help you guide the group to becoming a high functioning team:

Forming – the initial coming together and becoming acquainted

- ▲ The group is a collection of individual, little sense of group
- ▲ Members are polite and quiet
- ▲ Leader does most of the talking
- ▲ Members are ready to learn information and receive instruction
- ▲ Members are excited about their involvement but their longterm commitment is tentative

During this stage of group development it is important to do icebreaker type activities to get group members feeling comfortable with each other and interacting.

Storming – expressing differences and individuality

- ▲ Conflict arise fairly easily
- ▲ Confrontation occurs and the leaders are often challenged
- ▲ Power plays occur between members and sometimes with leader
- ▲ Group member may become frustrated and miss the harmony that previously existed

During this stage it is important to build conflict management skills and help members cope with their frustrations. Activities that incorporate some stress can open the door to discuss deeper issues that exist within the group. Remember challenging activities require more time to discuss and debrief.

Norming – establishing a framework in which tasks can be accomplished together

- ▲ There is a positive feeling about the group
- ▲ The group is accomplishing tasks
- ▲ The group is organized and members take responsibility
- ▲ Conflicts are dealt with constructively
- ▲ Members begin to take on leadership

During this stage the group is working well together yet not quite to their full capability. Activities that encourage members to share, build trust, and acquire skills are important at this time.

Performing – mutual acceptance of each other and ability to accomplish that which was once considered impossible

- ▲ There is a strong sense of interdependence between members
- ▲ Leadership is equally shared
- ▲ The group is interested in self assessment
- ▲ Groups enjoy each other socially

This is a highly productive stage where members can take on large challenges and be successful. Challenging activities that build a sense of accomplishment and enthusiasm as well as affirmation exercises are good during this stage.

The Growth Process

A large component of a youth leadership program is encouraging growth in your teenagers to help them reach their full potential. Often it is challenges that help a person to grow and acquire new skills. The following is the process individuals go through when challenged (adopted from The Human Side of Adventure Challenge by Jackie Gerstein, 1988).:

Comfort Zone

- ▲ familiarity
- ▲ comfort with skills necessary
- ▲ maintenance of old behavior patterns



Groan Zone

- ▲ risky and uncomfortable
- ▲ little familiarity
- ▲ some anxiety
- ▲ struggling to learn new skills



Growth Zone

- ▲ confidence utilizing new skills
- ▲ integration of skills into lifestyle

Growth through Challenge

As a facilitator you will be placing your group in challenging situations to encourage their own personal growth and development. Although we want to help youth step out of their comfort zone, it is critical that they feel that their comfort level is respected by the leader and group members. Ultimately it is the teenager who will determine their own level of engagement and participation. Before beginning a challenging activity it is important to explain to the group that each member is crucial to the groups success in the activity. Also point out that in order for the group to get as much as possible from the activity each member should be willing to participate and challenge themselves to their fullest capability. However, it is ultimately their choice how much they are willing to participate or be challenged.

As you challenge the group it is important that you also support the group members. High level of challenge with low level of support will often cause group members to retreat or disengage. Growth and development best occur when individuals feel challenged as well as supported.

Setting Expectations

Before you begin a group activity it is important to establish a set of expectations and set a tone for the day in order to get full value from the experience. One way to do this is with a full value contract where you encourage the group to make the following agreements:

- ▲ Do you agree to be safe and follow the behavior guidelines of this activity?
- ▲ Do you agree to work together as a group and support each other?
- ▲ Do you agree to give and receive help and feedback in order to grow as individual and a group?

After describing the agreements have the group do an action (such as take a step into the circle, raise their hand, etc.) to show they agree to the contract. It is also a good idea to have these agreements posted. If group members are struggling later in the day remind them of the full value contract.

Sequencing Activities

When planning group activities it is important to consider the order of activities and create a good flow. You never want to jump into an exceptionally challenging activity without first preparing the group. The following are sequences to a successful group activity:

- ▲ **Setting the Stage:** During this time give an overview of the event, discuss safety and expectations and do introductions. If you have new faces in the group start with a name game or activity to introduce everyone.

- ▲ **Warm-Up:** Start with a light and fun activity that gets people to relax and breaks the ice. You want to choose something where everyone will play a role and be engaged. This is also a great time to observe your group as a facilitator. Pay attention to their comfort levels with each other and their physical abilities
- ▲ **The Main Event:** Once you've got the group warmed up you can begin the more challenging activities. This can be one big activity or a series of several smaller activities to reach your goal for the overall event. Remember to allow time for good processing and debriefing.
- ▲ **Wrap Up:** You don't want to complete a big activity and immediately send everyone home. Reserve some time to do a closing. This is a good time to discuss lessons learned, take home messages, and set group goals. Make sure to end on a positive note and celebrate your day's accomplishments.

▲▲▲ Activities ▲▲▲

The following are a few activities for a day of team building in the sequence previously discussed:

Hula Hoop Pass: Have the group stand in a circle holding hands. Insert a hula hoop into the circle and begin passing it from one person to the next without letting go of hands. Tell the group that if the hula hoop is touching them they must be sharing information about themselves and as it's passed to the next person they must begin talking. For more excitement you can add additional hula hoops. At the end of the activity see if any one group member can remember one fact about each person they learned during the activity.

Mute Line Up: Tell the group they must line up single file in order of birthdays. The only catch is they must do it silently. You can do this with a number of characteristics besides from birthday.

Tarp Turnover: This is a good activity to get a group really working together and thinking creatively. Take a tarp or shower curtain laid flat on the ground. The goal is for the group to flip the tarp over as a group without having any single person step off the tarp. You can silence certain members or give individuals blindfolds to increase the difficulty. Silencing or blindfolding the natural leaders can be an effective way to challenge new individuals to step into leadership positions. Don't forget to debrief this activity. This activity works best with 8-16 people, but can vary depending on tarp size.

One Word Wrap Up: In a circle have each group member go around and say in one word what they learned during their time today.

There are numerous books and websites that compile group activities and team games. A few places to start looking include: <http://www.teamworkandteampay.com> and <http://wilderdom.com>.

▲Chapter 6▲

Taking Youth Outdoors

Taking youth outdoors can really enhance a leadership program. The outdoors provides a new setting which can challenge youth in positive ways and encourage teamwork and leadership. Outdoor experiences can strengthen youth esteem and confidence, as well as connect them with the natural world in a powerful and transformative way. Richard Louv, author of *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder* notes that “when a child is out in nature, all the senses get activated. He is immersed in something bigger than himself, rather than focusing narrowly on one thing, such as a computer screen. He's seeing, hearing, touching, even tasting”.

There are lots of things to think about before taking youth outside. Outdoor excursions require extra planning, but if you are proactive and pay attention to detail it can be a very safe and rewarding experience. One of the most important things is to know your youth's abilities and comfort level in the outdoor activities you want to accomplish. It is very important, especially for teens who have little outdoor experience, to have a positive experience where they feel safe and reasonably comfortable. If a youth has a bad first experience in the outdoors they will be less likely to participate in future outings. Before taking youth outdoors fill out a simple survey of their experiences, skill levels and comfort ability outdoors. The more you can make yourself aware of the youths' past experience the better prepared you will be. If any of your group members have previously had a negative outdoor experience or are exceptionally fearful or hesitant you will need to take extra care to make that youth feel comfortable with the activity.

Time in the outdoors can create experiences that challenge youth in a positive way, but youth must chose this challenge. The goal should be to expand the teens' comfort zone, while still maintaining a safe situation. Challenges help youth grow, and some level of discomfort always accompanies a challenging situation. However, it is the teen who must determine the level of challenge and discomfort in which they are willing to participate. For more on this concept please review the “Growth through Challenge” section of the previous chapter.

When taking youth outdoors there will always be a level of risk, however it is risk that can be managed by following proper safety precautions and planning ahead. It cannot be stated enough, that when taking youth outdoor you must be extremely proactive to prevent dangerous situations. For specific safety precautions please refer to the next chapter on Safety and Risk management. In addition to safety considerations, it is very important to know what your insurance will and won't cover when it comes to outdoor activities. Some insurance companies for example will cover taking youth rock climbing, others will not. Be familiar with your insurance policy before you begin to plan any outing. We strongly recommend contracting with a professional outdoor instructor or company for high risk activities such as rock climbing, rafting, rappelling, etc. Many outfitters will carry their own insurance for these types of activities, but never assume this, always ask.

Do not let these considerations scare you away from outdoor activities. There are many activities that can be fun and safe to organize without needing to be an outdoor expert. Consider starting with activities like, hiking, geocaching, orienteering, flat water canoeing, swimming, or even just exploring a local park or nature area. Remember to always check out the area prior to bringing the youth so you are familiar and comfortable with the location and activity. With a little preparation, any of these activities can create dynamic worthwhile experiences for youth.

♥ **Anytime that you are traveling with youth on field trips and outdoor excursions, be sure to carry a binder with all the teens medical records, release forms and emergency contact information and bring along a basic first aid kit.**

▲▲▲Activity▲▲▲

Choosing a trip that's right for your group

Before you begin planning a trip reflect on the following questions to help determine what trip is right for your group:

- ▲ What are your goals for this trip?
- ▲ What do you want to accomplish?
- ▲ What is your own personal comfort and ability level with the outdoors?
- ▲ What is your group's comfort and ability level with the outdoors?
- ▲ How far are you willing to travel for this activity?
- ▲ How much time are you willing to spend planning and preparing for this activity?
- ▲ What kind of time frame do you have for completing this activity?
- ▲ What kind of public land or outdoor recreation opportunities are available in and near your community?
- ▲ What kind of access to gear and equipment do you have?
- ▲ What will the weather be like when you do this activity?
- ▲ Do you want to work with an outfitter or outdoor professional on this activity?

Once you've chosen your activity the following resources will help you to begin to plan specifics and work out the details.

Resources in your community

The following are groups or places you may have in your community that can provide resources and assistance in your trip planning:

- ▲ Outdoor and sporting goods retailers
- ▲ Government agencies: National Forests, National, State, or County Park and Wildlife, and the Bureau of Land Management
- ▲ College and University outdoor recreation departments
- ▲ Local environmental and outdoor recreation groups such as Sierra Club Chapters, Audubon Society groups, Hiking Clubs, etc.
- ▲ Public Libraries
- ▲ Private Campgrounds

Leave No Trace Center for Outdoor Ethics

With thousands of people recreating on public land daily, it is important to teach youth how to minimize their impact and become good stewards of the environment. Leave No Trace is a national and international program designed to assist outdoor enthusiasts with their decisions about how to reduce their impacts when recreating in the outdoors. It is best understood as an educational and ethical program, not as a set of rules and regulations. There are seven guiding principles of Leave No Trace:

- ▲ **Plan ahead and prepare.** Poor planning often leads to situations that create a high level of impact. Know the terrain and regulations of the place you are visiting. Avoid taking large groups during times of high use and consider ways you can be proactive about minimizing impact like preparing food to minimize packaging that you will later need to dispose of.
- ▲ **Travel and camp on durable surfaces.** Stay on established trails and avoid altering sites because good campsites are found not made. In areas of high use concentrate all your impact on existing trails and sites. In pristine areas that receive less impact disperse your impact to prevent creating trails or sites, and avoid using places that are beginning to show signs of impact.
- ▲ **Dispose of waste properly.** Pack out what you pack in. Familiarize yourself with the best practices for disposing of human waste in the area you are visiting. Digging catholes 200 hundred yards away from bodies of water or trails is protocol for most areas, but not all.
- ▲ **Leave what you find.** Appreciate nature in its natural setting. Removing or altering rocks, plants, or other natural features takes away from the experience of those who will later visit the area. Note that it is illegal to disturb cultural and historical artifacts found on public land.

- ▲ **Minimize campfire impact.** Campfires can create a very high impact. When possible use camp stoves for cooking. Campfires should be created in established rings or on fire pans. Keep fire to a minimal size and burn wood to ash then scatter when completely cooled.
- ▲ **Respect wildlife.** Observe wildlife from a distance and avoid them during sensitive times such as breeding, nesting, or caring for young. Never feed an animal and always properly store food and trash.
- ▲ **Be considerate of other visitors.** Be courteous and yield to others on trails. Take breaks and camp away from trails and other visitors. Respect others experience and avoid loud noises or disruptive behavior.

For all principles more information and specifics can be found online at www.Int.org

The Art of Hiking From The American Hiking Society

Before taking youth on a hike, it is very important to notice and understand the physical level of each teenager. Here are some questions that each participant must answer “yes” to before being allowed on a hike.

1. Are you medically fit to participate in this hike?
2. Are you bringing adequate food and water?
3. Do you have the required footwear for this hike?
4. Do you have the proper clothing for this hike?
5. Do you have the proper gear for this hike?
6. Did you prepare physically and mentally for this hike?

If any participant answers “no” to any of these questions, it is your responsibility to be able to equip them with what they need. At Hopa Mountain, we ask the youth to let us know if they need anything. If a participant is lacking a critical item, we do our best to supply them. If it is an emotional need we make sure the youth is feeling safe and able to start the hike.

Prevention!

Hiking is a very safe activity, yet there is no way to fully predict the hazards you might encounter in the wild. Here are some of the most common dangers and quick prevention tips.

Altitude Sickness: Acclimate yourself to high altitudes for a day or more before taking strenuous hikes. Minimize altitude gain on hikes until acclimated. Hike downhill if symptoms persist. Can be deadly if left untreated.

Dehydration: Drink water regularly on your hike. You know you are drinking enough if you urinate often and the urine comes out clear.

Getting Lost: Stay with your group at all times. Stay on the trail. Pay attention to blazes. If lost, do not continue hiking, try to back track.

Giardia and other waterborne diseases: Do not drink unpurified water from streams, lakes, ponds, etc. Bring water from home, or use a water purifier or iodine tablets.

Hyperthermia: Ranges from heat cramps to heat exhaustion and heat stroke, which can be deadly. Stay cool and out of the sun in the heat of the day. Drink plenty of water. Wear lightweight, light-colored clothing that blacks and reflects the sun.

Hypothermia: Caused when the body's core is drained of heat. Wear appropriated layered clothes (no cotton), avoid getting wet and being exposed to high winds or precipitation, drink plenty of water, and eat more fatty foods in cold weather to stay warm. Can be deadly if left untreated.

Insects: Learn which bugs are prevalent in your area and in which seasons, and avoid hiking then. Do no put feet or hands into places you cannot see. Wear protective clothing. Avoid wearing scented cosmetics, perfumes, hair sprays, shampoos, or soaps. Cover exposed area of your body with insect repellent and reapply frequently.

Lightening: Avoid late afternoon hiking in exposed places when thunderstorms may occur. Take cover in advance of storm. Avoid open areas. Do not take cover under a tree. Stay clear of water bodies including trails that flow with rainwater. Take off metal backpacks. Go into lightning crouch with insulating object under your feet.

Poisonous Plants: Learn to recognize poison ivy, poison oak and poison sumac. Avoid touching them by staying on the trail and wearing long pants and sleeves. Wash your hiking clothes as soon as you arrive home.

Rain, Fog, Snow, Ice: Get a weather forecast before your hike. Watch for signs of worsening weather. Abandon destination and take bailout route or head back the way you came if weather worsens. Carry the right clothing and layers. Have plenty of food and water. Be especially careful in exposed terrain and at stream crossings.

Snakes: Never touch a snake. Watch where you put your feet, especially on the far side of rocks or fallen logs. Do not reach into places, such as overhead ledges, that you cannot see. High boots, long pants or gaiters help reduce the chance of snakebites. If you are bitten remain calm and seek medical assistance immediately.

Stream Crossings: Assess streams carefully before crossing. If high waters look too dangerous, turn back. Use a walking stick to help you cross. Unbuckle hip-belt.

Sun-related Problems: Range from sunburn to skin cancer. Hike with a hat, wear, UV-blocking sunglasses, keep your skin will covered with clothes, wear sunscreen. Reapply often.

Wildlife: Respect all wildlife. Never touch, approach or feed animals. Take precautions if you will be hiking in bear or mountain lion country.

Wind: Avoid ledges and other high exposed terrain in high winds. Stay dry and well hydrated. Layer up appropriately to keep the wind from reducing core body temperatures.

Hike Checklist

The 10 Essentials

- ▲ Map/guidebook and compass
- ▲ Flashlight and headlamp, extra batteries
- ▲ Extra food
- ▲ Extra clothing
- ▲ Raingear (top and bottom)
- ▲ Sunscreen, sunglasses
- ▲ First Aid Kit
- ▲ Pocket knife
- ▲ Matchers in waterproof container, fire starter
- ▲ Water bottles and water

Other Musts to stuff in your Daypack

- ▲ Watch
- ▲ Toilet paper and alcohol wipes
- ▲ Insect repellent
- ▲ Lip Balm
- ▲ Spare zipper locked plastic bags
- ▲ Twine or thin nylon cord
- ▲ Duct tape
- ▲ Bandana (comes in handy for numerous things)

Optional Supplies

- ▲ Binoculars
- ▲ Field guides
- ▲ Camera
- ▲ Cell phone
- ▲ GPS unit
- ▲ Swimsuit

Clothing Checklist

When hiking outside it is best to avoid wearing cotton. It takes a long time to dry and if the weather changes quickly you put yourself at risk for being cold, blisters and freezing.

Basics

- ▲ Appropriate footwear
- ▲ Synthetic sock liners (optional)
- ▲ Wool or wool blend socks
- ▲ Extra pair of socks (if hiking in a wet environment)
- ▲ Gaiters (if hiking in lots of brush)
- ▲ Bandanna

Warm Weather Layering

- ▲ Synthetic quick drying undergarments
- ▲ Quick-drying lightweight pants or shorts
- ▲ Quick-drying T-shirt
- ▲ Lightweight wind-blocking jacket
- ▲ Rain jacket
- ▲ Rain pants
- ▲ Waterproof hat with visor
- ▲ Extra dry synthetic shirt

Cold Weather Layering

- ▲ Natural or synthetic long underwear (silk, polypropylene, polyester)
- ▲ Quick-drying synthetic pants and long sleeved shirts
- ▲ Wool sweater or fleece jacket
- ▲ Fleece pants
- ▲ Synthetic breathable rain pants and jacket
- ▲ Heavy-duty insulation layer
- ▲ Waterproof gloves or mittens
- ▲ Water proof or wool hat
- ▲ Extra dry gloves
- ▲ Extra dry long underwear
- ▲ Extra dry shirt

Suggested Trail Food and Snacks

Carbohydrates

- ▲ Granola or other cereals (can be mixed with trail mix/GORP)
- ▲ Dried fruit
- ▲ Bagels, bread, tortillas (as part of a sandwich)
- ▲ Crackers, pretzels
- ▲ Fig bars
- ▲ Chocolate bars
- ▲ Snack bars
- ▲ Energy bars
- ▲ Fresh vegetables
- ▲ Fresh fruit
- ▲ Pudding
- ▲ Honey

Slow Burning Fats

- ▲ Cheese
- ▲ Coconut
- ▲ Meat or fish
- ▲ Margarine or butter
- ▲ Nuts
- ▲ Nut products such as peanut butter
- ▲ Pepperoni
- ▲ Salami
- ▲ Sausage

Proteins

- ▲ Sandwich meats, canned fish
- ▲ Hardboiled eggs
- ▲ Cheese
- ▲ Beans
- ▲ Nuts and grains such as oatmeal, crackers, breads and bagel

First Aid Kit Checklist

Personal Medications

- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____

Other

- ▲ Adhesive bandages
- ▲ Adhesive tape
- ▲ Alcohol-based sanitizing lotion
- ▲ Antacid
- ▲ Antihistamine
- ▲ Antiseptic ointment
- ▲ Aspirin or ibuprofen
- ▲ Butterfly bandages
- ▲ Chemical heat and cold packs
- ▲ Diarrhea medicine
- ▲ Elastic roll bandage
- ▲ Foot powder
- ▲ Hydrocortisone cream
- ▲ Mirror
- ▲ Moleskin
- ▲ Needles
- ▲ Paper and pen/pencil
- ▲ Safety pins
- ▲ Scissors
- ▲ Spare glasses
- ▲ Sterile gauze pads
- ▲ Triangular bandage
- ▲ Tweezers
- ▲ Water purification tablets
- ▲ Whistle

Planning an Overnight Trip

At least a week in advance send a list of camping supplies each youth will need to bring with them for the trip. It gives the parents and youth time to pack, prepare, and buy whatever items they may need. On your end, it is important to make lists, check them twice and then check them again. It is critical you are prepared for the camping trip and to figure out all the little details. Here is a 10-step plan to a successful camping trip.

1. Chose a destination that matches your groups goals and abilities
2. Reserve sites, acquire any necessary permits, and check with rangers/camp ground hosts to learn about current conditions.
3. Make lists of supplies needed (one list for items each youth will be responsible for and one list of items you as the leader will provide)
4. Make a rain plan. Where will you go if it is down pouring?
5. Review Leave No Trace and plan ways to minimize your impact
6. Have an emergency plan that you share with staff and volunteers so they will know what to do if something unexpected happens. Share this plan and specifics of your trip with a contact person who will not be part of the outing.
7. Don't forget part of camping is enjoying being together. Get youth involved in the planning when appropriate.
8. Gather all supplies and pack the gear in an organized fashion so you will be able to find everything when you arrive.
9. Do a final double check to make sure you and the youth have everything necessary
10. Check the weather before you leave.

Preparation is essential for any outdoor adventure. Having the necessary supplies and equipment will make a big difference in your overall enjoyment and experience. Checklists are a great tool to use when planning your trip. Your camping list will vary according to the type of camping and activities you have planned, the places you are going, the time of year and the length of your trip. Add or remove items to suit your individual needs.

Camping Checklist

Shelter

- Tent
- Ground cloth/tarp
- Extra stakes
- Ax/hammer
- Dust pan/brush

Clothes

- Shoes/boots
- Jeans, pants, belt
- Shorts
- Shirts
- socks, extra socks
- Hat

Cooking

- Large water jug/bucket
- Coolers/ice
- Thermos
- Stove with fuel/propane
- Matches/lighter
- Charcoal/firewood
- Campfire grill/BBQ grill
- Fire starters/newspaper
- Table cloth/thumb tacks/ clips
- Plates, bowls and silverware
- Aluminum foil
- Paper towels
- Trash bags
- Dish Soap
- Cooking Oil/Pam Spray
- Containers for food storage

Bedding

- Sleeping bag
- Sheets/blankets
- Pillow
- Air mattress/sleeping pad
- Air pump
- Repair kit for air mattress

- Bandanna
- Underwear
- Sleeping clothes
- Rain gear
- Swim suit/towel
- Laundry bag

- Seasonings
- Dishrags
- Dishpan
- Cutting board
- Zipper lock bags
- Napkins
- Mugs/paper cups
- Dutch oven
- Folding table
- Tongs
- Can opener
- Skewers/grill forks
- Soap for outside pots/pans
- Pots, frying pans, lids
- Potholders
- Cook utensils-spatula, knife, spoon

Camping Checklist, cont.

Personal

- | | |
|--------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Shower shoes/flip flops | <input type="checkbox"/> Towels/washcloth |
| <input type="checkbox"/> Soap in plastic case/shampoo | <input type="checkbox"/> Deodorant |
| <input type="checkbox"/> Comb/brush | <input type="checkbox"/> Razor |
| <input type="checkbox"/> Feminine products | <input type="checkbox"/> Toilet paper |
| <input type="checkbox"/> Shower bag or 5 gallon bucket | <input type="checkbox"/> Camping shower/shower pump |
| <input type="checkbox"/> Other personal items | <input type="checkbox"/> Personal medications, take extra |

Miscellaneous

- | | |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Sunscreen, lip balm | <input type="checkbox"/> Flashlight, batteries |
| <input type="checkbox"/> Lantern with fuel, mantels | <input type="checkbox"/> Pocket knife |
| <input type="checkbox"/> Extra batteries | <input type="checkbox"/> Plastic grocery bags |
| <input type="checkbox"/> Compass | <input type="checkbox"/> Binoculars |
| <input type="checkbox"/> Bug repellent, candles | <input type="checkbox"/> rope/clothes line |
| <input type="checkbox"/> Whistle | <input type="checkbox"/> Canteen/ water bottle/coffee pot |
| <input type="checkbox"/> Water filters/purification/treatment | <input type="checkbox"/> Bungee cords/straps |
| <input type="checkbox"/> Camera/battery/film/video | <input type="checkbox"/> Cards/games/toys |
| <input type="checkbox"/> Books/magazines | <input type="checkbox"/> Duct tape/electrical tape |
| <input type="checkbox"/> Maps/directions | <input type="checkbox"/> Notepad/pen |
| <input type="checkbox"/> Misc. tools | <input type="checkbox"/> Reservation info/confirmations |
| <input type="checkbox"/> Backpack/fanny pack | <input type="checkbox"/> Small shovel |
| <input type="checkbox"/> Fishing gear/license/bait | <input type="checkbox"/> Safety pins |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Money/ID/credit cards/quarters |
| <input type="checkbox"/> Cell phone/charger | <input type="checkbox"/> Walkie talkies/ 2-way radio |
| <input type="checkbox"/> Musical instruments | <input type="checkbox"/> Bikes/helmets |
| <input type="checkbox"/> Camp chairs | <input type="checkbox"/> Travel alarm clock |
| <input type="checkbox"/> Sunglasses | <input type="checkbox"/> Work gloves |
| <input type="checkbox"/> Hammock | <input type="checkbox"/> Umbrella |
| <input type="checkbox"/> First aid kit | <input type="checkbox"/> Hand wipes |
| <input type="checkbox"/> Tissues | <input type="checkbox"/> Drinks/snacks |
| <input type="checkbox"/> Saw/ax | <input type="checkbox"/> Small sewing kit |
| <input type="checkbox"/> Park map/guidebooks/ trail maps | <input type="checkbox"/> Fire extinguisher |
| <input type="checkbox"/> Lantern pole/hanger | <input type="checkbox"/> Hot chocolate/tea/ coffee |
| <input type="checkbox"/> Collapsible drying rack | <input type="checkbox"/> Scissors |
| <input type="checkbox"/> Popcorn | <input type="checkbox"/> Watch |
| <input type="checkbox"/> Marshmallows, Graham Crackers, Hershey bars (S'mores) | |
| <input type="checkbox"/> Detailed plans of where and when you are going left with an emergency contact | |

▲ Chapter 7 ▲ Safety and Risk Management

Prevention is Key!

Prevention of accidents, injuries, and incidents is of utmost importance. Strive to prevent such happenings by examining all programs carefully, by hiring qualified educators and leaders and requiring on-going staff training in safety prevention and first aid. The development of a risk management plan is a strategy to prevent accidents and being prepared in case there is an emergency. The process of development and ongoing review of the plan assists in promoting institutional awareness of the need for prevention.

Adult Leadership

The leadership role carries with it responsibilities that transcend the immediate satisfaction and pleasure of students, parents, teachers and all other participants. Field programs have inherent risks, but adventure must not come at the expense of safety. The leader's role is to prepare participants for their experience and take all necessary precautions to anticipate and prevent accidents.

Effective leaders will have many styles but they will usually practice most of the following:

- ▲ They are firmly in control of the group at all times. They may delegate authority and they share decisions in a democratic manner, but they never relinquish authority to make decisions and see they are carried out when the situation requires it.
- ▲ They are aware of the physical and psychological condition of the groups they lead and the individuals that compose them. They do this by observing and listening and talking. They are genuinely interested in each member of the group.
- ▲ They have a clear sense of purpose, shared and supported by the group and they don't alter this in response to pressure exerted by ambitious or outspoken members who feel limited by the ability of the group.
- ▲ They view success as the result of everyone in the group having achieved a common goal rather than the result of a goal achieved by a smaller number of elite.
- ▲ They remember that the responsibilities of a leader will often conflict with what some individuals will want to do.
- ▲ They remember that a major cause of accidents is the attempt to stick to a schedule that is no longer realistic or valid.
- ▲ They keep members of the group together as much as possible.
- ▲ They ask themselves; Am I in the right place? With the right equipment? With the right people?
- ▲ They seek training and experience with a wide variety of professional organizations.

Contact with Students

As much as we love seeing great relationships between instructors and participants, we must discourage close physical contact. Instructors should encourage expressions of affection in non-physical ways. It is okay to hold a youth's hand, but do not let them wrap themselves around your waist, leg, etc. Specifically, it is inappropriate to allow a student to sit on your lap, or vice-versa. When spending one on one time with a youth, be sure you are in view of the rest of the group. In no case is it appropriate to strike or endanger a youth by physical force, except when the youth represents a threat of injury to himself or others. For your own protection, avoid being alone with a youth. Even adults with the purest intentions can become subject to accusations of inappropriate behavior. Avoiding situations that could appear questionable to an outside observer will prevent false accusations.

Background Checks

The vast majority of people who volunteer and work with youth have the purest intentions, however when it comes to youth safety you can never be too careful. Consider creating an organizational policy that requires all staff and volunteers working with youth to complete a basic background check. There are numerous companies and organizations that can provide this service.

Child Abuse

There may be a time that you notice a youth with suspicious injuries, or that a youth confides a physically abusive or sexually inappropriate incident to you. You must immediately report such incidents by contacting the proper authorities.

Medications and Students

Group leaders should not administer prescription medications to youth. It is important, however, to be aware of specific youth's medication needs and to ensure that they have needed medication with them at all appropriate times. Specifically, asthmatic youth who carry inhalers must have their inhaler with them at all times. Similarly, youth who carry an Ana kit or epipen for allergic reactions must have it with them at all times. Staff and volunteers with the group should know where these medications are stored.

Medical Forms

Parents or guardians should complete, sign, and return a medical history and release form prior to the start of a camp or program. Youth should not be allowed to participate until this form has been completed. Group leaders should read over all medical histories prior to beginning a program and discuss any concerns with cooperating instructors and parents.

Group leaders should carry student medical forms at all times during a program.

Outdoor Safety (see also the Ch. 6)

General Guidelines

- ▲ Create an itinerary for the program you are leading and post it with an appropriate contact who will not be on the trip.
- ▲ Notify this contact of any changes with the itinerary.
- ▲ Know the participants of your group and how many.
- ▲ Review medical forms of the group.
- ▲ Carry participant health forms with you on off site trips.
- ▲ Carry a first aid kit with you on off site trips.
- ▲ Anticipate the weather.
- ▲ Be aware of sun intensity, dehydration and hypothermia.
- ▲ Discourage throwing rock, sticks, or other objects.
- ▲ Plants and animals are to be left undisturbed except in special circumstances or as outlined in the lessons.

On the Trail

- ▲ When hiking in a group, take constant head counts and keep the group together. The first person should be within sight of the last person.
- ▲ A staff member should be at the head and end of the group.
- ▲ Stop at all trail junctions/forks and wait for entire group, make sure all students are accounted for; this avoids lost person searches.
- ▲ Put the slowest hikers in front and let them set the pace.
- ▲ Maintain a slow and steady hiking pace and consistent respiratory rate. This allows efficient travel throughout the day.
- ▲ Take rest breaks as needed- encourage students to drink water, eat snacks, shed layers and check for hot spots/blisters.
- ▲ Double-check rest break spot to make sure nothing is left behind and fluff up any vegetation that has been matted.
- ▲ Use established trails when available- hike single file to avoid further erosion.
- ▲ Avoid cutting switchbacks.
- ▲ When traveling off trail have the group spread out to avoid creating new trails that cause erosion.

Creating Emergency Plans

We strongly recommend that every youth program create a formal emergency plan. Hopefully you will never need to use it, but in the event of an emergency it is very important that all staff and volunteers understand what actions will be taken. A sample emergency plan is provided in the appendix. Emergency plans should include:

- ▲ Communication protocol, including numbers of people to call in the event of an emergency and a procedure on who may speak with media
- ▲ Contact information and location of nearby medical facilities
- ▲ A procedure for documenting an accident or injury

Vehicle Safety!

We recommend transporting students in school buses with licensed professional drivers for all events.

In Case of an Accident

- ▲ Survey the scene; your first concern should be to avoid further danger to the group and yourself.
- ▲ Determine the extent of injuries.
- ▲ **Call 911** immediately if needed.
- ▲ Administer first aid and CPR if needed.
- ▲ Keep the youth calm. Give clear instructions about how to exit the vehicle and when it is safe to do so.
- ▲ Have youth follow an instructor to a designated area, keeping the group together.
- ▲ Document the accident for your records (sample form provided in appendix)

Vehicle Breakdown

- ▲ If the vehicle breaks down on a roadway, youth should remain inside the vehicle.
- ▲ If youth must be removed from the vehicle, they should exit at the closet door and immediately move to the side of the road.

First Aid and CPR Training

We strongly recommend staff and volunteers working with the youth acquire a minimum level of basic first aid training and CPR certification. Classes can be arranged through the Red Cross, the American Heart Association, and various other entities.

First Aid Protocols

General Guidelines

- ▲ The primary concern during an injury or illness situation is the health and safety of the individual, the group and staff.
- ▲ Treat injuries and illness to the level of your training.
- ▲ Use safety equipment to deal with emergencies that could put you at risk for blood born pathogens; it is your responsibility to understand and use them.
- ▲ Do not leave injured individuals or group without supervision.
- ▲ When treating an injured or ill person, staff should not place themselves in a situation of being alone with the individual. Always have another staff present to witness your procedures.
- ▲ Record all first aid provided to participants.
- ▲ Create an injury accident form and keep it in your first aid kit (examples are provided in the appendix)

▲ Chapter 8 ▲

Evaluation and measuring success

*Asking these questions will be a good start in choosing the appropriate evaluation strategy.

1. What do you want or need to evaluate? What questions would you like to be able to answer?
2. What is the purpose of your evaluation? To satisfy the requirement of funders? To help you make decisions about whether to continue a program?
3. With who will the results be shared? Will they be publicly shared or are they primarily for your own use?
4. What resources do you need to conduct your evaluation?

Evaluations: External or Internal

External evaluations are typically done by someone outside your organization who is hired to evaluate your program. If the results of your evaluation are to be made public, it may be advantageous to hire a nonbiased outsider whose presence will lend credibility to the results. Chief disadvantages are the costs and availability of qualified person in your area.

Internal evaluations are typically one by someone within your organizations who has the necessary expertise. Advantages are familiarity with crucial aspects of your program and lower costs. The disadvantages are that the findings may not be widely accepted, no matter how objective your evaluator is.

Keeping Good Records

When working with youth it is very important to keep good records of your program. We strongly recommend having sign in sheets at all activities so you have record of how many youth you are serving and the frequency of youth involvement. It is also a good idea to keep record of how many people volunteer with the program and for how long.

After all major events take notes on what went well and things to change in the future. Keep this information along with agendas and contact information for individuals and organizations you work with. This information will be helpful in the future when planning similar events. Make sure to file away these documents in a place that will be convenient to access in the future.

Keeping good records will help you to gauge and evaluate the progress of your program. If you plan to apply for public or private grants, this information will be important to include in applications. Most agencies and foundations will want to see good documentation of your program.

Creating your own Internal Evaluation

When creating your own internal evaluation first you must decide what evaluation time frames you want to work with. Are you looking to measure short term outcomes or long term outcomes? Do you want to evaluate specific events or the overall impact of your program over the course of a year? Thorough evaluation should include a mix of both short term and long term outcomes. Next you must determine outcomes you are looking for in your program. For example, with the Hopa Mountain Youth Leadership program, the anticipated outcome is for youth to acquire developmental assets. Once you know what outcome you are aiming for you can develop a plan to evaluate your progress toward these outcomes. The next section will explain evaluation tools you might use to track your progress.

Evaluation Tools

The following are evaluation tools that are commonly used. You will want to tailor these to your programs needs. A few examples are provided in the appendix.

- ▲ **Pre and Post Surveys** – pre and post surveys can be used to measure attitude change or learning over time. The same survey is administered both before and after an event or designated period of time. Surveys are then contrasted to document change. Likert scales are often used on these surveys
- ▲ **Evaluation Questionnaires** – questionnaires are usually given out after an event and are meant to provide a way for participants to give feedback on their experience
- ▲ **Focus Groups** – focus groups are small groups where a facilitator leads a discussion to get feedback from participants about their experience.

▲Part 2: Summer Camps▲

▲ Chapter 9 ▲

Overview of Camp Planning

A great way to enhance a youth leadership program is to plan a fun filled summer camp. Planning a summer camp can be a little overwhelming, but with good planning and organization it can be a great experience for all involved. For each of the Hopa Mountain youth leadership program groups, we plan a week long summer camp to introduce the youth to leadership skills, environmental stewardship, strength based asset learning and discovering self through art, diversity, and service learning projects in each community. We try to include an event such as rafting, rock climbing or camping as an enrichment activity to give youth new experiences they may not have had.

Residential Camps versus Day Camps

One of the first steps when it comes to planning a summer camp is deciding if you want to do a residential (overnight) camp or a day camp. Residential camps provide more time for activities, can ensure more consistent attendance, and provide youth a unique opportunity to get away from their normal routines and immerse themselves in a new experience. However, residential camps do require more work, planning, and supplies. You will have to find a location to house your group and will be asking a lot more from your staff and volunteers. Day camps are good options if it is your first summer camp, you have limited staff and funds, or do not have a location that can house your group. Both day camps and residential camps have many benefits. You must determine what will work for your group.

Finding a Camp Location

Once you've decided on doing a residential or day camp you must find a camp location. If you are planning a residential summer camp start looking for a location as soon as possible. Many popular camp locations fill up a year or two in advance. Always visit a camp location before signing any agreements or contracts. The following are a few things to consider when looking for a camp location:

- ▲ When in the summer do you want to have your camp?
- ▲ How many students will be attending?
- ▲ Will you be preparing your own food or do you want a facility that cooks for you?
- ▲ Do you want to have the space reserved just for your group or would you be willing to share with other programs?
- ▲ Does the facility have insurance that will cover your group while they use the site?
- ▲ How far do you want to travel?
- ▲ Will campers be responsible for finding their own transportation to the facility?
- ▲ Are you comfortable being away from populated areas and medical facilities or would you prefer to be near a town?

- ▲ Are the majority of your activities going to be outdoors or will you need indoor meeting space? If you're going to be outdoors is there a back up option in case of bad weather?
- ▲ Do you want to be close to things like hiking areas, lakes, mountains, etc?
- ▲ How much of your budget can you spend on lodging?

The availability of camp locations can really vary by region. The following are places to consider contacting as you look for a facility:

- ▲ **Established summer camps and youth organization** – sometimes they will rent their facility when they are not using it for their own programs
- ▲ **Parks & Recreation Departments** – they will often have facilities or be familiar with options in the area
- ▲ **Churches** – many larger churches own facilities that they will rent out to the public
- ▲ **Retreat centers** – these are usually able to accommodate smaller groups
- ▲ **Forest Service** – often there are group sites or cabins that can be rented
- ▲ **Private ranches or land owners** - often there are people in your community who own land and facilities that they would be willing to let you use

Recruiting Campers

Once you have a date and location for camp it is time to start thinking about how you want to recruit campers. Will the camp be open to new youth participants or only those who have been previously involved with your program? If it is open to new youth how will you advertise it? Is there a specific demographic you want to target? How many youth will you take? You want to start recruiting in Spring when parents and youth are beginning to think about summer plans.

You must also determine how you want to handle camp registration and sign ups. Some camps use an application process while others accept youth on a first come first serve basis. Either way you want youth to complete some sort of sign up that says they are committed to attending. Once you have determined the registration process, consider creating fliers to post at popular youth hang outs, speak with school counselors and other youth workers to get youth referrals, call your local paper and see if they can put an announcement about your camp, and create a brochure or information sheet to hand out to potential participants.

▲ Chapter 10 ▲ Themes, Schedules, and Activities

Naming the Game

Each year, our summer camps have a theme. The overall theme should encompass all of the skills you want the kids to learn and think about. For each day of the week, we pick a mini-theme that narrows down the concepts we will be targeting that day. It is very important to keep emphasizing the theme throughout the entire week. This will enable the youth to understand, that yes, we are having fun at camp, but we are also learning and growing into community leaders. It gives them a mental context for the activities

Another important detail is to create each camp so that it is very different from the previous year. We have found that keeping the camps different keeps the kids engaged and focused on learning new skills.

The Main Attractions

The most enticing part of the week for the youth seems to be the “big event”. Last year, the “big event” was taking the youth white water rafting down the Gallatin River. We scheduled it for Thursday, and each participant needed to attend all of the previous days in order to go on the rafting trip. Scheduling the trip later in the week gave the youth the opportunity to hone their new skills in an assortment of activities including team building games, solo reflection time and mini-filed trips that engage them directly into their community. The rafting trip was a great incentive to keep the youth coming back each day, as well as a major hands on activity to practice and experience the new skills they have just attained. IT is also a reward for all of the hard work they had accomplished that week. It also gave them time to practice what they had learned that week.

Along with this main event, we also create a long-term project that the youth will be able to work on extensively throughout the week. Last year, each small group had the entire week to create their own video footage. A project like this can emphasize the theme of the week, as well as giving the youth a hands-on learning experience. It is also a great way to tie the week together and gives the youth a sense of accomplishment.

Setting up the Specifics... A Typical Day at Summer Camp

Alrighty, it's time for the fun stuff..the activities of camp! Here are the basics for setting up what a week of summer camp should look like.

When scheduling each day it is better to have more planned than less. It can be a daunting task estimating how long each activity will last. Sometimes they go longer, other times the youth whip right through them. To be fully prepared, schedule at least 3-4 extra activities per day.

A Glimpse

Below is a sample schedule of a typical lay out for a summer camp. It is *always, always, very important* to have a back up plan for each activity/day of camp. You never know what the weather may be like or any other mishappenings that may occur.

Park County Youth Leadership Program *Reaching New Heights* 2009 Summer Camp

DAY ONE – Monday

Taking a Baring

time	facilitator	activity	duration	Comments
8:00	All staff	Youth arrive at Washington School Sign in and collect any final Paperwork, make lunches	30	Have sign-in sheets ready, make name tags, have food out, each student must complete pre-camp survey
8:30	Liz	Welcome and Intros/Name games	30	Quick Draw, People Bingo
9:00	Carly	What this week looks like!	15	
9:15	Sebastian	Ground Rules	15	
9:30	Liz	Safety Talk	15	Hand out water bottles
9:45	Bonnie	Hands Contract	15	
10:00		Final Check in/load bus		
12:00		Lunch & Visit Uptown Butte	90	
1:30		Visit Montana Tech	90	(1/2 hr tour, 1 hr Techardy game) Park in HPER parking lot, meet up stairs in SUB by info desk
3:00		Mining Museum	45	
4:00		Berkeley Pit	30	
		Unpack and Settle In		
5:00	Chris	Homestake Lodge Orientation	30	
6:00	Bonnie	Dinner	60	Pasties, pick up from Joe's Pasties
		Free Time		
7:30	Carly	Division of Teams		Hand out bandanas
	Liz	Team Names and Activities		Human knot race
8:00	Michael	Evening Check in	90	Hand out Journals
10:00	All Staff	Staff Check In		
10:30		Lights Out		

Establishing a Routine

Whether you chose to do a day camp or residential camp it is important to establish some consistent daily routines. As part of our camp routine we have morning and evening check-ins. Check-ins are times when we come together and circle up as a group. During morning check-ins we go around the circle and ask everyone a question. You could ask how are you feeling in one word this morning, or What was one thing you liked about camp the day before, make up a question that relates to the theme that day, it doesn't really matter what the question is like, but frame it in such a way that you get more than a yes or no answer. Also during this time we introduce the youth to the theme of the day. We also will run through the daily schedule with them and tell them what the day is going to look like. Often this is a good time to play a short high energy game. Getting the kids blood flowing to their brain early in the morning is a great way to get excitement flowing into the start of the day! You could do some yoga, a silly noise making game, cross-lateral exercises, brain gym etc.

After morning check-in comes the main activities of the day. This activity can be something done with your whole group or you can divide campers into smaller groups. Main activities should be high energy and something that is new to the group. Look for ways for the activity to tie into the theme of the day. In the next section we will further discuss ideas for dynamic camp activities.

After a your main activity your group will probably want a little free time. It is important for youth to have some unstructured down time where they can socialize and get to know each other. We find that if you are serving dinner, it works well to give the youth a little time before the meal to relax and hang out. If you are doing a day camp that ends before dinner consider giving the youth some free time in the afternoon before your last activity of the day.

Just as there is a morning check-in everyday should end with a closing check-in. This includes, circling up for one last time for the day and discussing with the youth all of the points that were hit on that day. This gives them the opportunity to debrief, prepares them for tomorrow and lets them know of any specific things they may need for the next day. During residential camps this is a very important time for group bonding and to allow campers a safe place to share their thoughts and experiences. We always remind the teens that what is said in the circle stays in the circle and that it is a place where they can share how they really feel. Refer to the Chapter 5 (Group Dynamics and Facilitation) for more information on creating good discussion and processing with the group.

Creating Dynamic Camp Activities

During camp each day usually has one main activity or focus. These activities are usually something that is new and appealing to the youth. What you plan will depend a lot on your location and budget. Get creative with this and if you're having a hard time coming up with good activities consult the youth as to what they'd be interested in doing

or learning. Consider field trips around the area if you have access to transportation or adventures outdoors such as hikes or canoe trips. Art projects can be a great alternative if you lack access to outdoor recreation. Also consider service projects or teaching the youth a new skill such as orienteering. Team building games are also a good option. You probably want to avoid planning activities that are too similar to your non-camp programming or activities that youth have done previously. Often the success of an activity lies in how you present it. Stay excited about what you are doing and look for ways to spice it up.

The following are activities we have used in previous camps:

- ▲ Masking making
- ▲ Day hikes
- ▲ Orienteering lesson with team competition
- ▲ Team building games led by a facilitator who wasn't part of our normal staff
- ▲ Canoeing
- ▲ Trips to museums and state parks
- ▲ Disaster preparedness taught by the Red Cross
- ▲ Fly fishing demonstrations
- ▲ Plant identification and nature walks
- ▲ Water coloring
- ▲ Film making
- ▲ Photography projects

Local Experts

Often there are experts within your own community that are willing to come and share a specific skill. Many times if you explain your program they will volunteer their time. Often Universities, museums, and other large organizations have outreach staff and departments that will be happy to come teach your group. Get creative and don't be afraid to network and make phone calls just to see what's out there. Many people would love to volunteer, but have never been asked.

Local experts are also a great asset to the camp when you and your staff lack expertise in a certain area. For example, we wanted to incorporate some theatrical components to one of our previous camps, but none of the staff had specific training in that area. We were able to bring in a few actors from a local theatre company to do this part of the camp. It introduced the youth to a new resource in town, plus, gave them quality programming.

It is very helpful to have local experts lead physical activities such as rock climbing, mountain biking, rafting and fishing. When introducing people to new activities it is important that they have the best experience possible. This will create a life long love for the activity.

Teams and Small Groups

A good way to enhance summer camp is to include teams or small groups. Many youth do better in small groups where they are less intimidated to share their ideas and thoughts. Small groups are also a good way to mix up your group so the teens get know each other better. We assign small groups the first night of camp. Pay close attention to group dynamics during the first hours of camp to determine how you want to divide the groups. Teens remain in these groups for various activities throughout the week. Each teen receives a bandana with the color signifying their team. We have each team create a team name and encourage team spirit.

Journals for Reflection

Summer camp is a time to really get the youth thinking deeply about themselves and who they want to become. A great way to encourage this reflection is through journaling. We provide each teen a camp journal. These can be basic spiral note books or something more elaborate. Lately, we have been creating our own journals that are customized to the camp. These journals include the daily themes, quotes, and little activities. They are easy to make if you have any kind of publishing software like Microsoft Publisher.

No matter how you create your journals, make sure to set aside quiet time in the schedule for journaling. Explain to the students that a journal is just a spot to record their thoughts and that no one will be grading it or reading it. Many teens who are less confident in their writing skills may be hesitant to journal. Remind them that things like spelling and grammar aren't important in their journal; it's not a school assignment. Journaling can also include drawing pictures or listing key words to reflect their feelings. It is rare for these days for teens to have quiet time to just sit and reflect so they may get a bit antsy at first, but after a few days they'll get the hang of it. In the past, many teens have wanted to share some of their journal writings with each other and the staff. We encourage that, but never make it a requirement.

▲ Chapter 11 ▲ Staff and Volunteers

There are lots of people involved in the summer camp process. The main roles that we have at our camp is a camp coordinator, camp counselors, junior counselors and a professional EMT.

Staff Selection Process

The purpose of a young leaders program is to serve the youth, our future leaders. They deserve the best personnel a community has to offer. The planning committee may either appoint staff and volunteers or take applications in the community.

The success of the camp depends on the attitudes, personalities, values, ethics, morals, educational histories (cultural or institutional), accountability, dependability, and credibility of the camp staff and volunteers. Keep all of these characteristics in mind when appointing or hiring individuals to staff the camp. Put political aspects and biases aside when choosing staff and volunteers.

Once the program staff and volunteers have been selected and notified, individuals must commit to the program/camp and sign a number of contracts for health and legal purposes. Sample contracts are included in the Appendix. These are just examples, and should be modified to reflect the specifics of your program/camp.

Duties and Responsibilities of Camp Staff

Before the staff is chosen, the planning committee should develop clear, concise expectations and instructions for each staff member, and outline their duties and responsibilities. In this way, the workload and responsibility can be distributed equally. The program/camp will be a lot less stressful for everyone if each person knows his or her job and can do it without hesitation and constant direction.

The primary duty of the program coordinator is to make sure the program runs smoothly. Counselors are expected to assist the coordinator in every possible way. The following is a sample list of expectations and guidelines for the program coordinator and counselors.

Duties of the Camp Coordinator

- ▲ Keep youth respectful during the sessions
- ▲ Enforce the rules established in the initial meeting and maintain a safe environment
- ▲ Attend the all meetings with youth and committee members
- ▲ Assist in the set-up, take-down, and cleanliness of program/camp
- ▲ Share in the responsibility of getting youth where they need to be on time, keeping them safe, and generally watching, assisting, and supporting them

- ▲ Meet with presenters two weeks beforehand to ensure that they will be able to present at the designated time
- ▲ Be willing to adapt to all circumstances that may arise
- ▲ Be first-aid and CPR certified
- ▲ Have a valid driver's license
- ▲ Be a respectable member of the community
- ▲ Maintain confidentiality
- ▲ Refrain from using or promoting drugs, alcohol, or the like while at the program
- ▲ Maintain a pleasant program/camp morale
- ▲ Participate in relevant program/camp activities
- ▲ Make sure food and other supplies are available as needed
- ▲ Oversee and coordinate transportation of students and presenters
- ▲ Oversee program/camp counselors
- ▲ Direct cleanup crews
- ▲ Assist program/camp counselors in disciplinary action

Duties of the Camp Counselor

- ▲ Make sure young leaders are enjoying the program/camp
- ▲ Keep youth respectful during the meetings/camp
- ▲ Enforce the rules and maintain a safe environment
- ▲ Assist in the set-up and take-down of program/camp
- ▲ Share in the responsibility of getting camp participants where they need to be on time, keeping them safe, and generally watching, assisting, and supporting them
- ▲ To the best of their ability, help youth understand the issues, skills or projects being addressed
- ▲ Be willing to adapt to all circumstances
- ▲ Know first aid or be willing to attend training
- ▲ Have a valid driver's license
- ▲ Be a respectable member of the community
- ▲ Maintain confidentiality
- ▲ Refrain from using or promoting drugs, alcohol, or the like while at the program/camp
- ▲ Display an interest or understanding in all the happenings of the program/camp
- ▲ Participate in relevant camp activities
- ▲ Facilitate small group discussions
- ▲ Attend training with students
- ▲ Assist in evaluation of camp
- ▲ Report to the Camp Coordinator

Training Camp Staff

Once the program/camp staff commit, they should be required to attend a training session before the program/camp begins. A training session can alert staff to situations that may arise and prepare them to deal with those situations in a professional manner. Make sure staff fully understand the policies and procedures of your program. If possible, take them to the site and show them the layout. Make sure they all know where everything is going to be set up—the supply tent, the youth sleeping quarters, the general meeting areas, eating areas, and other important locations. Go through the agenda, and what is to happen day by day, hour by hour. Make sure that each staff member knows his or her duties and responsibilities for each activity. If there will be a camper with special medical or physical needs, inform all staff of the attendee's condition and train them in the best ways of meeting those special needs. Staff should also undergo first aid training, even though each camp is encouraged to have an EMT or nurse on the premises.

The following should be covered during your training:

- ▲ Camp rules and expectations of the youth
- ▲ Expectation of the camp staff and staff roles
- ▲ Schedule and general logistics
- ▲ Discipline procedure
- ▲ Emergency procedure
- ▲ Confidentiality and mandatory reporting
- ▲ Safety and expectations for maintaining a safe environment
- ▲ Camp themes and lessons you will be teaching the youth
- ▲ Paperwork required of staff and youth

Junior Counselors

Each year we have outstanding youth alumni who are given the opportunity to be junior counselors for summer camp. We believe this gives the camp participants the chance to learn and grow from their peers. It also gives the junior counselors another opportunity to hone and refine their leadership skills.

Junior Counselors also save the staff a lot of energy, by keeping tabs on their assigned groups and assisting staff in the daily duties of camp.

Junior Camp Counselor Duties and Responsibilities

- ▲ Help with sign-in and evaluation forms.
- ▲ Make sure your youth are wearing nametags.
- ▲ Be a role model and leader; do, as you want them to do.
- ▲ Make sure you know where your team members are at all times.
- ▲ Help to load and unload the bus.
- ▲ Work with your group on all tasks set by the facilitators.
- ▲ Be the eyes and ears for the adults.
- ▲ Support the youth following the rules.

- ▲ Help with the room set up for activities.
- ▲ Make sure your group has backpacks, water bottles, & sunscreen before we start activities.
- ▲ Always check in with an adult if there is a conflict.
- ▲ If anyone in your group needs medical attention, alert the EMT on site.
- ▲ Make sure your youth have water at all times.
- ▲ Encourage your youth to fully participate, have fun, and show respect.
- ▲ Help lead and facilitate selected camp activities

In order to run a successful camp you must be fully staffed. Hopa Mountain always has one camp coordinator, four adult camp counselors and about four junior counselors for a camp of 24 youth. It is also a good idea, to make sure that each staff member gets a break each day. This is critical for all staff, in order to have enough energy to make it through the week!

▲ Chapter 12 ▲ Finances and Expenses

You can't have a summer camp without some form of financing. Hopa Mountain has been fortunate to be able to raise fund for our camps through grants and donations that have allowed us to offer the camp without cost to the youth. Consider applying for grants for your camp (many communities have small local foundations that will support youth programs) or seek donations from individuals and businesses. You may also need to charge a fee to offset your expenses. How you will manage camp expenses is something you must decide as a program or organization.

It is also possible to contact large corporations such as Staples, Target, Patagonia, and Outdoor Industry Foundation for donations and supplies. If you do want to go this way, it is a **MUST** that you contact them months before hand. Most big companies plan out their budgets far in advanced so best to contact them as soon as you can. Definitely do not rely on these funding sources.

When seeking donations most businesses will want a formal letter of request. If you are a 5019(c)3 non-profit they will often want a tax ID number so they can write off their donation. A sample donation letter is included in the appendix.

Partnerships will also be able to help you out on the funds side. Each organization could sponsor their own employees pay, give space for free or lend out supplies, etc.

Below is a sample camp budget:

Lodging	\$900
Supplies	\$300
Food	\$600
Buses	\$800
Activity fees	\$130
Canoe Rental	\$1000
Camp Counselor (EMT)	\$1000
Junior Counselors	\$400

Total	\$5130

▲Appendices▲

▲ Appendix A▲ Sample Forms

Sample Program Enrollment Form

LINKS/Hopa Mountain LEAP Youth Program 2008 Enrollment Form

Student's Name _____ M/F _____ Date of Birth _____
 Current Grade _____ School _____
 Address _____ Mailing Address (if different) _____
 Home Phone _____ Cell Phone _____

Parent/Guardian Information: Please check who we should call first if we need to.

Mother's Name _____ Daytime Phone _____
 Father's Name _____ Daytime Phone _____

Emergency Contact Information

Emergency Contact #1 _____ Relationship _____ Phone _____
 Emergency Contact #2 _____ Relationship _____ Phone _____

In case of an emergency, our procedure will be to contact the parent/guardian at home or work, or a designated emergency contact. When a parent/guardian or emergency contact cannot be reached an ambulance or the police will be called to provide transportation to the hospital emergency room. If an emergency occurs out of town a member of the LINKS/Hopa Mountain staff will transport your student back to Livingston in their personal vehicle.

- I hereby authorize LEAP staff in charge of my student to obtain all necessary medical care for my student (named above)
- I hereby authorize any licensed physician and/or medical personnel to render necessary medical treatment of my student
- I further acknowledge that I will be responsible for any medical or hospital fees or costs associated with my student's medical treatment
- I further acknowledge that I have notified LEAP staff of any of my student's medical conditions requiring special attention

Student Behavior Guidelines

Keeping youth feeling respected, secure and safe during LEAP events is of utmost importance, as is providing the opportunity for students and staff to develop relationships built on honesty and respect. One of the components needed to meet these goals is a defined set of Behavior Guidelines. Please share the following Behavior Guidelines with your student. It is important that he/she understands and agrees to participate in LEAP with these guidelines. If your student is unable to follow these guidelines, he/she will not be permitted to attend LEAP events.

- Treat everyone with respect, courtesy and kindness.
- Verbal or physical abuse, swearing, rude gestures or "put-downs" will not be tolerated.
- Respect school property, and property of other institutions.
- Follow all directions given by staff.
- Dress appropriately and modestly.
- No tobacco, alcohol or illicit drugs will be tolerated.

Parent/Guardian Signature _____ Date _____
 Student Signature _____ Date _____

Sample Activity Form

Youth Leadership Program Activity Form

Activity Name_____

Group_____

Date & Time_____

Location_____

Description of Activity_____

Assets Targeted_____

Adult Leaders_____

Youth Leaders_____

Volunteers_____

Number of participants_____

What went well with this activity? _____

What should we do differently next time? _____

Comments/Concerns_____

Sample Discipline Management Form

Youth Leadership Program Disciplinary Form

This form is to be used for youth receiving a written warning for failure to abide by program rules and responsibilities.

Name of Youth: _____ Date: _____

Reason for disciplinary action: _____

Description of previous verbal warnings: _____

Name of parent contacted: _____ Date: _____
Measures taken: _____

Staff Member completing Form: _____
Signature: _____ Date: _____

I understand that another offense could lead to expulsion from program or event and my parent/guardian will be responsible for picking me up immediately.

Youth receiving warning (print) _____
Signature: _____ Date _____

Sample Evaluation Pre-Survey

Name: _____

Date: _____

Program Pre -Survey

Please Answer the following to the best of your ability:

- | | | | |
|-----|-----------------------------------------------------------------------------------------|---|---|
| 1. | If somebody studies hard enough he or she can pass any subject. | T | F |
| 2. | I am often blamed for things that aren't my fault. | T | F |
| 3. | Most of the time it doesn't pay to try hard because things never turn out right anyway. | T | F |
| 4. | When I get punished, it is usually for no good reason at all. | T | F |
| 5. | Most of the time I find it hard to change a friend's mind or opinion. | T | F |
| 6. | I believe I can change what might happen tomorrow by what I am doing today. | T | F |
| 7. | It is better to be smart than to be lucky. | T | F |
| 8. | One of the best ways to handle problems is not to think about them. | T | F |
| 9. | Most of the time parents listen to what their children have to say. | T | F |
| 10. | When people are mean to me it is usually for no reason at all. | T | F |
| 11. | When good things happen they happen because of hard work. | T | F |
| 12. | Most of the time, it is useless to try to get my way at home. | T | F |
| 13. | If someone my age wants to be my enemy, there is little I can do about it. | T | F |
| 14. | I have a lot of choice in deciding who my friends are. | T | F |
| 15. | Doing my homework has much to do with what kind of grades I get. | T | F |
| 16. | It is useless to try in school because most other kids are smarter than I am. | T | F |
| 17. | Planning ahead makes things turn out better. | T | F |
| 18. | Most of the time I feel that I have little say in family decisions. | T | F |
| 19. | I will probably live to be very old. | T | F |
| 20. | I get along well with other people. | T | F |
| 21. | I have a hard time focusing on work when I should. | T | F |
| 22. | I am afraid my life will be unhappy. | T | F |
| 23. | School is a waste of time. | T | F |
| 24. | It helps me to talk with adults about my problems. | T | F |
| 25. | Helping others makes me feel good. | T | F |
| 26. | It is hard for me to make friends. | T | F |
| 27. | I try hard to do well in school. | T | F |
| 28. | I give up on things before completing them. | T | F |
| 29. | I like to do things with my family. | T | F |
| 30. | When I'm mad I yell at people. | T | F |

- | | | | |
|-----|---------------------------------------------------|---|---|
| 31. | My friends respect me. | T | F |
| 32. | It is important to do my part in helping at home. | T | F |
| 33. | I enjoy talking with my family. | T | F |

Rate each of the statements below:

- | | | | | | | |
|-----|----------------------------------------------------------------------------------|---|---|---|--|----------------|
| 1. | I receive support from an adult at home or school. | | | | | |
| | Strongly Disagree | | | | | Strongly Agree |
| | 1 | 2 | 3 | 4 | | 5 |
| 2. | I am able to talk to a family member or adult about important topics in my life. | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |
| 3. | My peers and I are respected in my community | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |
| 4. | I think it is worth my time to volunteer in my community. | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |
| 5. | My parents know where I am and who I am with all of the time. | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |
| 6. | My parents and teachers have high expectations of me. | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |
| 7. | I am involved in extra-curricular activities. | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |
| 8. | It is important to do well in school. | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |
| 9. | I will go to college after high school. | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |
| 10. | I am very honest and responsible. | | | | | |
| | 1 | 2 | 3 | 4 | | 5 |

11. It is important to stand up for my beliefs.

1 2 3 4 5

12. I would be comfortable being in another culture other than my own.

1 2 3 4 5

13. I plan ahead and make good decisions.

1 2 3 4 5

14. It is important to resolve a conflict in a positive and nonviolent way.

1 2 3 4 5

15. I have control over the things that happen to me.

1 2 3 4 5

16. My life has a purpose.

1 2 3 4 5

17. I have many unique talents and skills.

1 2 3 4 5

18. I know how to volunteer and help out in my community.

1 2 3 4 5

Thank you for completing this survey! It helps us to evaluate our program and improve future activities.

Sample Youth Interest Form

Check any of the following that interest you:

Arts

- Calligraphy
- Drawing
- Painting
- Ceramics
- Watercolor
- Stain glass

Crafts

- Beading
- Crochet
- Embroidery
- Engraving
- Jewelry making
- Knitting
- Origami
- Pottery
- Quilting
- Scrap-booking
- Sculpture
- Soap-making
- Weaving
- Woodcarving

Computers

- Computer games
- Animation
- Imaging
- Internet surfing
- Listening to music
- Programming

Games and sports

- Football
- Volleyball
- Tennis
- Basketball
- Baseball
- Hockey
- Softball
- Golf
- Swimming
- Downhill Skiing
- Competitive Skiing
- Gymnastics
- Backcountry Skiing
- Snowboarding
- Surfing
- Chess
- Cheerleading
- Frisbee
- Video games
- Horseback riding

Academics

- Math
- Science
- Reading
- Writing
- Art
- Music
- Social Studies
- Government
- Physical Education
- Economics
- Marketing
- Language

Outdoor activities

- Hiking
- Canoeing
- Biking
- Kayaking
- Camping
- Mountain Climbing
- Riding four-wheelers
- Hunting
- Fishing
- Rafting
- Archery

Other

- Volunteering
- Singing
- Dancing
- Playing a musical instrument
- Movies
- Television
- Fashion
- Listening to music
- Being a lifeguard
- Babysitting
- Money
- Going to college
- Traveling
- Exercising
- Learning about other cultures
- Hanging out with friends
- Being with my family
- Going to school
- Cooking
- Animals

Sample Emergency Procedure Form

GENERAL EMERGENCY PROCEDURES

- Take a deep breath, calm yourself and others
- Always check the scene for safety
- Keep records using the Accident Report
- If necessary – call 911
- Keep group away from the scene with assistance from other mentors/guides
- Notify EMT or medical adviser on site
- If calling 911 for an emergency, be aware of your exact location and directions to that site
- When calling anyone on the emergency phone list, state your name, location, and that you have an emergency
- Be specific about the type of emergency and your plan of action

Emergency Phone List

Emergency: dial 911

Bozeman Deaconess Hospital

915 Highland Blvd.
Bozeman, MT

(406) 585-5000

Bozeman Urgent Care

1006 W. Main
Bozeman, MT

(406) 586-8711

Livingston Memorial Hospital

504 S. 13th St.
Livingston, MT

(406) 222-3541

Sample Incident Form

This report should be completed within 24 hours of any and all situations involving serious injury or property damage.

DATE: _____ LOCATION: _____

TIME: _____ WEATHER CONDITIONS: _____

PROGRAM: _____ STAFF FOR PROGRAM: _____

DATE & TIME YOU RECEIVED NOTIFICATION OF INCIDENT: _____
(Date) (Time)

HOW DID YOU RECEIVE NOTIFICATION? _____

WHO WAS INVOLVED IN INCIDENT? _____

SUMMARY OF INCIDENT: _____

EXPLANATION OF ANY PROPERTY DAMAGE: _____

MEASURES TAKEN: _____

LIST all WITNESSES to this incident: _____

Was there a law enforcement report filed? _____

Officer's Name: _____ Badge # _____ Agency _____

Incident Report Completed by (print name): _____

Signature: _____ Date: _____

Sample Vehicle Accident Form

This report should be completed within 24 hours of any and all situations involving property damage (public or private).

DATE: _____ LOCATION: _____
TIME: _____ WEATHER CONDITIONS: _____
PROGRAM: _____ INSTRUCTORS: _____
DATE & TIME YOU RECEIVED NOTIFICATION OF INCIDENT: _____
(Date) (Time)

HOW DID YOU RECEIVE NOTIFICATION? _____
WERE STUDENTS IN VEHICLE AT TIME OF ACCIDENT? YES/NO _____
WERE PARENTS OF STUDENTS NOTIFIED OF ACCIDENT? YES/NO, HOW? _____

SUMMARY OF ACCIDENT: _____

PROPERTY DAMAGED: _____
License No. _____ VIN #. _____
Name of Operator(s), if applicable: _____

If a **PRIVATE** vehicle was damaged, please identify the same. Include: make, model, color, license plate number, owner's name and/or operator's name:
Make: _____ Model: _____ Color: _____ License No. _____
Driver's Name if other than Owner: _____ Telephone: _____
Driver's Address: _____
Owner's Name: _____ Telephone: _____
Owner's Address: _____
Insurance Company Name: _____ Agent: _____
Insurance Company Address: _____ Telephone No. _____



WERE THERE ANY PHYSICAL INJURIES? If so, describe: _____

LIST all WITNESSES to this incident:

Was there a law enforcement report filed?(Required) _____
Officer's Name: _____ Badge # _____ Agency _____

Accident Report Completed by (print name): _____
Signature: _____ Date: _____

Sample Camp Advertisement






**Finding Face, Creating Place
Summer Camp**

July 13-17th in Paradise Valley
For teens ages 11-17
APPLY NOW!

Be a part of the year-round Youth Leadership Program, LEAP (Leaders Empower All People)
Presented by Hopa Mountain and LINKS for Learning Camp and other programs are available free of charge!

Accepted Applicants will receive a follow-up packet with camp details and release forms.
.....
Orientation Meeting
July 1st 7:30 pm at the Washington School. All forms must be turned in by this date.

Applications must be received by June 23rd
.....
For more information and to receive an application contact Julie Hancock at 222-1231 or visit LINKS for Learning at 315 North 8th St.

Sample Camp Application Form

Livingston Youth Leadership Summer Camp Youth Application Form

July 13-17, 2008

Hopa Mountain, LINKS for Learning,
and Montana Yellowstone Expeditions

Participant information (to be completed by the youth participant):

Name: _____ School: _____

Mailing Address: _____

City, State, Zip Code: _____

Telephone number: _____ Email: _____

Age: _____ Date of birth: _____ Gender (circle one): M / F

Grade you will be entering in the fall (circle one) : 6th 7th 8th 9th 10th 11th 12th

Parent(s)/Guardian(s) name: _____

Briefly answer: (continue on back if you need more space)

1. Why would you like to participate in this youth leadership program?

2. What are your hobbies and interests?

3. What do you think are the qualities of a leader?

4. How would you define “community” and what do you think makes a good, healthy community?

All applicants must read the following statements and sign below:

“I understand that if I am selected for the program, I agree to fully participate in all program activities during the week-long summer program and monthly programs during the school year, unless sufficient reasons warrant otherwise.”

Youth Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Please return application to XXXXXXXX by June 23.

Sample Camp Acceptance Letter

Congratulations! You have been selected for the Livingston Youth Leadership Camp to be held at the Montana Yellowstone Expedition Camp facility July 13-17, 2008.

The Youth Leadership Program is a collaboration between Hopa Mountain and LINKS for Learning. The program provides youth the opportunity to strengthen their leadership skills and become agents for positive change in their home communities. Youth opportunities include activities such as adventure-based experiential challenges, outdoor problem solving games, inquiry-based science educations, local art projects, self-awareness exercises and community-oriented service learning initiatives. The Youth Leadership Program and summer camp are made possible with support from the Mountain Sky Guest Ranch Fund, the Walter and Lucille Braun Family Gift Fund, First Interstate Bank, Bozeman Community Fund, and Montana Yellowstone Expeditions.

This letter contains important details which you need to know. Please return all requested information and enclosed forms to us as soon as possible (no later than July 15). If you are unable to attend the summer program, please be sure to let us know immediately, so that we may select an alternate candidate to take your place. **SAVE THIS LETTER TOO FOR FUTURE REFERENCE!**

Adult Staff Information

Director: XXXXX

Phone #: XXXXX

Asst. Director: XXXXX

Phone #: XXXXX

Travel

You are responsible for transportation to and from Washington School all other transportation will be provided by a professional bus service as part of the camp.

Housing

Camp staff and participants will be staying at the Montana Yellowstone Expedition Camp in Paradise Valley. On the night of July 16th all participants will be staying at their homes in Livingston.

Meal Information

All meals will be provided. If you have special dietary needs, please indicate those on the Emergency and Health Information form.

Pre-Camp Meeting

There will be a meeting for all camp participants and parents on Tuesday, July 1st, at 7:00 pm at the Washington School. This is also the last day for forms to be submitted. If for some reason you are unable to attend this meeting please let us know in advance.

What to Bring

The following items are suggested to make your stay and participation in the program more comfortable:

- Soap, shampoo, toothpaste, toothbrush, deodorant, and other personal care items.
- Two pairs of shoes –sturdy shoes or boots for hiking or walking, and a swimsuit, plus pair of tennis shoes or sandals that you can get wet when we go rafting.
- **Warm clothes, outdoor jacket, sweat clothes, socks and rain gear. Be prepared for extremes in weather – hot summer days and cold evenings.**
- Comfortable camping clothes
- Towel (big) and pillow
- Sleeping Bag
- Small flashlight
- Backpack
- Cap or sunglasses
- Sunscreen

Do Not Bring: Stereos, headsets, cell phones, or any kind of portable electronic equipment; food or snacks. Your room will not be secure and so we strongly encourage you NOT to bring items of great monetary or personal value. Since all expenses for the week are covered, spending money is not necessary.

Please feel free to call us if you have any further questions or concerns prior to camp. We look forward to seeing you soon.

Sincerely,

Camp Director

Sample Junior Counselor Job Description

Livingston Youth Leadership Camp
July 13-17, 2008
Hopa Mountain, LINKS for Learning,
and Montana Yellowstone Expedition

Junior Counselor Position

We would like to invite you to apply for a Junior Counselor position because of your previous leadership and involvement with the Youth Leadership Program.

Livingston Youth Leadership Camp is a collaborative effort of LINKS for Learning and Hopa Mountain. The goal of this camp is to promote positive and sustained educational experiences for youth by fostering direct interaction with the environment, the arts, our community, and respected adults. Our purpose is to provide opportunities for all participants to gain valuable life-skills to use in real-world situations.

Junior Counselor Job Description

As a junior counselor, you will play a key role in helping the campers foster respect for themselves, their community, and the environment. You will also help campers learn how they can be of service to their families, community, and the world around us. You will be involved in leading camp activities and ensuring the camp remains a safe and positive environment for all involved. Junior Counselors must show a high level of maturity and leadership. There will be mandatory training for all camp assistants Wednesday July 9th from 3-6 pm.

Junior Counselor Duties and Responsibilities

1. Help with sign-in and evaluation forms.
2. Make sure your youth are wearing nametags.
3. Be a role model and leader; do, as you want them to do.
4. Make sure you know where your team members are at all times.
5. Help to load and unload the bus.
6. Work with your group on all tasks set by the facilitators.
7. Be the eyes and ears for the adults.
8. Support the youth following the rules.
9. Help with the room set up for activities.
10. Make sure your group has backpacks, water bottles, & sunscreen before we start activities.
11. Always check in with an adult if there is a conflict.
12. If anyone in your group needs medical attention, alert the EMT on site.
13. Make sure your youth have water at all times.
14. Encourage your youth to fully participate, have fun, and show respect.
15. Help lead and facilitate selected camp activities

Sample Junior Counselors Application Form

YOUTH LEADERSHIP JUNIOR COUNSELOR APPLICATION

July 13-17, 2008

Hopa Mountain, LINKS for Learning, and
Montana Yellowstone Expedition

Name: _____ School: _____
 Address: _____ Zip code: _____
 Age: _____ Date of Birth: _____ Phone number: _____
 Social Security Number: _____ Gender (circle one): female/male
 Email: _____
 Parent(s)/Guardian(s) Name: _____ Phone: _____

Why do you want to serve as a junior counselor for the Youth Leadership Camp?

What is one personal achievement that you are proud of?

What skills do you bring to this group?

Describe your previous community service involvement.

Please list the name and phone number of two personal references:

Name: _____ Phone: _____ Relationship: _____
 Name: _____ Phone: _____ Relationship: _____

I understand and agree to the responsibilities and expectations of the camp assistant upon my acceptance to this position.

Signature _____ Date _____

Please return application to XXXXXXXX by June 23.

Dear ,

Sample Schedule of Junior Counselor Training

EARTHagents: Decoding Your World Counselor Training –
June 14, 2007. 3pm to 6pm

Welcome

Introductions (all)

- ▲ Why we are doing a Young Leaders Program and Camp
- ▲ Program (Bonnie)
- ▲ Distribute program brochures for each organization and share why we decided to form a partnership (Donna)
- ▲ Program goals (Bonnie)

3.05 Name game

3.15 Partner intros – interview and intro with questions

- ▲ Name
- ▲ Who they live with.
- ▲ Greatest fear
- ▲ Best quality

3.30 Strength Based Leadership Portrait Activity-What makes a good leader? What does being a mentor mean, at camp and school?

4.0 Jess will teach them a Native game they will do with participating youth

4.20 Selecting a partner for the week.

4.30 Their roles – Paid staff for the program. No work no pay.

- ▲ What other organizations are you in?
- ▲ Gap between them and youth – age difference
- ▲ Job description/responsibilities – see sheet and walk thru the job description.
- ▲ Participating as a role model
- ▲ Confidentiality
- ▲ Problem solving/How to deal with situations – conflict resolution
- ▲ Lines of communication

5.15 Journal Making Activity

6.00 Finish

Sample Camp Counselor Application

Reaching New Heights
YOUTH LEADERSHIP CAMP COUNSELOR APPLICATION
July 6-10, 2009
organized by Hopa Mountain

Counselor Application

Name: _____
Address: _____
Zip code: _____ Telephone number: _____
Email: _____ SSN: _____

First Aid Certified: Yes/ No (circle one) CPR Certified: Yes/No (circle one)

Please describe your previous experience working with youth ages 12-18.

Why do you want to be a part of the Youth Leadership Camp?

What is one thing you will bring to this camp?

Please list the name and phone number of two personal references:

Name _____ Phone _____

Name _____ Phone _____

Thank you for returning this application form to: XXXXX by XXXXX.

Sample Camp Counselor Position Description

Camp Counselor Position Description

Hopa Mountain's mission: Founded in 2004, Hopa Mountain invests in rural and tribal community leaders who are working to improve education, ecological health, and economic development in their hometowns. Citizen leaders are those individuals who step forward when they recognize that their community needs help. By providing these leaders with training, mentoring, networking opportunities, and financial resources, Hopa Mountain works to create much-needed opportunities for advancing the well-being of rural and tribal communities.

Youth leadership programs are core to Hopa Mountain's mission. Working collaboratively with many organizations, Hopa Mountain engages youth in challenging activities in their communities and outdoors to prepare them for productive lives as capable, contributing members of their families, peer groups, and hometowns.

Gallatin County Youth Leadership Camp: *Reaching New Heights* is a program of Hopa Mountain. The goal of this camp is to promote positive and sustained educational experiences for youth by fostering direct interaction with the environment, the arts, our community, and respected adults. Our purpose is to provide opportunities for all participants to gain valuable life-skills to use in real-world situations. As a counselor, you will play an important role in helping participating youth foster respect for themselves, their community, and the environment. You can also help youth learn how they can be of service to their families and community.

General duties of a Camp Counselor: This person will participate in regular counselor meetings to be prepared for all program activities, lead program activities as assigned, follow all camp rules and ensure that participating youth do as well, bunk with assigned youth of the same gender and provide 24-hour support to them, know where camp participants that you are assigned to are at all times, support youth following the camp rules, help with activities at all times, respond to immediate emergency medical situations and provide support to the EMT on site.

Knowledge, skills, and abilities: A working knowledge of the principles and practices of youth (ages 12-18) development and education, outdoor field programs, and summer camps. Background checks are required. Contact: XXXXXX.

Sample Camp Forms

WAIVER OF LIABILITY AND DISCLAIMER

I, the parent or guardian of _____, acknowledge that participation in Hopa Mountain, LINKS for Learning, and Montana Yellowstone Expeditions activities means my child will be in an outdoor setting as an integral part of the youth leadership program. Children may be doing activities such as: exploring plants and animals (collecting, touching); walking, hiking and running over and through a variety of terrain, including rocks, hillsides and wet areas, such as flowing creeks and ponds (wet areas); rafting, and touring farms or ranches with farm and ranch animals. Any of these outdoor activities may, by their nature, expose children to a variety of hazards which could cause injury.

I am aware of the risks, conditions and hazards of the program activities, and I hereby release, discharge, and hold harmless the instructors, volunteers and other representatives from any claims or liability arising out of or relating to any injury (of any kind) that may result to my child while participating in these sponsored sessions.

I verify that my child has no past or current physical condition that might affect their participation in the course, other than as described on the Medical Form. In the event my child is in need of emergency medical treatment, I hereby authorize the instructors or volunteers to obtain or provide emergency hospitalization, surgical, or other medical care for my child. I specifically indemnify and hold harmless all above mentioned organizations, their instructors and volunteers from any negligence and all costs arising out of the decision to obtain and provide such care, treatment and/or procedure for such emergency.

The undersigned acknowledge the reading of the above and foregoing statements and fully understand the nature and consequence thereof.

Date at: _____, _____, this _____ day of _____, 2008.
City state

Printed Name of Student Signature of Student

Printed Name of Parent/Guardian Signature of Parent/Guardian

VEHICLE PERMISSION

I, the parent or guardian of _____, hereby give permission for the above named individual(s) to ride in vehicles driven by the program instructors or volunteers in the event of an emergency. I understand that students will be transported to outdoor teaching sites (leaving from and returning to designated staging areas) every day of each session in a school bus.

SIGNED: _____ DATE: _____

PHOTO RELEASE

I, _____ do ___ do not ___ (check one) hereby give the above mentioned organizations the right to use my or my child’s photograph in all forms and media and in all manners, including composite or other representations, for brochures, advertising or any other lawful purposes, and I waive any right to inspect or approve the finished product.

SIGNED: _____ DATE: _____

Sample Ethics Contract

Ethics Contract for Livingston Youth Leadership Camp 2008 Participant Policies and Responsibilities

1. All participants are expected to be responsible and respectful and maintain a positive attitude.
2. All participants are required to abide by all rules and regulations as set forth by the camp staff.
3. All participants are required to participate in and to be on time for all scheduled activities (unless sufficient reason warrants otherwise).
4. Participants are not allowed to have, drive, or ride in motorized vehicles while at camp unless accompanied by a camp staff member for pre-approved purposes.
5. The Hopa Mountain Youth Leadership Program will not assume responsibility for routine health care or injuries related to non-sanctioned activities. Health care provider/insurance company information must be provided by each participant as indicated in the parent/guardian consent/health form.
6. Participants are required to inform the appropriate staff of any prescribed medication(s) to be taken, health conditions (for example allergies, physical limitations, and special needs). Participants should do this upon acceptance into the program and again at the beginning of the summer camp.
7. All participants must observe the following curfew hours:

10:00 p.m.	Must be in your own sleeping quarters.
10:30 p.m.	Must be in your own bed with the lights out.
10:30 p.m. to 6 a.m.	Must remain in sleeping quarters.
8. Participants are expected to clean up after themselves when using common areas such as bathrooms, campsite, and kitchen and respect camp facilities and property.
9. Respectful use of language is a must. Profanity will not be tolerated.
10. Failure to abide by program rules and responsibilities will result in termination from the program. The following system will be in effect:

1 st offense = verbal warning by adult staff member.
2 nd offense = written warning and contacting of parents

3rd offense = expulsion; parent/guardians will be responsible to pick up youth immediately.

- 11. No alcohol, drugs or tobacco products are allowed at camp and will result in immediate automatic expulsion from program.
- 12. No weapons are allowed at this program. This includes cigarette lighters, knives and anything that may cause harm to another person or the environment.
- 13. Energy drinks and other caffeinated beverages should not be brought to or consumed during camp unless provided by the staff.
- 14. Stereos, headsets, cell phones, or any kind of portable electronic equipment should not be brought to camp. Staff will have phones for emergency purposes.

I have read and agree to abide by the above policies and young leader responsibilities/requirements:

Youth Participant Signature

Date

Parent/Guardian Signature

Date

Submission of this form is required before student will be allowed to participate in any program activity.

Sample Emergency and Health Form

EMERGENCY AND HEALTH INFORMATION:

Participants Full Name: _____ Date of Birth: _____

In the event reasonable attempts to contact me at _____ (phone number) or _____ (phone number) have been unsuccessful, I hereby give consent for the administration of any treatment deemed necessary by Doctor _____ (physician) at _____ (phone number) or Doctor _____ (dentist) at _____ or in the event the designated practitioners are not available, then by another licensed physician or dentist; and the transfer of the child to _____ (preferred hospital).

1. Parents/Guardians/Custodians with Whom Participant Resides:

Name: _____	Relationship to participant: _____
Address: _____	Home Phone: _____ Cell: _____
Employer: _____	Email Address: _____
Work Phone: _____	Work Hours: _____

Name: _____	Relationship to participant: _____
Address: _____	Home Phone: _____ Cell: _____
Employer: _____	Email Address: _____
Work Phone: _____	Work Hours: _____

2. Emergency Contact who is Authorized to Pick Up Participant if Parents/Guardians Are Unavailable:

Name: _____	Relationship to participant: _____
Address: _____	Home Phone: _____ Cell: _____
Employer: _____	Email Address: _____
Work Phone: _____	Work Hours: _____

Name: _____	Relationship to participant: _____
Address: _____	Home Phone: _____ Cell: _____
Employer: _____	Email Address: _____
Work Phone: _____	Work Hours: _____

3. Medical Information:

Physicians name: _____	Dentist name: _____
Street address: _____	Street address: _____
City, State: _____	City, State: _____
Phone #: _____	Phone #: _____

Date of Last Tetanus: _____ Known Allergies: _____

Present Medications: _____

Are there any dietary needs? _____

Are there any Conditions which could limit participation or result in emergency situation? _____

Are there any past surgeries, significant illnesses or diagnosis that staff should be aware of? _____

Other Medical Information we should be aware of: _____

Insurance Company: _____ Policy Holder's I.D. _____

This consent will be in effect beginning (date) _____ and be annually updated by the parent/legal guardian

Signature of Parent/Guardian: _____ Date: _____

Sample Camp Evaluation Form

Summer Camp Evaluation

	Low				High
Overall, how would you rank this camp?	1	2	3	4	5
How would you rank your experience with other campers?	1	2	3	4	5
How would you rank your experience with the counselors?	1	2	3	4	5
Would you come back to this camp again?	1	2	3	4	5

What would you tell a friend about this camp?

What were your favorite activities?

What were your least favorite activities?

What is one thing you would change about camp?

What is one way you can show respect for yourself, your community, and the environment?

How would you describe a leader?

What three words describe a healthy community?

Do you think this camp experience has or will change you in any way?

Any additional feedback you'd like to offer?

Gender: Male___ Female___ Have you attended other camps before? Yes ___ No ___

Thanks for your input, it will help to improve future camps!

Sample Donation Request Letter

Dear Community Member,

We would like to introduce you to a group of teenagers who are committed to making a difference in the Gallatin Valley. Hopa Mountain has created a teen group designed to reach youth with the fewest resources and help guide them to be civically engaged citizen leaders. This group is called T.O.U.C.H. (Teens, Outreach, United for Community Help).

T.O.U.C.H. members have completed over 100 hours of community service through projects across the Gallatin Valley. The month of April brings the community together for one of our largest service projects, the Second Annual Poop for Paws event on April 26th. Poop for Paws is a teen organized project where volunteers spend the day ridding the Bozeman area parks of dog poop, making our community a cleaner and safer place for all. Last year over 50 volunteers came together for this event. This event is part of the Global Youth Service Day initiative.

This year we're asking your help to make this event a success. After the park cleanup the volunteers will be gathering to celebrate the event and learn about responsible pet ownership. During this time food will be provided for the volunteers and a raffle will be held to benefit the Heart of the Valley Animal Shelter. We hope you would be interested in donating either food or raffle prizes for this event. We greatly appreciate any contribution you are able to make. Thanks for being a valued Bozeman Community Member.

If you have any questions or need further information, please feel free to contact us. Thank you once again for your dedication to our community.

Sincerely,

Youth Program Coordinator

April 23, 2008

Sample Donation Thank You Letter

Date

Business
Business Address

Dear Business Manager,

Thank you so much for your donation of XXXXXX in support of Hopa Mountain's second annual teen-led Poop for Paws event. Your support of this event means a great deal to us as we clean our community's parks and raise funds for the Heart of the Valley Animal Shelter. Thank you for making this event possible!

Since launching the Young Leaders Program in 2006, we have focused on offering teens opportunities to strengthen their leadership skills through activities such as adventure-based experiential challenges, outdoor problem-solving games, inquiry-based science education activities, local art projects, self-awareness exercises and community-oriented service learning initiatives. Youth participants learn how to talk with community members about important issues impacting their community and how to work together for positive change. We hope you will join us Saturday April 26th and see the youth in action as they lead the Poop for Paws Event.

Working together, we can create a mountain of hope for the future of our youth and communities. Your gift helps make this work possible. Thank you again.

Sincerely,

Youth Leadership Program

Hopa Mountain is a 501c3 organization tax I.D. XX-XXXX
Donations are fully tax-deductible to the fullest extent allowed by law.

▲ Appendix B ▲ Additional Resources

Association for Experiential Education
<http://www.aee.org>

Global Youth Service Day
<http://www.gysd.net>

Leave No Trace – Center for Outdoor Ethics
<http://www.lnt.org>

Martin Luther King Jr. Day of Service
<http://www.mlkday.gov>

National Make A Difference Day
<http://usaweekend.com/diffday>

Search Institute – Developmental Assets for Adolescents
<http://www.search-institute.org>

Teamwork and Teamplay – activities for team building
<http://www.teamworkandteamplay>

Wilderdom – group activities and games
<http://www.wilderdom.com>

▲ Appendix C ▲ Works Cited

Boatman, Sara. "Group Development" Programming.

Cain, Jim. Teamwork & Teamplay.

Carter, Tina. University of San Diego, REACH Program Manual,

Corporation for National and Community Service

Quick Guide: Youth Development and K-12 Service-Learning

Source: RMC Research Corporation, Denver, CO March 2005

Cronin, Greg January 19, 2007 Teens Outside! Presentation: Camping

Gerstein, Jackie. The Human Side of Adventure Challenge. 1988

Hopa Mountain Risk Management Protocol Manual April 22, 2006

Leave No Trace – Center for Outdoor Ethics

<http://www.lnt.org>

Linik, 2004

Louv, Richard. Last Child in the Woods: Saving our Children from Nature-Deficit Disorder.

Montana's Office of Public Instruction, Leadership Curriculum Guide 1994

National Youth Leadership Council www.nylc.org

National Indian Youth Leadership – Project Venture

http://niylp.org/progrmas/project_venture

Outdoor Industry Foundation

<http://www.outdoorindustryfoundation.org/youth.toolkit.introduction.html>

Partnerships and Participation

<http://www.partnerships.org.uk/>

Processing the Adventure Experience, Kendall/Hart Publishing, Dubuque, IA

Read Up, Reach Out

http://www.ftc.gov/bcp/edu/microsites/reachout/reachout_partner.htm

Search Institute

<http://www.search-institute.org/>

Teens Outside! National Recreation and Park Associate Summit

The American Hiking Society-

<http://www.AmericanHiking.org>

The Corporation of National and Community Service

UCLA Higher Education Research Institute 1991

Youth Reaching Out International: Teens 2005