

# YOW + WOW

Youth on Water & Women on Water



## 2018 YOW & WOW Staff Handbook

Presented by SWCC and Storytellers Foundation



Welcome to SWCC water program's handbook!

This handbook is the "full-meal deal" for YOW and WOW programs. Inside the handbook is all the need-to-know information for coordinating, guiding, or facilitating a great outdoor education experience.

Accompanying this handbook is a bag of tricks, which is a dry bag packsack filled with balls, slings, sieves, laminated writing materials and other goodies that will help you deliver quality education while maintaining a high level of energy and fun on the river.

Take your time to get to know our program. Read through the handbook, check out the reference and resource sections and adapt the activities to meet the needs of whichever group you are taking on the river.

Be safe. Be curious. Be patient. Be inspiring.

Have fun on the water!

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## Section One: Introduction

### **Skeena Watershed Conservation Coalition**

(SWCC) was founded in 2004 by a diverse group of people living and working in the Skeena river watershed. Our mission statement describes what we want to accomplish:

*Cultivating a sustainable future from a sustainable environment rooted in our culture and thriving wild salmon ecosystem*

We have many diverse goals to realize our mission. One goal is to provide educational programs for the region's children and youth to learn about the values within the Skeena watershed. The Youth-On-Water (as well as Women-On-Water) are delivered with this goal in mind.

Youth-On-Water and Women-On-Water are designed so people not only have fun on water, but build social, human and natural capital while learning about themselves and the unique ecosystem they are a part of.

SWCC water programs have a three part educational focus: **citizen empowerment**, **conservation education** and **outdoor skill building**. Combining these distinct yet related focus areas helps to build powerful people who care and are committed to sustaining intact ecosystems in the northwest region of British Columbia.

**This handbook** is a guide for members of the staff teams who make the Youth-On-Water and Women-On-Water dynamic, safe and transformational experiences.

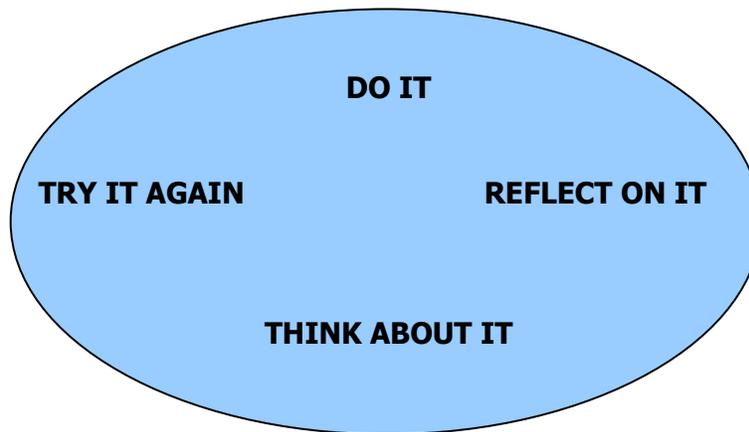
The handbook offers a selection of activities that help build citizen power, watershed knowledge and basic outdoor safety skills. A solid outdoor education program requires an agile and flexible structure. A good outdoor educator is observant and seeks "teachable moments" within the busyness of the outdoor adventure. The activities listed in this handbook are designed as part of a "bag of tricks" that can be drawn upon when opportunity presents itself rather than a curriculum that is rigid and scheduled.

It is worthwhile remembering that experience itself is not a teacher, we only learn when we reflect on experience. The reflective activities described in this handbook allows for participants to learn from the outdoor experience rather than only live it.

The activities described in this handbook are based on an experiential learning approach. This approach assumes that participants hold knowledge and it is the staff team's responsibility to draw this knowledge out of the participants rather than an approach that assumes the staff team always knows more.

The activities are designed with an understanding that the outdoor educator follows Kolb's experiential learning cycle. This cycle describes the four stages we go through to make meaning from experience.

By following this cycle we make sure that individuals are naming and recognizing the new skills and attitudes they are being exposed to. A long-term benefit of experiential learning is that newly introduced behaviours, expectations and skills become habitual to the participant.



## Section Two: Outdoor Education

Almost any outdoor education program taps in to the effect of nature on participants. When we participate in the outdoors we are more aware that we are part of a greater ecosystem and so we become less reliant on our usual norms of behavior. Participants in outdoor education programs can be truer to themselves and more able to see others as they are. Because of the need to work together and rely on others, outdoor education is a perfect setting for building a sense of belonging. A good outdoor education program leaves participants feeling more connected to their natural environment and to the people around them.

Our outdoor education program focuses on three areas; empowerment, conservation education and skill building.

### **Empowerment**

Outdoor education can help each of us develop knowledge, skills and positive attitudes to become self-confident, capable and committed to improving our own lives and the society we live in.

Outdoor education is especially suited to teenagers whose motivation comes from the feeling of belonging. An outdoor setting provides young people with an opportunity for personal identity, social belonging and a sense of pride from the accomplishment of learning new skills.

Outdoor education offers a unique opportunity to at-risk youth. When youth are put in a new environment their favoured (sometimes self-harming) patterns of behaviour rarely work. This forces youth to try new behaviours, which allow for changes in how they relate to others and themselves. When this is facilitated through reflection and action, youth can quickly create more positive ways to deal with stress, fear and trauma. Outdoor education offers at-risk youth an opportunity to learn productive coping skills.

Outdoor education also provides an excellent restorative process. Being part of our natural environment can provide a natural healing experience. When people are given an opportunity to experience the beauty, power and spirit of our rivers, and have a facilitated reflective process, the end result can be empowering and freeing. The Women-On-Water programs pay particular attention to the restorative opportunities given to us by our healthy ecosystems.

**Stewardship**

At the same time as we are learning to come to terms with our world, the world itself is changing. The rapid scale of global development is posing threats to our environment like never before. Understanding how human action can stress or bring balance to the earth's systems has become an essential skill. Outdoor education is the natural setting for these essential skills to be developed.

We understand that it is our responsibility to ensure that we protect what sustains us so that the next generations can learn to sustain themselves the way we have. Over the course of the week, the youth and women will discover how interconnected the watershed is, and explore what their role and responsibility is in ensuring the watersheds remain healthy. There will be time for discussion around what is needed to sustain future generations in this watershed and at the same time, what possibly threatens their home. We hope that the youth will leave with a sense of empowerment and new critical thinking skills that allow them to consider the impacts of their day-to-day decisions.

**Skill Development**

Outdoor education allows each of us to develop skills around safety and competency. It provides a set of tangible skills for navigating natural environments. This set of skills also gives us a sense of caring towards others and our ecosystems. This helps us become more confident and connected. The water programs build a skill set for moving around safely on flat and moving water and being in a wilderness setting.

## Section Three: YOW and WOW Programs

**Our mandate** is to engage local people in conservation education, physical activity, and reflective practice. We aim to inspire local people to have their daily life style reflect a conservation ethic. This means we design our programs to build people's connectedness to the land and water around them. We want people to see themselves as part of our ecosystem not apart from it. We will know this has happened when people care for themselves, each other and the watershed. Our program offers opportunity to connect with our watershed, experience the healing power of our watershed and become mobilized to protect our watershed.

### **Our values...**

Values that SWCC have that they want to share with youth.

- Sustainable environment
- Sustainable economy
- Secure local food sources
- Honoring diversity of culture
- Well-informed citizens

### **Code of ethics**

Our program follows the Wilderness Tourism Association of British Columbia code of ethics. Guides will begin each program with an introduction to the proper code of conduct in the environment. Safety is a priority for participants, staff, guests and for our natural environment and all species living with this environment.

### **Program Goals**

The **Youth-On-Water** program fosters essential skills in youth so that they will:

- understand sustainable principles and practices
- develop basic water safety, rafting and wilderness skills
- increase personal power and their sense of social belonging

The **Women-On-Water** program fosters a restorative process for women so that they will:

- better understand sustainable principles and practices
- develop basic water safety skills, rafting and wilderness skills
- increase their sense of self and self worth and their sense of social belonging and trust

### **Expected Outcomes**

We expect to see a shift in behavior from all who participate in our programs. We will be evaluating our program on whether or not these changes take place:

- More responsible thinking towards self and others
- Increased self-awareness and confidence
- Peaked curiosity to try new things
- A sense of connection to our watershed
- Increased understanding of a watershed and interconnectedness
- An interest in protecting our watershed

### **Measurement Tools**

We want to ensure that the water programs achieve their goals. We have three fun, interactive tools that allow participants to tell us whether they are building the skill set and attitudes our program is designed to develop. These tools use reflection, self-assessment and evaluation.

#### **Storyboard of change**

The Storyboard of Change is a reflective tool for participants to set daily goals and reflect on whether or not they achieved these goals. This tool focuses on personal and citizenship assets.

#### **Up Your Watershed Quiz**

This fun quiz shows changes in knowledge, attitudes and skills. Participants fill in the quiz on their first day and then again on their final day of the program. This tool focuses on outdoor skills and conservation knowledge.

#### **Program Feedback**

The program feedback is completed by participants and parents of participants on the final day of the program. It provides an opportunity for direct feedback.

## Section Four: Program Staff

There are 5 key staff involved in the YOW and WOW teams. Each of these positions contributes to successful programs on the water. Along with the core team there are guest speakers who join the program for a day or part of a day. These guests enhance one of the three program goals. They are usually individuals with expert knowledge on either the people, river or species that inhabit the watershed. Their knowledge comes from both academic perspectives and lived experience. The guest speaker brings a value added quality to the program.

Our core staff team includes:

### **Logistics coordinator**

Responsibilities: Recruitment, registration, pick up/drop of drivers, troubleshooting

### **Guide Outfitter**

Responsibilities: conversation with parents about waivers and logistics, guide hiring and organizing, food, overall river program, ensuring program meets industry standards.

### **Lead River guide**

Responsibilities: Guiding, trip plan, safety, outdoor skill building, equipment, food.

### **Assistant River Guide**

Responsibilities: Guiding, safety, outdoor skill building, equipment, food.

### **Safety kayaker**

Responsibilities: safety, assist in outdoor skill building, river scouting

### **Experiential Educator**

Responsibilities: Reflective check ins, individual/group learning processes, evaluation, work closely with logistics coordinator and with guides.

## Section Five: Policies, Protocols, Forms

We have strict policies and codes of practice that ensures a quality program. We pay particular attention to safety, conservation practices, cultural appropriateness and local procurement in all our programs.

We use the BC Wilderness Tourism Operators code of practice as a basis for our practice. In most cases we surpass these codes of conduct for our guiding teams.

### CODE OF PRACTICE for BC's Wilderness Tourism Operators

#### Section 1: Promote Wilderness Appreciation and Enjoyment Principle

*Provide experiences that foster enjoyment, appreciation, and sensitive use of wilderness.*

##### Guidelines for Practice

- Demonstrate an informed ecological conscience<sup>[SEP]</sup>
- Promote individual and collective responsibility for environmental health<sup>[SEP]</sup>
- Build awareness of the natural and cultural history of the areas visited<sup>[SEP]</sup>
- Use a variety of interpretive approaches to educate guests including verbal, written, visual and interactive information materials<sup>[SEP]</sup>
- Provide information about responsible company practices

#### Section 2: Provide Quality Guest Experiences Principle

*Meet or exceed customer expectations.*

##### Guidelines for Practice

- Support advanced education and training for guides, staff and managers<sup>[SEP]</sup>
- Comply with accepted standards of practice<sup>[SEP]</sup>
- Comply with national, provincial and association safety standards<sup>[SEP]</sup>
- Offer engaging presentations about the natural and cultural heritage of areas visited
- Provide opportunities for feedback on client experiences

#### Section 3: Conserve Natural and Cultural Resources Principle

*Contribute to the ongoing integrity of valued natural resources and cultural places.*

## **Guidelines for Practice**

- Be a steward of the environment<sup>[SEP]</sup> • Conserve the natural diversity of ecosystems<sup>[SEP]</sup> • Value and sustain current and future generations of all species<sup>[SEP]</sup> • Protect and restore wildlife habitats<sup>[SEP]</sup> • Commit to responsible and sustainable practices with respect to wildlife including the separation of wildlife viewing and hunting activities in time and/or space.<sup>[SEP]</sup> • Contribute directly to conservation projects<sup>[SEP]</sup> • Provide clients with opportunities to be involved in stewardship activities<sup>[SEP]</sup> • Be informed about, contribute to, and if possible conduct, research that expands the knowledge base for sustainable tourism<sup>[SEP]</sup> • Avoid buying goods made from threatened or endangered species<sup>[SEP]</sup> • Avoid merchandise of significant cultural or heritage value<sup>[SEP]</sup> • Support and advocate the protection, enhancement and restoration of natural and cultural resources (this would include private land and businesses)

### **Section 4: Environmentally Sustainable Practices Principle**

*Use the best available practices for sustainable tourism, development and operation.*

## **Guidelines for Practice**

- Minimize environmental footprint<sup>[SEP]</sup> • Adopt a precautionary risk management approach; be proactive rather than<sup>[SEP]</sup> reactive.<sup>[SEP]</sup> • Practice sustainable and efficient use of natural resources (water, food, fuel, etc.) • Practice the 3 R's of consumption: reduce, reuse and recycle<sup>[SEP]</sup> • Follow environmentally responsible practices to dispose of waste materials<sup>[SEP]</sup> • Minimize pollution (including noise)<sup>[SEP]</sup> • Comply with federal, provincial and association regulations and practices for<sup>[SEP]</sup> protection of habitat and species

### **Section 5: Relationships with Local Communities, Businesses and Governments**

#### **Principle**

*Provide ongoing socio-economic benefit for local, regional and host communities and work cooperatively towards shared stewardship goals.*

## **Guidelines for Practice**

- Work with local communities to meet local needs<sup>[SEP]</sup> • Work with local businesses and governments towards shared stewardship goals • Honour local practices and protocols<sup>[SEP]</sup> • Employ local people where appropriate and available<sup>[SEP]</sup> • Buy locally produced goods, food, equipment and services, wherever possible<sup>[SEP]</sup> • Educate local communities about the value of wilderness tourism

### **Section 6: Respect Cultural Values Principle**

*Understand local traditions and practices and present authentic cultural values.*

## **Guidelines for Practice**

- Ensure that staff are knowledgeable and respectful of local cultures and values •

Communicate responsibly about local cultures<sup>[SEP]</sup>• Employ guides and interpreters who are well versed in local cultural values<sup>[SEP]</sup>• Understand cross-cultural and First Nations agreements.

## **POLICIES AND PROTOCOLS**

### **▪ Safety**

Safety is a priority for YOW and WOW. Every trip will have a high level of safety specialists with advanced training in water rescue. Safety is considered beyond the water. To ensure safety the following must be adhered to:

- Be alert at put ins and take outs for often traffic travels quick on back roads.
- Be cognizant of youth activities while on the river bank.
- Risk management will primarily be the responsibility of the contracted rafting guide outfit but all staff must stay alert to potential risks.

### **▪ Acknowledging First Nation Territories**

We begin all programs by recognizing traditional territory. Before any program begins, we reach out to the Chief of the territory to explain our program and invite the Chief or representative to meet and introduce the participants to their territory. We always have a map of the territories for participants to learn about the traditional boundaries of the nation and to learn how modern day political boundaries are all set on traditional territories.

### **▪ Local Procurement**

We strive to source all goods and services locally. When this is not possible we use a filter to ensure that the goods and services we are procuring have been sourced sustainably, ethically and provide benefit to the local area where they are sourced.

### **▪ Conflict Resolution**

SWCC starts from a premise that conflict is natural. And that conflict can be neutral and conflict can be positive for growth. It is only when conflict is not managed well that it can be destructive. To help us manage conflict in a progressive manner we have 3 distinct but related strategies:

#### **Considering what leads to conflict**

- Perceived power differences
- Personality differences
- Unclear roles and responsibilities
- Poor communication
- Competition for resources, for recognition
- Conflicting goals or goal frustration
- Not being able to get things done

### **Recognizing typical responses to conflict**

Avoiding	staying away from or withdrawing from the conflict
Accommodating	giving in to the other party and ignoring one's own goals
Competing	forcing an issue to get one's own way
Compromising	giving in on one need in order to get another satisfied
Integrating	focusing on one mutually satisfying outcome

### **Internal resolution**

If conflict cannot be resolved between the staff team of YOW or WOW, the Operations Director will enter in to a resolution process.

#### **▪ Participant Recruitment**

Our programs have become so widely recognized that we sometimes have more demand than we can meet. It is important that we have clear guidelines for eligibility requirements. It is imperative that the staff team use the eligibility requirements when recruiting participants for YOW and WOW. In the case of a program that does not have the minimum number of profiled participants we can recruit beyond our eligibility requirements.

We strive to have our programs represent the diverse population that makes up our region. We aim to have a balance between aboriginal and non-aboriginal participants, as well as, at-risk and non-at-risk youth. For the WOW programs, there must equally be a balance between women living at the margins, in insecurity and more engaged women in our communities. The goal is for each program to have certain participants able to fall into leadership roles and to role model for their contemporaries.

#### **▪ Vehicle Insurance**

If a vehicle other than one operated by the rafting contractor is to be used then the operator and the vehicle must be properly insured. An assurance of insurance must be made by the program coordinator. A copy of insurance must be on file in the SWCC office.

#### **▪ Criminal Record Search**

To ensure safety of youth, and protection of SWCC, all staff working with youth under the age of 19 are required to complete a criminal record search at their local RCMP office. This process is now free to community development and/or education organizations. It usually takes 2 – 5 business days to process a request. The completed criminal record search form is filed with SWCC.

## FORMS

**NOTE:** The waiver form and incident report form are covered by the guide outfitter, currently Skeena Valley Expeditions.

## Section Five: Tool Kit of Learning Activities

### Back to the Basics

A well-designed outdoor education program uses three areas for helping people grow and learn:

- Animation**     People try new things
- Formation**    People develop specific skills
- Education**    People reflect on their experiences

Before designing the program it's important to think about your group's needs. What challenges can you provide for people? What skills do people want and/or need to develop? And how can you support people to stop and think about their experiences so that they can find significant meaning. In order to challenge people to find significant changes in attitude and behaviour a program needs to be progressive. A well-organized program will develop people's confidence, improve their ability to reflect, and develop a comfort with team interactions.

Although an outdoor education program uses "teachable moments" rather than a pre-set teaching schedule it is still important to consider how you will facilitate a set of activities that help people with the following:

- Get to know each other

- Develop a sense of comfort with the type of activity yet to come [L] [SEP]
- Develop comfort with each other
- Build skills
- Develop skill in communication
- Practice leadership
- Build cooperation
- Create opportunity for initiative
- Help bring group needs to surface
- Highlight interdependence [L] [SEP]
- Increase knowledge of, and connection to, an ecosystem
- Reflect on experiences
- Give a time to summarize discoveries
- Provide a transition to returning to “regular” life [L] [SEP]

As outdoor educators we need to be able to “go with the flow” and adapt our plans to suit the needs of the participants. We need to have a critical eye to see what is happening with individuals and with the dynamic within the group. And, we need to have enough experiences in our *bag of tricks* to be able to shift with the participants.

## **Fun, Fun, Fun**

A final key factor to making a program work is the element of fun. If people begin to play they will be more creative. Play allows us to shift our thinking and our responses to situations and that is when we have our most significant discoveries. [L] [SEP] As an outdoor educator never underestimate the power of play.

Playing and being silly frees up a lot of energy that is usually used to protect our ego or to make us look “grown-up”. Carefully design your program so that people become more comfortable being silly and playing together. [L] [SEP] So, with your groups needs in mind, design a program and go out and have fun while challenging people to grow and learn!

The first section of the tool kit describes games that help people learn the basic skills to be experiential learners. Enjoy playing together.

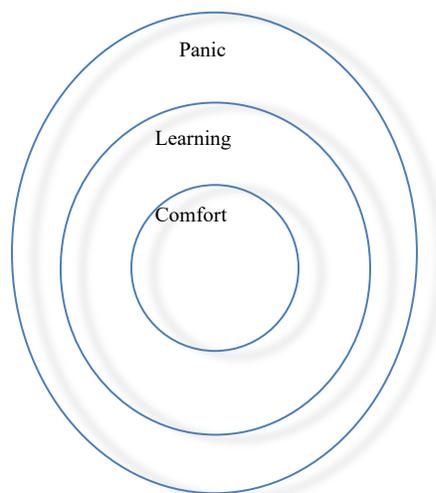
## ACTION LEARNING

The activities described in this section are part of an educational methodology known as *action learning*.

*Action Learning* has two components: action and reflection. People learn by doing and then stopping and looking back at what they've done.

The first part of this section describes games to help people learn the skills for action learning. Your role is to facilitate the game so that everyone has a similar experience and then stop and help people think and talk about what happened.

Action learning activities are highly interactive and involve a high level of participant interaction. While facilitating action learning, careful attention must be given to participant's physical and emotional safety. A well developed action learning activity will allow people to move out of their comfort zone into their learning zone. This requires pushing each person to try something new and/or to engage with others. If you push too hard people will become scared and not learn. If you don't push hard enough people will rely on their usual behaviours and no real learning will take place. You must be attentive at all times to how people are acting and feeling. Show participants this diagram to help them self assess themselves.



A well-designed action learning activity challenges participants' to move into their learning zone. If a person stays too comfortable or becomes too scared that they panic they will most likely not learn from their experience.

# Ball Throw

Activity: Icebreaker

Time: 10 minutes

Materials: Selection of different sized balls (approx 7 or 9)

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This exercise helps people remember each other's names. It is also a lot of fun.

Instruct the group to stand in a circle. Begin by quickly explaining the rules of the exercise and quickly trying it out with a practice round.

Say the name of a person that is across the circle from you and then pass them the ball, that person then names someone across the circle from them and passes the ball. Once the group have successfully passed the ball in accordance to the rules ask them if they can repeat the ball throw in exactly the same sequence. Send the ball on another round.

Once the ball has successfully been passed around, repeat and this time add an additional ball, keep adding balls until the group is juggling many balls. Expect a great deal of laughter.

## Rules:

- ⤴ You must say the name before you pass the ball.
  - ⤴ Each person only receives the ball once.
  - ⤴ The ball must cross the circle (it can't be passed to the person beside you)
- SEPNote: This can be played just for fun or it can be used as a discussion point around the intensity of experiential education. SEP

# Sling Game

Activity: Icebreaker

Time: 10 minutes

Materials: Slings or hula hoops

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The group stands in a circle. Everyone holds hands. One sling (or hula hoop) is sent around the circle. The sling must go all the way around the circle without anyone letting go of his or her neighbour's hand. No fingers or thumbs are permitted.

Once the sling has successfully been passed around. Add another sling to the circle. One sling is passed clockwise and the other is passed counterclockwise.

Again, expect a lot of laughter – especially when the two slings meet.

# Join the Dots

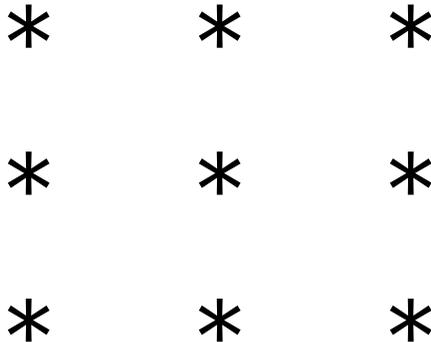
Activity: Icebreaker

Time: 10 minutes

Materials: Paper with dots, pencils

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Make four straight lines without taking your pen off the paper. Can you connect all the dots?



Debrief this game by discussing how we often keep our thinking inside the boundary of the nine dots. Explain to the group that with action learning they will be pushed to "break the rules" and think beyond the boundaries so that they find creative solutions to the challenges they will face.

# Marooned

Activity: Icebreaker

Time: 5 minutes

Materials: None

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This exercise helps group members get to know something a bit more significant about each other.

This is a good icebreaker for groups that already know each other. It warms people up for reflection activities.

Allow the group a couple of minutes to consider their choices and then ask them to share their choices with the other members. If this is a particularly large group, split the team into small groups for the debriefing circle.

## **Instructions:**

Imagine you are stranded on a desert island. Fortunately your fairy godmother is stopping by as part of an island vacation. She waves her wand and allows you to choose three people to stay on the island with you.

Who will you choose? Tell the group and explain your choices.

# Balloons

Activity: Icebreaker

Time: 10 minutes

Materials: 10 to 15 balloons

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This is a fun game to get people moving and laughing.

Blow up 10 balloons and throw them into the middle of the group. Every one must work to keep the balloons off the ground.

Shake the game up by only allowing certain body parts to be used.

# Knots

Activity: Icebreaker

Time: 10 minutes

Materials: None

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The group stands in a circle and put their hands above their heads. Instruct people to grab a hand. Once all hands are held, instruct people to close their eyes and put their other hand above their heads. Everyone must grab another hand so that all hands are clasped together.

Instruct the group to try and untie the knots without letting go of each other's hands.

Note: This can be facilitated in different ways:

- ⤴ Eyes closed
- ⤴ In silence
- ⤴ Eyes opened [L] [R] [SEP]
- ⤴ Talking

# Group Grumble

Activity: Icebreaker

Time: 10 minutes

Materials: None

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Instruct the group to stand in a circle. Make the circle very large. Ask one person to begin the grumble by taking a step forward and grumbling, Everyone else takes a step forward and repeats the grumble. Continue until the group is in a very tight circle.

Instruct one person to take a step back while saying something positive, everyone else takes a step back and repeats. Continue until the group is back in a wider circle.

## Examples of grumbles:

I hate rain<sup>[ ]</sup><sub>[SEPP]</sub>

I hate playing games

I hate debriefing<sup>[ ]</sup><sub>[SEPP]</sub>

I hate strong coffee

## Examples of positives:

I like laughing<sup>[ ]</sup><sub>[SEPP]</sub>

I like today<sup>[ ]</sup><sub>[SEPP]</sub>

I like puppy dogs

I like lunch

# Shake It Up

Activity: Warm Up  
Time: 10 minutes  
Materials: None

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This is a fun warm-up activity that gets people moving, stretching and laughing together. This is often a safe way for people to become more comfortable touching their teammates.

Stand in a circle. Instruct people to find a partner and touch with the body parts called out.

Example call out:

*"head to shoulders <sup>of 1-2-3</sup><sub>SEP</sub> knee to elbow" and so on..*

After a few minutes shout out, *"shake it up"* and instruct people to find a new partner.

You can do this a couple of different ways. The facilitator calls out for the length of the exercise or if there is an odd number in the group, one group member calls out until the facilitator yells *"shake it up"*. Once people switch the person left alone is the caller.

# Side Dancing

Activity: Warm Up

Time: 15 minutes

Materials: None

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The team stands in a straight line shoulder to shoulder. Keeping the line straight the team move in the direction you call out. The difficult challenge is that each person can only move a foot in conjunction with someone else's foot.

Instruct the group to move 5 paces left, then 5 paces right, 5 paces back and 5 paces forward.

This is a good warm up for crossing the great divide. It's not nearly as easy as it appears

Debrief with the team asking how they worked together. Find out if the team worked as one or did many smaller teams emerge.

This is a good exercise to talk about the big picture and being inclusive of all people. It is also a good debrief about how it is easy to become focused only on the immediate or what is directly in front of you.

# Share Your Name

Activity: Cultural Dialogue  
Time: 2 - 3 minutes per person  
Materials: None

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This activity immediately reminds us that we are all shaped by our culture. It fosters a sense of humanity in the group and helps us become curious about ourselves and the people around us.

Invite each person to answer the following questions in a round format.

- ⤴ What is your name(s)?
- ⤴ Who named you?
- ⤴ Who else in your family shares your name(s)?
- ⤴ What is the history/ancestry of your name(s)?
- ⤴ What does your name(s) mean to you? [1] [SEP]

# Name Your Place

Activity: Cultural Dialogue  
Time: 2 - 3 minutes per person  
Materials: None

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This activity helps situate us in places we call "home." It fosters curiosity in the group and often within ourselves about what place means to us. a.

Invite each person to answer the following questions in a round format.

- ⤴ Where do you live?
- ⤴ Where were your born?
- ⤴ Where do you call home? Why? [11]  
[SEP]

# Balancing Act

Activity: Trust  
Time: 15 minutes  
Materials: None

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## Part 1 – pushing

Have people pick partners around the same size. Instruct them to put their hands on each other's shoulders using palms – not poking with fingers. Have them push against each other, encourage them to push quite hard, and to use their muscles. One will probably be stronger and they will have to work to find their balance. See how far they can push with their feet away from one another.

## Part 2 – pulling

Holding hands and leaning out, have the pair balance through each other's weight. Challenge them to sit down and stand up without letting go of their hands.

Debrief this exercise by discussing how balance is the essence of human interaction. Explain that we must work with each other to find a balance. And that tension is often part of finding balance. When there is interaction there is also conflict, one person wants one thing, the other person wants something in opposition.

# Spotting Stance

Activity:	Trust
Time:	15 minutes
Materials:	None

---

This exercise will help to develop trust by giving people a short but important lesson in learning how to protect the safety of each other.

Demonstrate a good spotting stance by going into the athletic stance. Instruct the participants to imagine they are waiting to receive a tennis serve. Remind them to have one foot slightly in front of the other, well balanced between each foot and hands out in front.

Have the group divide into pairs. Each pair will then practice spotting by catching the other person as they gently lean back into their hands. Have the pairs switch so that everyone has tried "falling" and everyone has tried spotting.

This is a mandatory exercise before doing any ropes course activities.

# Pyramid of Cups

Activity:	Problem Solving
Time:	20 minutes for each team of 5 or 7
Materials:	10 cups, elastic with six strings

---

This is also known as the frustration game!

Divide the group into teams of six. Each team is given ten Styrofoam cups and one elastic band with six pieces of string attached to it. The band and string should look like a sun with rays.

The group must then make a pyramid only using the band and string to touch the cups. If any member touches a cup, they must decide whether to sacrifice the person or start again.

Be aware this can lead to frustration in the group. It is a good activity to debrief how we act and interact when things are not going our way.

## **Considerations for debriefing**

Who took the lead?

Were there strong willed participants?

What happened when a cup fell over?

Did people focus on their group or were they aware of the other group's progress?

How did people act? <sup>[1]</sup><sub>[SEP]</sub> How did people want to act?

# Star Wars

Activity:	Problem Solving
Time:	20 minutes
Materials:	9 or 11 circles made from rope

---

Lay out rope circles of assorted sizes on the ground. Tell the group they are going to play a game similar to musical chairs.

When you say, "go" the group must run around. When you say stop the group must get their feet inside a circle. When you say change they must move out of the circle and run around again. Then you say stop and they must get their feet in to another circle. As the game progresses you slowly remove one circle at a time. People may share a circle but everyone's feet must always be entirely inside the circle. If feet are outside the circle that person is removed from playing the game and becomes an observer.

Continue the game until only one circle is left. The group is challenged to put all their feet inside the circle. Can they do this?

This is a good game because it starts out competitive and finishes as a team problem solving challenge.

## **Considerations for debriefing**

What assumptions did you make at the beginning? How did that affect your decisions?

How did each person approach the problem, on their own or did they consult with others?

When did it shift from being an individual challenge to the whole group working together?

How can making assumptions affect our lives in other areas?

# Key Punch

Activity: Problem Solving  
Time: 30 minutes  
Materials: 30 carpet squares, numbered 1 – 30, rope

---

Create a square on the floor by lying out rope. Inside this square place the 30 numbered carpet squares. Mark the "entrance" to the square by placing a piece of tape on the ground. The team stands outside. They can see an area that is squared off by a rope lying on the ground (you can use tape if you are indoors) inside the rope are 30 small mats all numbered 1-30. The numbers are scattered at random.

The team challenge is to have every member walk from carpet square to carpet square in sequence within 20 minutes. Each team member must enter from the start line. As soon as the first team member crosses the line the whole exercise is completed in silence.

If the numbers are so far apart it is impossible to move from mat to mat in sequence one team members may be a helper. The helper cannot touch a mat.

If a person steps out of sequence, the team decide whether to sacrifice the person or everyone start again.

Give the team 20 minutes or 5 attempts whatever comes first.

This is a very difficult exercise and few teams find success. It is important to debrief this exercise because often people become frustrated.

## Considerations for debriefing:

How often did the team attempt the exercise? Time is a resource. How wisely did the team use their time? How much time was spent planning, how much on action?

# Web of Connection

Activity:	Closure
Time:	15 – 20 minutes
Materials:	Ball of string or wool

---

Have the group sit in a circle. Hold a ball of string (or a throw bag). Tell the group to think of a person they have connected with in some way throughout the day. Each person will then throw the ball of string to that person and say how they connected.

Once the ball has gone around the circle a web will have been created with the string. Each person will be holding a part of the web. Remind people that this web exists all the time between us and how we act and react to each other affects the strength of the web.

# Airplanes

Activity:	Closure
Time:	20 minutes
Materials:	Paper airplanes (pre-made) pens, pencils

---

Give each group member a paper airplane. Ask them to jot down words that describe their character.

Instruct the group to stand back to back in a tight circle. Each person closes his or her eyes. Each person gets ready to "launch" their plane, when you say go everyone launches their plane opens their eyes and grabs a plane as it lands.

People read out the characters descriptions and try to guess whose plane they have.

Facilitate a discussion around perspectives

# Postcard Snapshot

Activity:	Closure
Time:	20 minutes
Materials:	Postcards and stamps

---

Ask people to think of an image from the day. Then ask them to imagine this image on a postcard. Who would they send the postcard to and what would they say?

Give people a postcard template and ask them to make their postcard. Invite them to share their message with the group. They can summarize their message if they wish to keep the details private.

**Alternate:** Have people address the postcard to themselves, ask them to write down something that they learned about themselves or learned more generally ]because of the experience. Instruct people to read their message out loud.

Collect the postcards and mail them one week after the shared experience.

## OUTDOOR SKILL BUILDING

The program provides ample opportunity for youth to be introduced to basic water skills. The first and foremost focus is on safety. Youth learn how to be safe around vehicles, rafts, water banks and on the water itself. The skill building happens naturally. Although teaching units are prepared ahead of time, they are not taught in scheduled lesson formats but rather happen when opportunity presents a teachable moment.

# Safety Talk

### Base Talk (Part One)

The base talk is conducted by one of the guides or staff who have been trained to administer the talk. All guests must be present.

- Introduce yourself, other staff and company.
- Welcome the guests.
- Make sure they are all present and listening before proceeding.
- Describe trip itinerary including river class (and what that means), and water temperatures
- Explain the activities have inherent risks and that rafting cannot be totally risk free.
- Stress the responsibility is shared by participants.
- Explain what physical stresses guests can expect and what it is like to be in cold water. Request that anyone with a medical condition or physical limitation that would be adversely affected by this trip speak with one of the guides before leaving the base.
- Inform guests that using drugs or alcohol prior to rafting is not allowed.
- Where to leave valuables
- Bring the sunglasses... we'll make a strap
- Bathrooms
- Questions
- Administer waivers according to the SVE waiver administration guidelines and confirm all guests have completed one
- What to bring:
  - Towel, Duffel, change of clothes for afterword
- Personal Clothing
  - Bathing suit, thin top, fleece – all non cotton
- Explain clothing equipment. (helmet and lifejacket at river)
  - Wetsuit - Purpose, fit, inside out, zipper in front
  - Splash jacket - Purpose, fit not as important, gaskets
  - Booties - Men's sizing, get R & L
- Answer questions

## **River Talk (Part Two)**

The river Safety talk is conducted by a guide at the river's edge. Skeena Valley Expeditions ensures the location we pick to conduct the safety talk will be in an area where the river noise is not competing with the safety talk. The briefing is delivered with confidence and in an organized manner.

- Introduce yourself and other guides.
- Make sure guests are present and listening before proceeding.
- Demonstrate lifejacket and helmet features and fitting instructions.
- Check helmets and lifejackets.
- Make sure all guests are once again present and listening.
- Instruct guests to wear fastened lifejackets at all times.
- Explain raft/equipment construction, features, function and hazards (perimeter line, frame, oars, thwarts, foot cups, etc.)
- Demonstrate how to enter/exit raft.
- Demonstrate how to move in raft.
- Demonstrate how to maintain correct sitting and foot position.
- Demonstrate correct hand holds in raft.
- Demonstrate paddle skills.
- Demonstrate how to hold the paddle
- State safe use of paddle in raft.
- Strokes/commands (will be demonstrated by the individual guides)
- Explain Buddy system.
- Describe cold shock including gasp reflex, body deterioration, affect of anticipation
- Describe guest overboard drill.
- Demonstrate the paddle assist.
- State why swimmers must maintain an upstream position relative to raft.
- Demonstrate use of throw bags/rope.
- Demonstrate how to assist swimmer back in boat.
- Describe river left and river right.
- Explain how guides will instruct swimmers on desired directions
- Demonstrate defensive swim procedure. Demonstrate offensive swim procedure.
- Describe shoreline features and hazards.
- Describe river hydraulics and hazards.
- Describe hazards of sweepers and strainers and appropriate actions when encountered.
- Describe the hazards of walking in shallow whitewater and actions when encountering this situation.
- Explain flipped raft and re-flip drills.
- Explain pinned raft.
- Ask if there are any questions.
- Confirm that each person is ready to accept the risks inherent in river rafting.
- Provide an out for participants who do not want to participate; their participation is always voluntary.

## **Vehicle and Trailer Loading**

- Pre-trip inspection on bus and trailer
- Rafts secured to trailer and weighted properly
- All trailer doors closed and latched
- Trailer connected securely
- Bus doors securely closed

## **Guest Placement and Loading**

- Control situation
- Explain different seats: thrill seekers at the front, more timid paddlers near the back, equal strength laterally
- Consider 'outside the box' solutions like non-paddlers in the middle or kids in the front etc.
- Instruct whom to get in first, second...
- Coach through FEELING the foot bracing and hold on points.

## **Paddle Commands**

- Demonstrate Forward, Back, Hold On, Get Down, and Over Right/Left
- Mock practice at put in
- Practice strokes, hold ons, and overs in river right away
- Introduce more complex action like left back, right forward after paddlers are comfortable with the basic strokes

## **Scouting**

- When to use
- Safe parking of rafts and guests
- Expectation management of guests
- Ensure you are looking at the whole rapid
- Watch for landmarks
- Evaluate
  - Hazards, route, alternative, downstream safety.

# Throw Bagging

- Types and purposed- big raft bag, little bullet bag, rope materials
- When to use:
  - Assess for greater danger
  - Downstream safety
  - From raft
- Throwing Technique:
  - 45 degrees upstream
  - Just downstream of swimmer
- Re-coiling technique
- Importance of practice
- How to be towed:
  - Do not put hand in loop
  - Rope over opposite shoulder to intended direction- creates ferry angle and keeps you downstream of the rope.
  - Assist with feet.
- Body belay and swinging swimmer into shore
  - Never trap yourself in the rope
  - Consider moving downstream with swimmer to better location
  - 2<sup>nd</sup> rescuer to backup first

# Raft re-Flips

- Getting back to raft, holding on, staying upstream
- Flipping
  - Hazards of oars
  - Holding on after re-righted
  - Directing guests in water to ends
- Getting onto the raft and getting others onto the raft
- Getting into the upright raft and getting others into the upright raft
- Guests on top and flip later in eddy or flip right away then get guests in
- Paddling when upside down
- Possible actions of other rafts.

# Whitewater Swimming

- Cold water immersion
  - Cold shock: gasp reflex, breathing rate increase, reduced ability to hold breath, heart rate increases.
  - Swimming failure: 5-30 minutes
  - Hypothermia: after 30 minutes

- Post rescue collapse
- Defensive Swimming
  - Rest, protect, view, plan
- Offensive Swimming
  - Aggressive, on belly, ferry angle
- Choice of technique in energy bursts to conserve energy
- Breathing in the troughs
- Foot entrapments
- Rolling eddy catching technique

## **WATERSHED EDUCATION**

This series of learning units is a set of questions and key conservation messages intended to stimulate conversation with participants. Most of this conversation will take place on the water. The questions do not need to be presented as one learning unit. The questions can be inside your bag of tricks and pulled out when an appropriate moment presents itself.

Get to know your group before asking any of the questions in the watershed education section. Adapt the questions/conversation to the needs and literacy levels of your group. Remember to draw knowledge from the participants rather than giving all the answers.

# What is a watershed?

Activity: Educational  
Time: 15 minutes or 5 minutes segments when suitable  
Materials: Maps of the Skeena watershed

---

Question: What is the name of a creek, stream or river near where you live?  
(prompt for traditional names if only English names are given)

Question: Which way does water move?

Answer: Water follows gravity and flows towards the ocean

Question: Who knows what a watershed is?

Answer: A watershed carries water "shed" from the land after rain falls and snow melts. A watershed is interconnected system that collects rain, snow melt, spring water and groundwater in the form of tributaries, streams and rivers which eventually join up in a single large river or body of water. Because everything in a watershed is interconnected, small acts in one area of a watershed can have a profound impact on the entire region that the watershed covers.

Key message: What we do on the land affects water quality for all communities living downstream. Think about the fact that every stream or bit of running water that you see eventually ends up in the Skeena River then out to the ocean.

Question: Can you think of some people who might be interested in studying watersheds?

Answer: Members of house groups - as stewards of the land they make sure the land and therefore the water is kept pristine. Why do you think the nations here have been able to keep the watersheds healthy for over 10,000 years?  
Local citizens - many people who live here now depend on the watershed for a quality of life, sometimes for their livelihood and sometimes for recreation and spiritual and emotional health.

Question: What does the watershed mean to you?? How does it help you be a healthier person?

Question: What do you think might be a threat to the health of the watershed?

Answer: Industrial development that doesn't recognize the interconnectedness of our ecosystem is a threat. People who want to make money in the short while and do not worry about future generations is a threat.  
People over consuming and not thinking about reducing waste is a threat.  
Any of us who don't take the time to protect the watershed and stewardship values is a threat.

# Territories

Activity: Educational  
Time: 20 minutes  
Materials: Map of the traditional territories

---

Lay the map out on the ground or hold it up for all to see. Invite participants to call out places, rivers, mountains or any other landmark that they recognize.

Ask the group if anyone knows what a territory is. And, invite individuals to name their territory and locate it on the map.

Ask the group to name the nation and clans and, if possible, house groups of that nation. Explain that the nation has lived on these territories for over 10,000 years.

Invite participants to share their knowledge of the nation and/or the territories. Share some of the history of First Nations in this region and in Canada and discuss the impact of this history today. There are positive and negative impacts:

Negative: Colonization (residential school, reserves, dismantling of cultural protocols and practice)

Positive: Stewardship (healthy ecosystem because of this practice) Relationship (to kin and land) Place based values (care for ecosystem, care for each other, big focus on local)

This learning unit can also be expanded to talk about governance, modern day interface with BC and Canada.

# Water health

Activity: Educational  
Time: 15 minutes  
Materials: Water bottle

---

Show the group your water bottle. Ask them where they think you filled your bottle. Ask them the different sources they can access water for:

Drinking  
Cleaning themselves  
Cleaning their house  
Cleaning a car  
Watering a garden  
Filling a paddling pool

Ask where the water they use comes from (well, town system, creek,..) Once the group has answered explain where the water we use comes from. Link this back to the watershed conversations.

Invite the group to talk about what might happen if they no longer have access to clean water? Invite them to brainstorm what factors might stop us from having clean water.

Ask the group to imagine life without water? What would happen to people, to salmon, to bears... Do they think this might ever happen in their watershed? If not, why? If yes, why?

Wrap up by asking the group when, where and how do they waste water? And when, how and where do they conserve water? Have the group identify how they can protect the health of our water and how they can be ambassadors for others to do the same.

# Living Organisms without a Backbone (Invertebrates)

Activity: Educational  
Time: 20 minutes  
Materials: kitchen sieve for each participant

---

Ask the participants what they think a living organism without a backbone might be? Then ask them what bugs they see every day? Invite them to share their thoughts and feelings on bugs? What do they do when a bug comes close to them?

Hand each participant a sieve, instruct them to scoop up some water. What is in their sieve? Have they scooped up any bugs? If so, identify the insects. If not, together, name what insects are around the river.

Explain the role of invertebrates in an ecosystem. Explain how they are the basis of the whole food chain that supports salmon and therefore bears, humans etc. Basically, insects support all other life forms.

Ask the participants why they think we forget the importance of insects? Follow up this conversation with the question, "What will happen if we have no insects?" Help the participants join the dots to the connection between insects and other life forms in our ecosystem.

Ask the participants what are threats to the safety of invertebrates (oil spill, cosmetic pesticides, dirty water)

Ask the participants what we can each do to reduce these threats (don't use pesticides, don't kill bugs, engage in conservation activism..)

Finish up by asking the participants how their perception of insects might have changed from this conversation.

# Stewardship

Activity: Applying learning  
Time: 20 minutes  
Materials: None

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This is a wrap up lesson for the watershed education unit. This conversation is part reflective and part planning. The purpose of this conversation is for participants to consider how they have changed in how they understand an ecosystem, see themselves as part of an ecosystem and are mobilized to practice stewardship in order to conserve healthy ecosystems.

Begin by reviewing some of the learning that's happened about our watershed. Invite participants to share highlights from their experience and to name one significant "aha" they've had about the watershed. Ask the participant's what surprised them most about their watershed learning and what worries them the most about threats to our watershed.

Once you have reviewed the learning that took place, ask participants to think about what they will do differently because of this new knowledge.

Ask them how they can take this learning forward in to their every day lives. Encourage them to be honest about how they can change some of their behaviours to increase sustainability and decrease consumption.

As a group brainstorm what habits are easy to change and what habits are harder to change and why that is.

Share examples from your own life to help participants see that stewardship behavior is a continuum and that we all need to work on being better stewards of our environment.

## RESILIENCY + WELL BEING

Resiliency is the ability to face and handle life's challenges. Being resilient means we bounce back from major trauma and from every day disappointments. As human beings we have an innate capacity for resilience. However, over time we learn unhelpful behavior patterns that become our norm for being.

The Women-On-Water program focuses on women's well-being and resiliency. This unit offers dialogue activities that allow women to share stories of resilience and how they have come (or are coming) to accept themselves, shed pain and live a hopeful and mindful life. The learning units are based on an ecological perspective of wellness.

These exercises are based on an adult literacy program called, Writing Out Loud. Although it's not necessary for the women to write their experiences, it is a much more powerful experience when they do.

### **Writing Out Loud (WOL)**

If the logistics of the river run allows for writing, provide each woman with her own journal. Each day facilitate a resiliency dialogue session and have the woman write their responses. Remind them the writing is theirs, no one is checking spelling, punctuation or accuracy. Once the woman have had 10 minutes to write, each person then reads their writing out loud. After all women have read out loud, facilitate a conversation from what's been shared.

If the women are interested, you can use the final day of the program for each woman to pick one of her writings for a Women-On-Water Writing Out Loud book. The stories are collected by the outdoor educator and typed up and printed. Each woman should receive a copy and the book can be distributed to an audience decided upon by the women.

**If logistics don't allow for WOL,** simply use the following learning units as a guide for dialogue.

# Empathy and Self-Empathy

Activity:	Dialogue
Time:	15 minutes
Materials:	None (if WOL journal and pen)

---

Ask the participants to describe a favourite pet. Instruct them to recall a time they were sad, angry, worried. How did their pet react? Solicit stories of how an animal has responded to human emotions. Engage a conversation about why animals respond to our emotions.

Now ask the participants to describe when they've truly understood someone whose being in pain. How were they able to understand what that person was dealing with? When have they been able to understand a perspective that is different from their own? How did they do that?

Finally, ask the participants how they manage to understand their own pain, or weakness or vulnerability. Are they able to treat themselves with the same understanding they give others? Are they able to share compassion in the way their favourite pet does? If yes, how? If not, why not?

Brainstorm ways each person can learn self-empathy.

# Sharing Kindness

Activity: Dialogue  
Time: 20 minutes  
Materials: None (if WOL journal and pen)

---

As a group identify all the kindness that has been shared on the river. Encourage each person to tick off an act of kindness on every figure so 10 acts have been named.

Instruct each person to recall an act of kindness that really sticks out for them. Ask them to describe where they were, who was present, what happened, how did they feel.. Now ask the group to recall a time they shared kindness with another – what happened and how did they feel doing this act of kindness.

Anticipate opportunities to share kindness for the whole week. Be playful, imagine what might happen, how people might feel, what power and energy it might give the group.

Wrap up by naming how the group can be kind to the natural world around them. What might an act of kindness to the watershed look like? How might kindness to the watershed, protect our ecosystem? How can kindness to the watershed empower each participant as a human being?

# Building Trust

Activity: Dialogue  
Time: 20 minutes  
Materials: None (if WOL journal and pen)

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Ask each participant to name an action they have taken on the water that they didn't expect to have done (row, scout the river, swim..) Encourage people to explain why they did what they did? What helped them do the action? What did they think after they had completed the action? What was the reaction from the other group members?

Enquire whether the group think trust had anything to do with them taking the action? If yes, how did trust help? How was trust built? Where does trust come from? If not, why not? How did they do the action without trust?

Ask the group what role trust plays in their lives? When do they hold trust? When do they not feel trust?

Wrap up by reflecting on how the trust built on the river can be applied to other areas of their lives.

# Learning Resilience

Activity: Dialogue  
Time: 20 minutes  
Materials: None (if WOL journal and pen)

---

Ask the group for their definition of resilience. Define what a resilient ecosystem looks like and what a resilient human looks like.

Explain to the group that a resilient ecosystem can withstand shocks and rebuild itself when necessary. This is true for humans, and with humans, we have the capacity to anticipate and plan for the future.

Invite the group to talk about how they see themselves as part of the natural world. What does that mean to people? How does this look? How does this affect our behavior?

Let the group know that we believe we depend on the ecological systems for our survival and that we continually impact the ecosystem in which we live from the local to global scale.

Ask the group to name behaviours that are supportive of our ecosystems and behaviours that are damaging to our ecosystems. Talk about this on multiple levels:

1. Individual – what do we do that is harmful to our ecosystem, what do we do that is beneficial?
2. Local – what structures do we have to protect our ecosystem, what structures do we have that pose threats and risks
3. Global – what are the global threats to the ecosystems resilience, what are opportunities.

Wrap up by bringing it back to the group. What can they do to ensure that our ecosystem stays resilient, considering that as humans we are part of this ecosystem?

## **REFLECTION ACTIVITIES**

Reflection allows us to assess, understand and learn through our experiences. The key to reflection is learning how to take perspective on our own actions and experience—in other words, to examine that experience rather than just living it.

While youth are experiencing outdoor adventure on local rivers we use reflective, experiential learning tools to help them think about transferring their new found confidence in to other areas of their daily lives.

# Citizen Goal Setting

Activity:	Citizen Empowerment
Time:	5 minutes
Materials:	White board, markers, laminated power poster, laminated flash cards of core competencies,

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**Note:** This is a two-part activity. The second part of this activity is described in the next lesson, Storyboard of Change.

Keep this activity fast paced so that the energy level is engaging.

Show the group the Personal Power citizen poster. Quickly explain the history of this poster. (Hazelton teenagers who were not attending school designed this poster to show what citizen competencies help them bother to get out of bed in the morning.)

Explain to the participants that this program will focus on five core competencies of citizenship and that each day we will explore one while on the river. The five core competencies explored daily on the river include:

- identity
- self awareness
- confidence
- curiosity
- spirituality

Each morning, ask participants to decide which core competency they want to focus on while on the river. This becomes the word of the day. Stick the flash card on the white board. Solicit ideas from the group of how, when and where they might build that competency. Ask the group what might help build the competency and what might hinder building the competency. Write down their ideas and suggestions.

Throughout the day observe the group in relation to the word of the day.

 The image part with relationship ID r1522 was not found in the file.

The personal poster represents a six month action research project conducted by local youth within Storytellers' Foundation.

# Storyboard of Change

Activity:	Reflection on citizen empowerment
Time:	10 minutes
Materials:	White board, markers, laminated flash card of core competency, emoticons or dude stickers

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**Note:** This is a two-part activity. The first part of this activity is described in the previous lesson, Citizen goal setting

Keep this activity fast paced so that the energy level is engaging.

Show the group the Storyboard of Change (sample on next page). Explain the purpose of the storyboard. It is to describe what happened during the day (in relation to the word of the day), process how people are feeling and apply new learning to their every day life.

Put the word of the day on the top of the Storyboard and ask the group to shout out responses to the following questions:

**Describe** what happened to help us build \_\_\_\_\_ (today's competency)

**Process** how this left you feeling? Invite people to pick a dude sticker and add it to the storyboard

How can you **apply** this new competency, in other parts of your life?

You can encourage comments by sharing your experiences during the day and sharing some of your observations from the day.

# STORYBOARD OF CHANGE



Group:

Date:

**Citizen Competency "word of the day"** \_\_\_\_\_

<b>DESCRIBE</b> a significant experience from today	<b>PROCESS</b> how this has left me feeling	<b>EXPLORE</b> my thoughts, concerns, questions, "aha" moments because of this experience

## EVALUATION

Evaluation is a process that tells us whether we are reaching goals for *doing* activities and creating *change* because of certain activities. Evaluation gives us information for decision-making. There are many types of evaluation and two that are most common.

Formative evaluation happens at the beginning, during and end of a project or program. This evaluation gives feedback loops that inform whether changes have to be made during an actual project or program.

Summative evaluation happens at the end of a project and tells us whether we realized the changes we had intended.

When these two approaches to evaluation are combined we get information that helps us improve project activities and know whether we created change or not.

YOW and WOW use a combination of formative and summative evaluation. Throughout the water programs participants engage daily in reflective processes that help them name changes to self, the group and informs project staff of needed changes to the daily program. At the beginning and end of the project, participants complete a pre-and-post survey tool that informs them and staff of changes to their understanding of a watershed. Participants also complete a program evaluation form that provides valuable feedback to help SWCC maintain the quality of programming that YOW and WOW are known for.

# Up Your Watershed Self assessment

We want to know what you think you know! You will quickly fill in this form on day one. Then we'll give you another form with the same questions on your last day. By looking at both forms we'll see how you've gained knowledge and skills. And, we'll have learned how to provide a better program.

Mark yourself on the following continuum

**NAME:**

**DATE:**

## **Self Esteem**

I don't feel good about myself

1

2

3

4

I value myself

5

## **Sense of Belonging**

I am lonely

1

2

3

4

I feel like I belong

5

## **Confident**

I am fearful

1

2

3

4

I like to try new things

5

## **Teamwork**

I work alone

1

2

3

4

I know how to be part of a team

5

## **Outdoors**

I am nervous on water

1

2

3

4

I feel safe and secure on water

5

## **Skills**

I don't have outdoor skills

1

2

3

4

I am competent outdoors

5

## **Traditional territories**

I don't know whose territory I live on

1

2

3

4

I know the territories and First Nation

5

## **Watershed**

I don't know about watersheds

1

2

3

4

I can describe a watershed

5

## **Ecosystem**

I am isolated

1

2

3

4

I see my connection to all life forms

5

# Program Evaluation

## Participant Feedback Form

**Program Dates/Location** \_\_\_\_\_

---

How did you hear about our program?

What have you liked about the program?

What would you like to see changed?

Do you see any changes in yourself from taking our program?

If yes describe what's different

If not why do you think you've not changed

What is important for us to know about your experience in our program?

Do you have any other comments or suggestions for us?

Thanks!  
Your comments will help us provide a quality program.

# Program Evaluation

## Parent/Guardian Feedback Form

**Program Dates/Location** \_\_\_\_\_

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How did you hear about our program?

What has your child told you about the program?

Do you see any changes in your child from taking our program?  
If yes describe what's different

If not why do you think they've not changed

What do you think is important for us to know about your child's experience in our program?

Do you have any other comments or suggestions for us?

Thanks!  
**Your comments will help us provide a quality program for youth.**

# Team Debrief Form

**Program Dates/Location:** \_\_\_\_\_

**Please circle**      YOW      WOW

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## **Program Implementation**

What worked?

What didn't work?

What was significant?

What were lowlights?

What were highlights?

## **Team Dynamics**

When did we work well together?      Why?

When did we struggle?      Why?

What do we need to consider for the next program?

## Resources

The following list is a suggestion of resources and reference materials that can help maintain quality, creativity and excitement within staff and the water programs.

THIS SECTION IS STILL A WORK IN PROGRESS.