
the

SEAS TOOLKIT

A resource for planning your on-the-land Indigenous youth program

Contents

ACKNOWLEDGEMENTS	2
ABOUT THIS TOOLKIT	3
<i>Introduction</i>	3
<i>Who is this toolkit for?</i>	3
<i>How should it be used?</i>	4
1. ABOUT SEAS.....	5
<i>What is a SEAS program?</i>	6
<i>What is common across SEAS programs?</i>	6
<i>Is there a SEAS model?</i>	7
2. GETTING STARTED	11
<i>Start conversations</i>	12
<i>Learn from others</i>	13
<i>Identify resources and assets</i>	13
<i>Think about funding</i>	14
3. DESIGNING YOUR PROGRAM	15
<i>Establish a program advisory committee</i>	16
<i>Clarify what your program will focus on</i>	17
<i>Identify how you will structure your program</i>	18
<i>Develop key partnerships</i>	19
<i>Define the coordinator role</i>	21
4. PLANNING YOUR PROGRAM	22
<i>Get to know your program's goals</i>	23
<i>Brainstorm some activity ideas</i>	24
<i>Choose the best activities</i>	25
<i>Map out your work plan</i>	26
<i>Build a budget</i>	27
5. IMPLEMENTING YOUR PROGRAM.....	29
<i>Organize the activities in your work plan</i>	30
<i>Plan for safety and risk management</i>	31
<i>Continue to develop partnerships and support</i>	33
6. PROGRAM REFLECTION	34
<i>Understand why it's important</i>	35
<i>Clarify your priorities</i>	36
<i>Decide what information to collect</i>	37
<i>Share your results</i>	38
<i>Evaluate your program</i>	39
TOOLS	41

Acknowledgements

Many thanks are due to Nature United's community partners in Bella Bella (Heiltsuk Nation), Klemtu (Kitasoo Xai'xais Nation) and Bella Coola (Nuxalk Nation), who have been on this journey of discovery to understand how youth can best be supported through land-based education programs, and whose practical experience with planning and delivering these programs has shaped the information and resources presented in this Toolkit. Special thanks to Johanna Gordon-Walker, the SEAS Coordinator at Bella Bella Community School, for her work helping to inform, frame and review the tools included in this toolkit.

About this Toolkit

INTRODUCTION

This Toolkit was developed by Nature United¹ and our community partners to help support and strengthen land-based education programs for Indigenous youth. It was created to provide ideas, suggestions and guidance to anyone working on developing and delivering these kinds of programs.

Over the past ten years, Nature United has supported the creation and development of three on-the-land youth programs known collectively as the SEAS (Supporting Emerging Aboriginal Stewards) Community Initiative. These programs are all located on British Columbia's west coast. As they have matured and other communities have learned of their existence, there has been growing interest in what has become known as the SEAS model. This is why we created this toolkit: to bring the ideas, approaches, and innovations from these programs together into a single resource, so that others can draw from this experience. Throughout this toolkit, you will see references to "SEAS," because the lessons and resources are drawn from existing SEAS programs. But these lessons can be applied to any form of land-based education program for Indigenous youth.

If you are wading into this space for the first time, the most important thing to remember is that there is no 'right' way to do on-the-land Indigenous youth programming. Every Nation is different, and part of what has made the existing SEAS programs so successful is that they all reflect the unique needs, values, priorities, and opportunities of the communities in which they operate. This flexibility is central to the SEAS model, and regardless of what you call your program, the key to success will be figuring out what works for your community.

This toolkit can help you get there, but keep in mind that planning and organizing a program like SEAS is not a linear process. Just as your goal should be to design a program that works for your community—whatever that may look like—you should feel free

to use this toolkit in whatever way makes sense to you. That may mean starting at the beginning and working your way through to the end, or it may mean using it to support specific aspects of program planning and implementation.

Finally, we know that toolkits can feel overwhelming, but experience has shown that all it really takes for a great program to get started is for someone to say "I want to do this" and commit to taking some first steps. If that person is you, our best advice is to start with something that feels 'doable'. This could be as simple as sitting down with a Council member or a community staff person to find out if there's an appetite for land-based youth programming, or it could mean organizing a day trip with youth to test the waters and build support. Whatever you decide to do, we suggest starting small and building momentum over time. Good luck!

WHO IS THIS TOOLKIT FOR?

This toolkit is for anyone who is interested in starting or strengthening a land-based education program for Indigenous youth. We anticipate that the toolkit's primary audience will be people who are considering starting such a program, but it is also intended to be of use to those who have existing programs and are looking to develop them further.



Anyone with passion, determination, and an aptitude for community organizing can start a SEAS or land-based education program. This includes (but is not limited to):

- *Council members*
- *Band and department staff*
- *Teachers*
- *School board members*
- *Principals and other school administrators*
- *Community/youth organizations and organizers*
- *Program coordinators*

¹ Nature United, formerly TNC Canada, is the Canadian affiliate of The Nature Conservancy, the world's largest conservation organization. Visit www.natureunited.ca for more information.



Photo: © Johanna Gordon-Walker

HOW SHOULD IT BE USED?

The toolkit is organized into six chapters, each of which answers important questions about how to design, implement, and strengthen your program over time. If you are just starting out, you can use the toolkit as a step-by-step guide to help you work through the process of setting up a new program. If you have an existing program, you can use the chapter outline below to help you navigate to the sections that are most relevant to your needs:

Chapter 1: About SEAS

This chapter provides information about what SEAS programs are and how they typically work.

Chapter 2: Getting Started

This chapter is about working through the process of deciding whether starting a program like SEAS is of interest, and if so, how to prepare for program design and development. The steps and tools described in this section will help you answer the question “Where do we start?”

Chapter 3: Designing Your Program

This chapter focuses on the early stages of program design and addresses key questions such as “How will our program be organized?”, “Who needs to be involved?”, and “What will we focus on?” The steps and tools described in this section will help you come up with a vision and goals for your program along with a plan for how to organize it.

Chapter 4: Planning Your Program

This chapter is about the day-to-day aspects of program planning. The steps and tools described in this section will help you come up with activity ideas and a work plan for program implementation.

Chapter 5: Implementing Your Program

This chapter focuses on program implementation. The steps and tools in this section provide direction on activity preparation and planning, safety and risk management, and how to continue building support for your program.

Chapter 6: Program Reflection

This chapter describes a straightforward approach to monitoring and evaluation. The steps and tools in this section will help you track, interpret and share your program’s outputs and impacts.

Throughout this toolkit, you will find **TIPS**, **TOOLS** and **CHAPTER CHECK-INS**. These features are represented by the following symbols:



TIPS offer suggestions, advice, and examples from other programs.



TOOLS include checklists, worksheets, and surveys.



CHAPTER CHECK-INS provide the highlights from each chapter.

1. About SEAS

*"It's a totally different way of learning
that really goes back to our cultural roots."*

– Stewardship Director



Photo: © Phil Charles

WHAT IS A SEAS PROGRAM?

SEAS programs are on-the-land youth programs that have a core objective of supporting Indigenous students to develop as leaders in their communities and stewards of their territories. SEAS programs work to spark and strengthen youth connections to community, culture, language, and traditional lands and waters by:

- Getting students outside, where they can connect with and learn about the natural world around them;
 - Building curiosity, knowledge and capacity through experiential and applied learning and mentorship opportunities; and
 - Providing opportunities for youth to learn about the places, values, and practices that are important to their community.
- **Connecting children and youth with their culture, community and traditional lands and waters** beyond what may already be provided through existing curriculum, community programs, or employment and training opportunities.
 - **Getting children and youth outside** and providing them with hands-on and experience-based learning opportunities.
 - **Transferring knowledge** from Elders, community members, mentors and visitors to the younger generation.
 - **Building the confidence, interests, knowledge and opportunities of children and youth** so that they increasingly see themselves as capable young people and future community leaders and territorial stewards.
 - **Being adaptive and flexible** to ensure the program fits the unique circumstances and opportunities of the community it is designed for.

Community partners design and develop SEAS programs by tailoring them to their unique contexts and priorities. This means that the programs look quite different in each community, but they all share the same foundational premise: to strengthen youth leadership by restoring cultural and land-based connections through hands-on learning and experience in the classroom and on-the-land.

WHAT IS COMMON ACROSS SEAS PROGRAMS?

Though each program is unique, what knits SEAS programs together is:

- **A long-term and consistent approach** that provides children and youth with regular programming over the school year and through the summer season, and from one year to the next.

Learn more about SEAS programs at:

- www.emergingstewards.org
- www.natureunited.ca/what-we-do/our-priorities/investing-in-people/seas--supporting-emerging-aboriginal-stewards



IS THERE A SEAS MODEL?

The SEAS program model that has emerged after ten years of program experimentation and adaptation has three core components:

- **A school program component** for elementary and high school students with a mix of classroom-based, community-based, and land-based learning activities;
- **A summer internship component** for high school students to gain skills and experience and earn summer wages; and
- **A dedicated program coordinator for the school and internship programs.** This coordination function may be split between two people or be full time or part time.

The three existing SEAS programs are all organized around these three core elements. However, the way that these components are delivered, the activities that are focused on, and the involvement of each community looks different from one place to the next. These differences reflect how the programs have evolved and are continuing to innovate in different ways to reflect the needs and opportunities of each unique place.

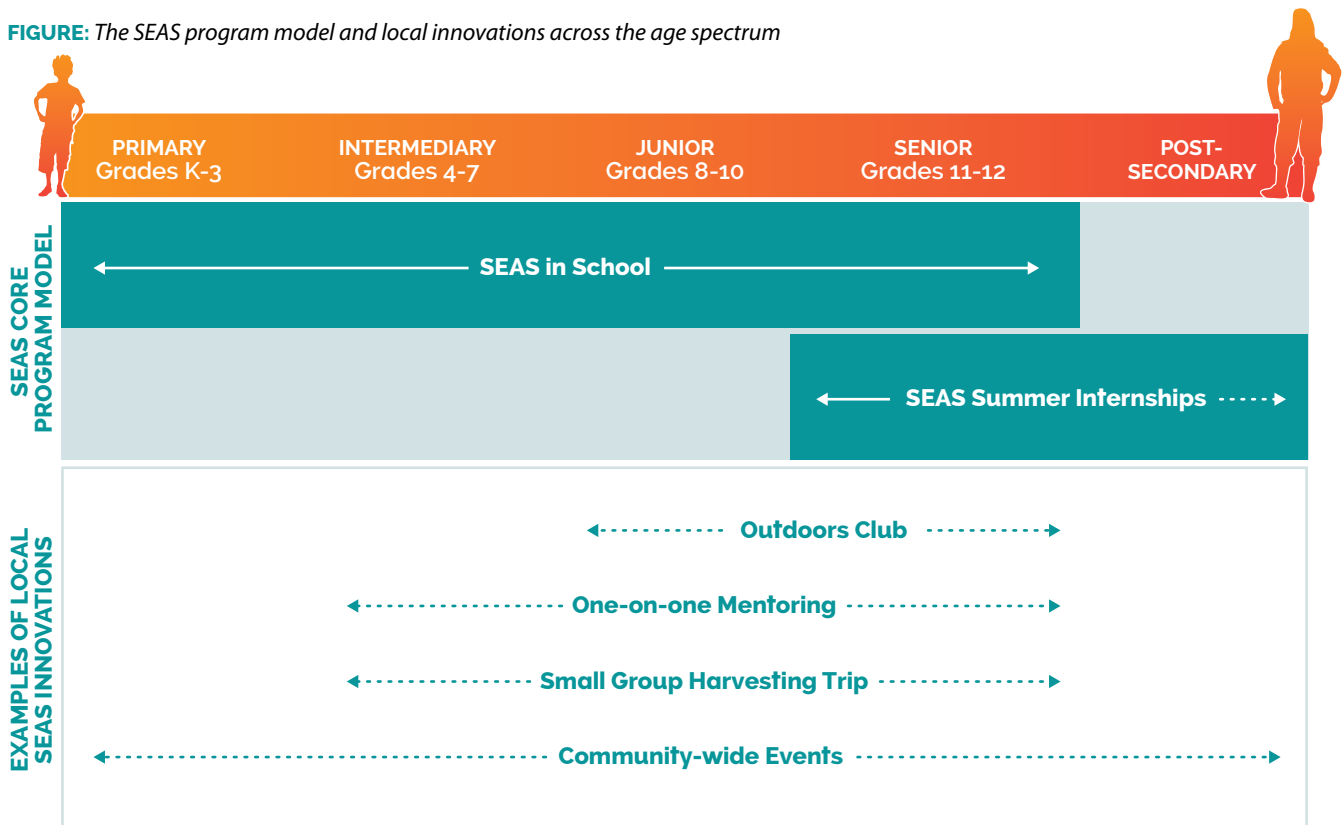
No one approach will fit all contexts or communities, but when deciding whether and how to develop your own program, it can be helpful to learn about what others are doing and how they've envisioned, structured and innovated their programs.

How does the SEAS school program component typically work?

SEAS school programs are typically planned and facilitated by a dedicated SEAS coordinator. SEAS school coordinators are either hired by the school directly or by another community-based organization (i.e. integrated stewardship office) to organize SEAS programming in the school environment from September to June. The coordinator typically works directly with school administrators, teachers, and community volunteers to design and deliver:

- Classroom-based learning activities that focus on local ecology, stewardship, traditional knowledge, cultural practices, history, and/or language;
- Outdoor field trips and hands-on activities that connect students directly with harvesting cycles and seasonal events, habitat research and

FIGURE: The SEAS program model and local innovations across the age spectrum




monitoring, and/or the cultural places and natural ecosystems around them;

- Interactive technology and activities that bring the natural and cultural worlds to life in the classroom; and
- Mentorship and learning opportunities that link students with Elders, community knowledge holders, researchers, and professionals from a variety of fields (e.g., ecology, biology, archaeology, anthropology, resource management).

SEAS school coordinators generally plan and organize a mix of both **classroom-based** and **outdoor** learning activities. SEAS classroom activities often highlight the natural ecology and cultural importance of traditional lands and waters and bring Elders and other knowledge holders and guests into the classroom to share their stories, experiences and expertise with students. Outdoor activities may be led by the coordinator together with teachers, Elders, community members, and other mentors. These activities typically focus on creating hands-on opportunities for students to learn about and directly experience the lands, waters, ecosystems, harvesting, and cultural practices of their communities and homelands. Out-trips include both half- or full-day trips to nearby locations and multi-day trips to destinations further afield. Programs in every community will be different – informed by the opportunities to access the surrounding environment, seasonal considerations, and logistical issues like transportation and number of students.

How does the SEAS summer internship typically work?

When school is not in session, SEAS internships provide older youth the chance to develop new skills and gain hands-on experience while working directly with local stewardship organizations and other community partners. SEAS internships are typically run as paid six- to eight-week summer internships organized and delivered by a SEAS internship coordinator in each community. They offer a complementary experience to the SEAS school program by providing a highly immersive educational experience for a small group of students every summer.

In one community, SEAS school programming is primarily delivered to younger students in partnership with teachers during class time, and to high school students through an after-school outdoors club. In another, school administrators have created a specific timetable block dedicated to SEAS for all grade levels, meaning that the SEAS coordinator teaches a SEAS class in much the same way that a language arts teacher teaches a language arts class.

Other school program innovations that SEAS coordinators have implemented over the years include adding elements like one-on-one student mentoring with community members and visitors; community-wide events; and harvesting or research trips for smaller groups.

The SEAS summer internships typically target youth who will be returning to high school in the fall (i.e., grades 9-12); however, in some cases, older youth are also invited to apply. Each community manages their own selection process, and interns are chosen based on community-specific criteria. Generally speaking, between four and six interns are hired in each community every summer.



SEAS internships are typically organized so as to provide opportunities for the interns to receive focused cultural education and/or technical training while working alongside land and resource managers, guides, Elders, local knowledge holders, and other mentors. During their internships, SEAS interns may conduct scientific research, work with local technicians, work with local ecotourism businesses, receive wilderness or survival training, work with young people, or spend extended periods visiting and learning about places of long-standing importance to their communities. Again, each internship program is structured differently and built on the unique priorities, opportunities and partnerships that exist in each community, or may be customized to the strengths or interests of the interns.

What makes SEAS programs so special?

SEAS programs are designed to inspire and prepare the next generation of Indigenous youth. In 2017, a comprehensive evaluation of the three existing programs was conducted to find out what impact these programs are having. The evaluation confirmed that the programs are having a tremendous positive impact on both individual students and their communities as a whole. Here's some of what we heard from educators, program coordinators, and community leaders from that evaluation:

Self-confidence

"SEAS gives the students a sense of identity; there is a difference between the students who do go out [on the land] and those who don't."

- Educator

"I think SEAS has made a huge difference. They know who they are, they are strong in their culture, strong in their [First Nation] identity."

- Educator

Connection to culture and territory

"That's what they gain from being part of the program—that being out on the land isn't just an opportunity to catch a fish or pull cedar bark, but to share all of the teachings that are around that activity, some of which have very little to do with catching a fish or pulling cedar bark, but are very values based and really deepen their sense of connection to the place they're in or the resource they're interacting with."

- Program coordinator

You can download the full evaluation report using the following link:

- <https://www.indigenousguardianstoolkit.ca/community-resource/taking-care-what-you-know-evaluation-seas-community-initiative>

"Having that first-hand experience, walking it, seeing those areas—it brings a lot of value. I think it instills a sense of ownership for these youth. So one day, when they're at these [negotiating] tables, they'll know exactly what's there and what decisions they're making."

- Community leader

Social and communication skills

"Now our kids will get up in front of a crowd at the potlatch and speak into a microphone. Now 80% of the students will do it. And that's through SEAS—they get that strength and confidence."

- Community leader

"They learn to help each other and share. They encourage each other, and cheer each other on, watching over each other."

- Educator

Health and wellness

"SEAS absolutely helps with mental health and addictions. Students have a better sense of their mental health through their connection to the outdoors."

- Educator

"There is definitely a strong sense of community when it comes to SEAS, and feeling that they're connected to culture and a sense of belonging to the community in terms of their mental health. I think there's a major connection there and I've seen that happen."

- Educator



Photo: © Johanna Gordon-Walker

Interest in learning

"They have a lot of enthusiasm for the SEAS class. The hands on cultural aspect of the class engages them in a way that they're not otherwise engaged. Most of them are super, super proud of their cultural identity, it's become natural. And that translates into their enthusiasm for being at school."

- Educator

"For those who aren't strong academically, participation rates go up, confidence goes up and that usually translates into improved marks after a while of going out on these excursions."

- Educator

Readiness to pursue new opportunities (education, training, employment)

"We've had a few of the first SEAS students pursuing university, going to [study] archeology, things like that. A lot of it has to do with the exposure. We have a huge research focus in our [stewardship] office—ethnobotanists and archeologists will come in and give that one spark to the kids."

"If you look at our SEAS participants, they have four times the university graduation rate of a kid who doesn't participate in SEAS in this community."

- Program coordinator

Community involvement

"Not only are [SEAS youth] out teaching other kids, they're teaching their families. They're going out and their grandmothers and grandfathers are blown away that they're bringing them home medicine that they used to gather as a kid. Their parents are like, 'What? Where did you get that? What's that for?' So the impact on our community and the return support—it creates this cycle."

- Program coordinator

"The program helps bring the community together."

- Community leader

CHAPTER CHECK-IN



By the end of this chapter, you should have:

- ✓ *Become familiar with the SEAS program model*
- ✓ *Understood that SEAS programs are designed to be flexible and adaptable to fit the local context*
- ✓ *Understood more about the range of impacts and benefits that students and communities experience from SEAS programs*

2. Getting started

“It’s this kickstart. The SEAS program alone did not turn her into a biology student. But if she hadn’t done that internship she probably wouldn’t be a biology student.”

– SEAS Internship Coordinator

The steps and tools in this chapter will help you work through the process of deciding if SEAS (or similar on-the-land youth education) program is of interest to your community. There are 2 supporting tools:

- **Tool 2A:** Resources and Assets Worksheet
- **Tool 2B:** Funding Tracker



START CONVERSATIONS

Starting a SEAS program or something similar is not something that one person can do alone. This means that if you're interested in getting a land-based youth program off the ground, then the first step is to have some preliminary conversations with others about whether it could be a good fit for your community, and if there's enough interest to pursue the idea further.

The best way to do this is to talk the idea over with people who might make good **program champions**—in other words, people who you think will be excited about developing an on-the-land program, and who may be willing and/or well-positioned to help shape and support this idea as things evolve. Some questions to explore as you start having these conversations include:

- *Is there a clear need for this type of program?*
- *What kinds of issues could it help address?*
- *Does the SEAS model feel like a good fit, or do we need something different?*
- *Who else needs to be involved to move this idea forward?*

It's a good idea to come into these conversations prepared to provide some information about what SEAS programs are and why it may be worthwhile to set up something similar in your own community. Here are some resources you can use to support these early conversations:

As you talk to different people, you'll start to come up with ideas about how best to focus your program, how it may fit with other initiatives, how it can build on past efforts, and, practically, what people and organizations you can work with to envision, plan and deliver it. Keep track of any ideas that emerge. Later, you'll be able to draw on these ideas as you start pulling together a concept of what your program could look like.

- **Chapter 1: About SEAS (this toolkit).** Chapter 1 has lots of information about what SEAS programs are, how they work, and why they're worth pursuing.
- **The SEAS website².** Here you'll find more information about SEAS, including a link to a video about programs and contact info for current program coordinators.
- **The 2017 SEAS evaluation report: *Taking Care of What You Know: An Evaluation of the SEAS Community Initiative*³.** This report is full of graphics, photos and quotes that tell the story of how SEAS is benefitting youth and partner communities.



FIGURE: Champions help build excitement and support for your SEAS program.

² www.emergingstewards.org

³ <https://www.indigenousguardianstoolkit.ca/community-resource/taking-care-what-you-know-evaluation-seas-community-initiative>



LEARN FROM OTHERS

Many communities start this journey by reaching out to other communities who have already implemented SEAS or similar programs. Getting first hand insight and reflections from those who are currently delivering these kinds of programs can quickly orient you to how a program works and what the challenges and opportunities are.

Exploratory calls may lead to an invitation to visit other communities and see their programs in action. If you have this opportunity, organize a small group of program champions to go and learn from the coordinators of these established programs. This could be the inspiration and spark you need to carry your initiative and group forward and give you the confidence to overcome the hurdles and questions that can often make getting started the toughest step to take.

Nature United can help make introductions if you're interested in learning more about a SEAS program supported by our organization. Contact questions@natureunited.ca.

IDENTIFY RESOURCES AND ASSETS

Once you've determined that there's enough interest in on-the-land youth programming to pursue the idea further, the next step is to think through what a program might actually look like in your community and what supports you might need to get it started.

Although the SEAS program has two common components (school program and summer internship), your program should be based on your community's needs. You can build slowly and focus on what will work for the youth in your community, and what you can do with the resources you have.

With this in mind, it is very likely that you have much of what you need already in place, and getting a better sense of what your local resources and assets are will help you come up with a program concept that really works. Start by making a comprehensive list of potential supports. This list should include any people, departments, programs, community organizations, companies, non-profits, and so on that might be interested in supporting your program, and that may have resources to support implementation. This could include financial, human, administrative, or in-kind resources such as facilities, vehicles and equipment.

Use Tool 2A, the **Resources and Assets Worksheet**, to help you create this list. File this list somewhere you can easily find it as you will need it when you go to design and plan your program ([Chapter 3](#) and [Chapter 4](#)).



THINK ABOUT FUNDING

As you are deciding whether an on-the-land youth program is right for your community, a question that is likely to come up early on is, “How will we fund it?” The core costs of a program like SEAS typically include: the cost of hiring a coordinator for the school and/or internship program; travel and transportation costs for out-trips; gear and equipment; student summer wages; learning materials, honoraria, etc.

Funding for on-the-land Indigenous education programs may come from any number of sources, and the funding you can find and/or attract will depend on many different factors, including how you describe and focus your program, where you are situated, and how youth education and programming is currently supported in your community.

Because land-based youth programming covers such a range of benefits and outcomes, there are many different funders that may be interested. Potential funding sources include own source revenue (i.e., funding from your community’s revenue streams or operating budgets), federal/provincial sources, and private or philanthropic funders (e.g., non-profit organizations) with mandates or interest in:

- Children and youth
- Education
- Outdoor education
- Language and culture
- Conservation and environmental stewardship
- Health and wellness
- Employment and training
- Leadership
- Reconciliation

It is never too early to begin thinking about how your program might be resourced and funded, as it often takes time to cultivate potential supporters and funders, and you may also find that you have to wait for funding application cycles to come around. Start by reaching out to potential program partners and funders early on as you develop your program ideas. These conversations can help you get your program on their radar, and determine if they might be a likely supporter. They can also help you to shape or craft language to describe your program in a way that aligns with their priorities, or they may be able to direct you to other funding sources that might be a better fit.

Identifying and keeping track of all the different potential funders and grant application timelines is no small task. Use the **Funding Tracker** (Tool 2B) to maintain a record of potential funders, grants, upcoming deadlines, etc.



CHAPTER CHECK-IN

By the end of this chapter, you should have:

- ✓ *Broadly identified the need for a program – key issues it can address – and put this down on paper*
- ✓ *Identified a “hot list” of people and organizations to talk to about the program to get their ideas, feedback, and informal support*
- ✓ *Had some preliminary conversations about the program with potential partners and champions*
- ✓ *Looked at what other communities are doing with similar programs and reached out for information*
- ✓ *Identified and listed possible resources and assets that you already have in your community to support the program*
- ✓ *Listed all the possible sources of funding support from within the community and in the public, private and philanthropic/charitable sectors*
- ✓ *Reached out to make inquiries and have preliminary conversations with key funders*

3. Designing your program

“SEAS programming connects the community through the involvement of various local people and entities that contribute to the wider learning of the entire school community. Students see people they already know in a new light as these valuable community resources accompany excursions and come into classrooms.”

– Educator

Once your community has decided to pursue setting up a SEAS program, the next step is to figure out what your program will focus on and how it will be operationalized. In other words, it’s time to design your program.

The steps in this chapter will help you decide on a structure for your program and select a set of focus areas or goals. There are 4 supporting tools:

- **Tool 3A:** Meeting Organization Checklist
- **Tool 3B:** Issues and Goals Worksheet
- **Tool 3C:** School Program Coordinator Job Description Template
- **Tool 3D:** Internship Coordinator Job Description Template

ESTABLISH A PROGRAM ADVISORY COMMITTEE

Program design is all about answering the big questions. Examples include:

- *What will the program focus on?*
- *Who will organize and administer the program?*
- *Who will be in charge of securing funding and developing key partnerships?*
- *Who will hire a program coordinator to run the program on a day-to-day basis?*
- *What skills will the coordinator position require?*

While it's possible that the responsibility for making these decisions will all fall on one person, it can be helpful to set up a program advisory committee to support the coordinator. This committee should include people who have a role to play in either program vision, design, implementation or ongoing management, and who are committed to meeting regularly (e.g., once a month, once a term, twice a year, etc.) to guide program planning, review, and on-going decision making.

If setting up a program advisory committee makes sense for your community, start by organizing a program planning meeting with a small group of people who have already shown an interest in your program's potential and who will be important to have on board to help get it off the ground. If you followed the steps outlined in [Chapter 2](#), you should



Photo: © Jason Houston

If you completed the Resources and Assets Worksheet (Tool 2B), you will already have created a list of program champions. Refer back to it now as you think through who to bring together to design your SEAS program.

already know who these people are—they are your **program champions**. You can use this first meeting to make some key decisions about the program, such as what it will focus on and how it will be organized and structured for delivery.

If you're not sure how to go about organizing a meeting like this, use the **Meeting Organization Checklist** (Tool 3A) to help you work out the logistics.

TOOL 3A:
Meeting
Organization
Checklist

Here are some additional tips for planning and organizing a meeting:

- *If there are key people who need to be at the meeting, check with them about their availability before picking a date or sending out invitations.*
- *Be sure to mention the purpose of the meeting in your invitation so that your invitees know what it's about.*
- *Tailor your invitations to the individual. For example, some people don't use email that frequently. It may be best to call them up on the phone or visit them in person.*
- *Help people participate by offering rides, childcare, food, etc.*
- *Remember two critical follow-up details: (1) provide a summary of people's feedback and any other outcomes from the meeting, and, (2) say thank you to everyone who helped and who participated.*
- *Don't forget to follow up with invitees a couple of days before your meeting to confirm their attendance.*



Photo: © Jason Houston

CLARIFY WHAT YOUR PROGRAM WILL FOCUS ON

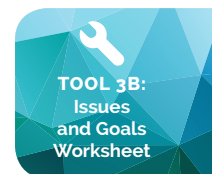
Deciding what your program will focus on is an essential part of program design. By coming up with a set of focus areas or goals for your program, you can begin to clarify what it is that you're hoping to achieve by having a SEAS program. You can then use this information to help you design a program that is specifically set up to make a difference in these areas. You can also monitor your program's effectiveness by checking in with students, teachers, and community partners periodically to see if you are making progress on your goals.

If you're working through this step with your program advisory committee, start by tackling the following questions together as a group:

- *Why does your community need a land-based youth program?*
- *What are the key issues in your community that you think this program could help to address?*
- *What changes do you want to see in the community from having a land-based youth program?*
- *What are some of the things that you are hoping a program will have a positive impact on?*
- *What are the most important issues to focus on first? In other words, what are your community's priorities?*

Use the **Issues and Goals Worksheet** (Tool 3B) to support this conversation. Part A will help you identify a set of key priority issues for your SEAS program to focus on, while Part B will help you turn the issues from Part A into a series of goals or focus areas that you can build your program around.

By the end of this step, you should have a set of goals that describe the areas/issues that your program will focus on. Be sure to write these goals down and file them or post them someplace where they will be easy to access and reference later on.



You'll need your goals for program planning, so hang on to them! Keep them someplace safe or post them on the wall or on a bulletin board for inspiration.

IDENTIFY HOW YOU WILL STRUCTURE YOUR PROGRAM

Once you know why you're establishing a SEAS program and what it will focus on, the next step is to start figuring out how your program will be set up, where it will "live" organizationally, and how you will structure and deliver it.

If you read [Chapter 1](#), then you know that the SEAS program model often has two core components: a school program component and a summer internship component. So, one of your tasks at this stage is to decide if your program will follow this same model, or if your community needs something different (e.g., just a school program, just an internship program, or something entirely new). If you decide to follow the SEAS model, then you may also need to figure out which program component to implement first.

Keep in mind that your decision about how to proceed at this stage will likely be guided by a combination of factors that balance your program goals and priorities with the opportunities you can capitalize on now and your ability to secure support for the program from individuals, delivery partners, and program funders.

Here are some examples of what this could look like:

- You've spoken to people at the school, but they haven't shown any interest so far. On the other hand, the director of your community's stewardship department loved the idea of supporting a summer internship program.
✓ *You start with an internship program*
- You've already confirmed school funding and/or support for a school program. You don't yet know where you will get funding for a summer internship program.
✓ *You start with a school program*
- You think you've identified funding for both a school program component and a summer internship component, but it's May and the school year is almost over.
✓ *You start with an internship program and use the summer to design and plan a school-year program*

- Community leaders (e.g., Chief and Council) have indicated that they are really interested in the school program component and have asked you to focus on moving this forward first.
✓ *You start with a school program, focusing your efforts on bringing school and other partners together*

Your program's goals may also influence what structure you land on and where you decide to begin. For example, if one of your goals is to inspire and support older youth to pursue post-secondary education or training, then a SEAS internship program may be where you decide to focus your resources. Alternatively, if your goal is to build student connections to culture and territory, and you want to be sure that your program has an impact on as many kids as possible, then you may decide to start with a school program instead. The trick is to figure out what your community's priorities are, what your immediate opportunities are (i.e., what resources are available), and what will work best based on these factors.

Choosing how your program is set up and structured is another decision that is probably best made by a group. Take some time to talk about it during your first planning meeting, or, organize a second meeting specifically for this purpose. If neither of these options are feasible, at least be sure to connect with any key partners who will be directly involved in program delivery so that you can make sure they're on board.

By the end of this step, you should know whether your program will have both a school component and a summer internship component (or take another approach entirely), and you should also know which of these components you'll be working on first.



Photo: © Phil Charles

DEVELOP KEY PARTNERSHIPS

If you've been following the steps in this Toolkit, you should by now have a pretty good sense of who your program's key delivery partners are. The next step is to formalize or firm up some of these relationships so that you can get the ball rolling on program implementation.

Begin by connecting with key program delivery partners, either through your program advisory committee or one-on-one. At this stage, your focus should be on working with these individuals and organizations to more clearly establish what their role will be. For example, if you're starting a SEAS school program, now would be the time to confirm that the school you're planning to work with is committed to being involved and willing to support your program's development within the school environment. You may also want to figure out some of the more practical aspects of program delivery, such as who will be responsible for securing and managing the program's budget and overseeing the work of the SEAS coordinator and finding ways to integrate the program into the curriculum and classroom plans.

Relationships with funding partners should also be confirmed at this stage. If you've already connected with some interested prospective funders, the next step is to work out an agreement, which will provide clarity on the dollar amount, when you will receive it, and any associated conditions, such as reporting requirements. If you have not yet figured out where your funding will come from, go back to [Chapter 2](#) for information about how to get started.



It's a good idea to invite anyone who will be critical to program delivery to sit on your program advisory committee so they can play a direct role in program planning and management. This is a great way to ensure that they are involved in decision making early on, which can help to strengthen their support for your program.



Keep in mind that though this Toolkit describes a step-by-step program planning process, developing key partnerships is something that will happen throughout your program's life cycle. As your program matures, you will develop new partnerships, and while some of your original partners will likely be with you for the long haul, some may become less involved over time. This may mean that your advisory committee's membership will also change over time.

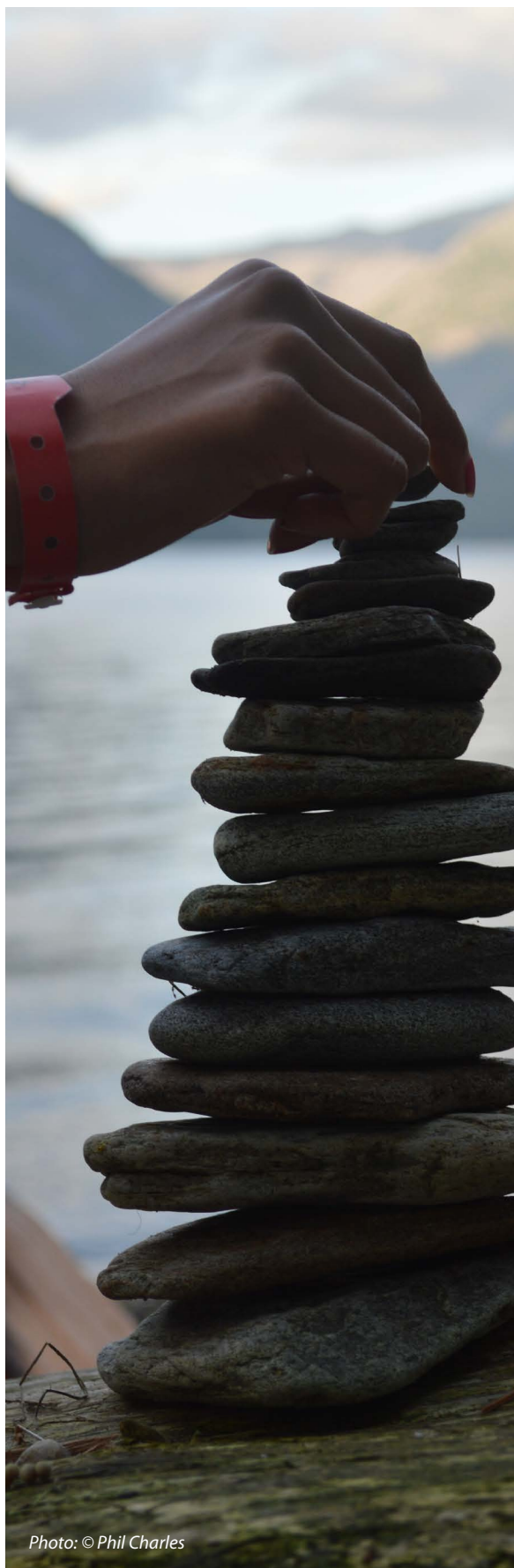


Photo: © Phil Charles

SEAS programs typically involve two types of partnerships: community partnerships, and partnerships with people and organizations from *outside* the community.

Community partners are people and organizations who either play a role in delivering SEAS programming or contribute resources to support SEAS programming (or both). Examples of common community partnerships include:

- *Partnerships between SEAS programs and community schools (school boards, administrative staff and teachers);*
- *Partnerships between SEAS programs and staff from community stewardship or resource management offices and aligned Band departments with health, youth, social, or economic mandates;*
- *Partnerships between SEAS programs and community-based organizations, such as youth organizations; and*
- *Partnerships between SEAS programs and local businesses.*

While SEAS programs may receive funding from local organizations or through own-source revenues (i.e., Band revenues), community partners may also support SEAS programming by helping to administer the program, or by providing people, transportation, and other resources to support SEAS activities. For example, to be successful, SEAS school programs need the support of school administrators and others involved in making decisions about what happens in the school. Similarly, SEAS summer internships often rely on the involvement of community staff and organizations to provide work experience opportunities for youth.

Partners from outside the community may contribute financial resources (i.e., program funding), but some also support SEAS training and education activities as well. Examples include:

- *Partnerships between SEAS programs and non-profit organizations and foundations;*
- *Partnerships between SEAS programs and government agencies; and*
- *Partnerships between SEAS programs and local businesses from outside the community.*



DEFINE THE COORDINATOR ROLE

The final step in program design is to define the SEAS coordinator role and hire a coordinator.

Without a doubt, the SEAS coordinator position is essential to program success. Without the dedicated focus and attention of a program coordinator, it can be difficult to design, plan, and deliver a meaningful and resilient program that can respond to opportunities, challenges, and changing community needs and priorities.

The SEAS coordinator is the person who will handle most of the day-to-day aspects of program implementation, such as coming up with ideas, planning and organizing activities, and working with youth. Typically, communities have different coordinators for their school and internship program components, but you will know what will work best in your context.

To define the coordinator role, you'll need to know which program component they'll be focusing on (i.e., the school component, the summer internship component, or something different) so that you can develop an appropriate job description. You may also want to develop some criteria to clarify what you're looking for and describe the personality characteristics, background, skill set, or experience that you'd like your program coordinator to have.

TOOL 3C:
School
Program
Coordinator
Job
Description
Template

TOOL 3D:
Internship
Coordinator
Job
Description
Template

Use Tool 3C, the **School Program Coordinator Job Description Template**, or Tool 3D, the **Internship Coordinator Job Description Template** to help you develop job descriptions that you can use to find the right candidate.

If you already have a candidate in mind, a job description is still very helpful for communicating responsibilities and expectations for the position.



CHAPTER CHECK-IN

By the end of this chapter, you should have:

- ✓ *Organized a planning meeting with key program champions and delivery partners*
- ✓ *Decided what the program will focus on (i.e., the program's focus areas or goals)*
- ✓ *Figured out how your program will be set up and structured*
- ✓ *Decided where to start (i.e., school program, summer internship, other)*
- ✓ *Established key partnerships and figured out different roles and responsibilities (e.g., who will organize and administer the program, who will be in charge of securing funding, who will hire a program coordinator)*
- ✓ *Secured funding*
- ✓ *Hired a program coordinator who will run the program on a day-to-day basis*

4. Planning your program

“It’s all about mixing [Indigenous and Western] knowledge, it’s all about creating the right environment that will inspire and motivate, and create some intimacy with our environment, some desire to steward and care for it, some connection and compassion about where we live and why we live there, and you know, what our responsibilities are—this whole reciprocity thing—all that folds into it.”

– SEAS Internship Coordinator

When you’re moving from program design to program delivery, creating a work plan is probably the single most important thing you can do to get and stay organized. Some of the benefits of having a work plan include:

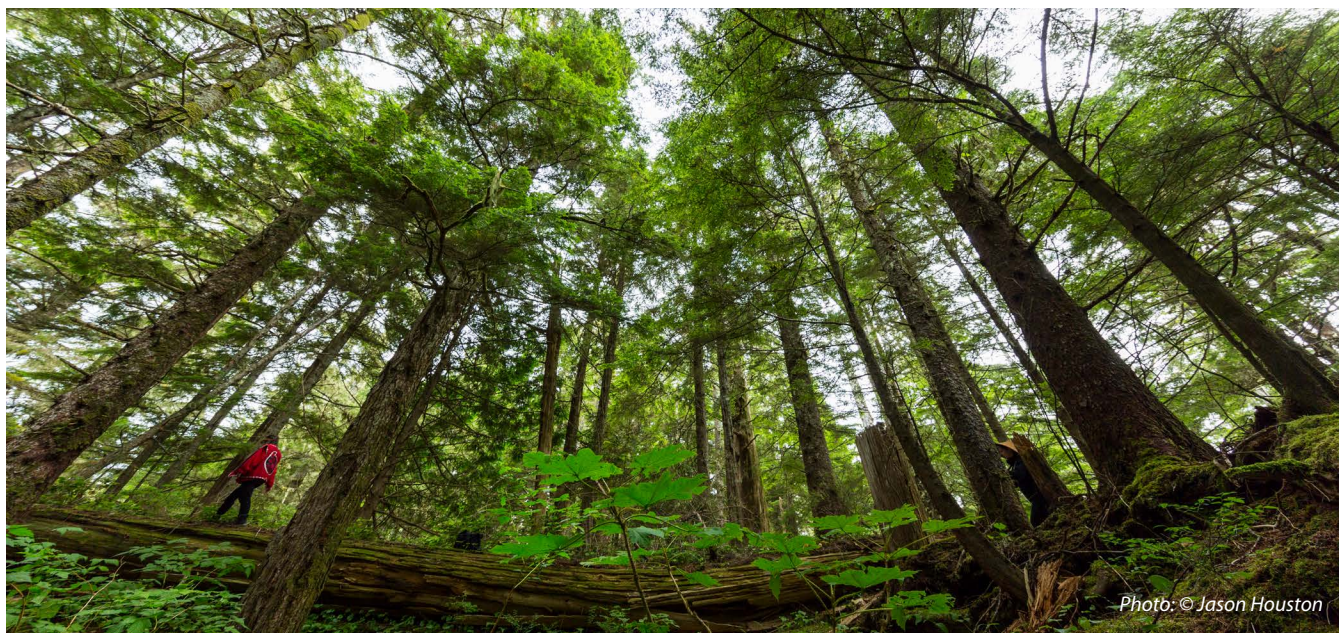
- Having a plan that you can share with others, which can help you get more people interested and involved;
- Being better prepared to take advantage of opportunities as they arise;
- Knowing what’s coming up next so that you can prepare for activities in advance;
- Knowing you haven’t missed anything and feeling confident (and organized) going into each week; and
- Making program decisions and managing time and budgets.

The steps in this chapter will help you create a work plan for your SEAS program. There are 6 supporting tools:

- **Tool 4A:** Activity Brainstorming Worksheet
- **Tool 4B:** Activity Inspiration List
- **Tool 4C:** Activity Prioritization Worksheet
- **Tool 4D:** Internship Program Work Plan Template
- **Tool 4E:** School Program Work Plan Template
- **Tool 4F:** Program Budgeting Template



A work plan is a plan of action that outlines what you’re going to do and when you’re going to do it. It is a tool that you can use to help you stay on task as you develop and implement your SEAS program.



GET TO KNOW YOUR PROGRAM'S GOALS

If you are the person delivering SEAS programming on a day-to-day basis, then it's your job to design a program that supports your community's vision for SEAS. This means that when you're coming up with ideas for your program, you should be thinking about what your community is hoping to achieve with a SEAS program. Some questions to ask at this stage include:

- *What are some of the key areas (e.g., health, culture, connection, skills) that your community is trying to make a difference in with a SEAS program?*
- *What activities can you organize that will help make a difference in these key areas?*

A great place to begin is with your community's goals for the program. If your community has been following the planning process described in this Toolkit, then goals were likely identified during the program design phase described in [Chapter 3](#). Talk to people who were involved in that process, dig up

any notes or documentation of the issues and goals that were discussed, and then reference these as you start to plan.

If your community has yet to do any goal setting for your program, this task may fall on you. Start by talking to people who are (or will be) involved in the program in a planning, management or delivery capacity. They can help you understand what your community is looking for in an on-the-land youth education program. You can also go back to [Chapter 3](#) for more information about setting goals for your program.

Your program's goals will set the tone for your program and help you to do more focused thinking about activities that can support progress in specific areas. Without these pieces in place, you may find it difficult to organize and implement an effective program.



Keep in mind that goals change over time! If your program has been running for more than a year or two, you may want to revisit your program's goals to see if they need any work.



Use Tool 3A, the **Issues and Goals Worksheet**, if you're looking for a quick and effective way to come up with some goals/focus areas for your SEAS program.




Photo: © Jason Houston

BRAINSTORM SOME ACTIVITY IDEAS

Once you have a good understanding of your community's goals for your program, the next step is to come up with some activity ideas that will help you make progress in these key areas. There are lots of things to consider as you start to sketch out some possible ideas. For example, you'll need to think about:


- What you're hoping to achieve (i.e., what outcomes you want to see);
- What youth will find fun and interesting; and
- What's doable within the constraints you're working with (e.g., curriculum, logistics, time, budget).

If you're not sure where to start, use the **Activity Brainstorming Worksheet** (Tool 4A) to help you get going. We've also created a list of activity ideas from other programs that you can use for inspiration as you begin to plan out your program (Tool 4B, the **Activity Inspiration List**). Keep in mind that you can adapt the ideas in the **Activity Inspiration List** to suit your community's own unique context.




Coming up with activity ideas for your program shouldn't be a solo exercise. Talking to people with different backgrounds and areas of expertise can help you to identify opportunities or ideas that you might otherwise not have known about or thought of.

Finally, be creative! Use your imagination when you're coming up with activity ideas, and if you have an idea that you're not sure about, talk to someone who can help you think it through. You may even find that the people you talk to will be interested in your ideas and excited to help you turn them into reality.



If you're just getting started, start small! Come up with a few ideas, try them out, and go from there. You don't have to build a comprehensive program all at once.



Sometimes, the best ideas are the ones that your delivery partners are excited about. For example, if you are planning out school program activities, try collaborating with the teachers you'll be working with to come up with activity ideas that will support and complement the learning that students will be doing in the classroom. This will help you design relevant activities that teachers see value in, which will strengthen your program.

Alternatively, if you *are* a teacher, and you're trying to come up with ideas about how to integrate on-the-land programming with your curriculum, try connecting with some community knowledge holders to brainstorm some ideas.

CHOOSE THE BEST ACTIVITIES

After you've had a chance to brainstorm some activity ideas, the next step is to decide which of these activities you want to be sure to include in your program. Remember, you can't always do everything!

If you used the **Activity Brainstorming Worksheet** (Tool 4A) to come up with a list of activity ideas for each program goal, you should start by combining these lists into one big master list. This will allow you to see all of your activity ideas together on one page.

TOOL 4C: Activity Prioritization Worksheet

Next, take some time to do some thinking about which activities are likely to contribute *most* to your program's vision and goals. Use the **Activity Prioritization Worksheet** (Tool 4C) to help you evaluate your ideas and create a short list of your

best activity ideas. These are the activities that you will build your work plan around.



Photo: © Johanna Gordon-Walker

When you're planning your program, try to think of ways to take advantage of seasonal and natural cycles, community events, and the availability of local knowledge holders and organizations. This way, you can make the best possible use of the time and funds you have available, build a program responsive to local learning opportunities, and get community members involved in your program!

Don't expect to make all of the decisions about what to include in your program at once. Some activities are straightforward, while some require more discussion and refinement. Go at your own pace and be sure to work through your ideas in whatever way makes the most sense to you.



Photo: ©



Photo: © Johanna Gordon-Walker

MAP OUT YOUR WORK PLAN

Designing a work plan can be complicated, especially if you're planning a program component that takes place over a long period of time (e.g., a ten-month school program). To simplify the process, it can be useful to create an outline for your work plan that breaks your program's timeline down into smaller, more manageable time units, such as weeks or months. This can help make the task of creating a work plan feel a bit more manageable.

This Toolkit includes three work plan templates designed to help you create a work plan for your program. Tool 4D, the **Internship Work Plan Template**, is for SEAS internship program planning. It is organized by week, since most SEAS internship programs typically last around 6-8 weeks.

TOOL 4D:
Internship
Work Plan
Template

Tool 4E, the **School Program Work Plan Template**, is for school program planning. Tool 4E helps you roughly sketch out your program's learning focus for each month of the school year, with the idea being that it can be helpful to first create an outline for your program before doing a deeper dive into day-to-day specifics. Then, it provides a template that you can use to create more detailed monthly work plans.

As you figure out which activities need to happen when, you can start to fill in your work plan. Begin by scheduling activities that have the least flexible timing, and then build the rest of your work plan around these activities.

TOOL 4E:
School
Program Work
Plan Template



Your work plan should include enough information so that you know at a glance what you're doing each day. This will help you plan your activities out ahead of time so that you're prepared on the day of.



BUILD A BUDGET

Creating a work plan is an iterative process that requires consideration of both program goals (what you're trying to achieve) and feasibility (how you're going to do it). You've already tackled some of the key questions related to feasibility such as who you will partner with to deliver the program and who will coordinate the program ([Chapter 3](#)). The next piece to understand is how the program will pay for itself.

Generally, SEAS programs have fairly predictable budget categories. Within these categories each community and program will have different needs and expenses. For the purposes of planning, key expense categories typically include:

- **Program coordination:** the cost of hiring a school program coordinator (10 months) and/or a summer internship coordinator (2 months).
- **Travel and transportation costs:** costs in this category may include such things as bus charters, boat charters, boat rentals, fuel, related insurance, etc. Other travel-related costs may include food and supplies for out-trips.
- **Equipment and gear:** basic equipment and supplies to ensure student safety such as first aid kits, life jackets, rain gear, radios, etc. You may also need to plan on storage costs if your program has a lot of gear and equipment.
- **Honoraria:** honoraria may be helpful to plan in so that you can offer support to Elders and other community members who donate their time to support student learning and out-trips.

When you're mapping out your work plan, start by first figuring out which of your activities are dependent on external factors, such as seasonal harvesting cycles, a community event, or someone else's availability. These activities have the least flexible timing and should be scheduled first!

- **Learning materials:** this may include resources such as books, supplies, media, equipment, tools, technology, etc. that support hands-on learning in and outside the classroom.
- **Community events:** costs associated with hosting or participating in community events related to the program.
- **Training:** for internships, you may want to build in some training costs for interns to participate in multi-day training or skills building courses (i.e., white water safety, first aid, etc.).
- **Intern wages:** SEAS interns may have the opportunity to earn wages during their summer internship.

You can use the **Program Budgeting Template** (Tool 4F) to develop a budget for your program.


TOOL 4F:
Program
Budgeting
Template



Photo: © Johanna Gordon-Walker



CHAPTER CHECK-IN

By the end of this chapter, you should have:

- ✓ *Revisited your program's goals*
- ✓ *Created a list of activity ideas that will support these goals*
- ✓ *Talked your ideas through with key delivery partners and others who can help you make them a reality*
- ✓ *Picked the best ones*
- ✓ *Organized them into a work plan that will help you stay on task as you implement your program*
- ✓ *Created a budget to help you manage your program's resources effectively*

5. Implementing your program

“Another objective of SEAS is for those who choose to pursue careers or education in stewardship, that we’re there to support them. Whether it be finding funding or more importantly providing them with a network of professionals that will be able to connect with and assist them in their goals.”

– SEAS Internship Coordinator

Once you have a work plan in place, you can start implementing your program. Among other things, this includes:

- Carrying out the activities in your work plan;
- Planning for safety and risk management; and
- Continuing to develop partnerships and support for your program.

This chapter goes over each of these aspects of program implementation in turn. There are 5 supporting tools:

- **Tool 5A:** Activity Planning Worksheet
- **Tool 5B:** Trip Planning Worksheet
- **Tool 5C:** School Program One Day Field Trip Consent Form Template
- **Tool 5D:** School Program Multi-Day Field Trip Consent Form Template
- **Tool 5E:** Internship Program Consent Form Template

ORGANIZE THE ACTIVITIES IN YOUR WORK PLAN

If you are in charge of delivering SEAS programming in your community, then your main job is to organize learning activities for youth. The key to successfully delivering a SEAS activity is to have a clear plan in mind for what you're going to do and how you're going to do it. This means taking some time to organize the logistics for each activity ahead of time.

For some activities, this will be fairly straightforward, but for more complicated activities, it will require

some advanced planning and coordination.

This toolkit includes two tools to help you plan out your activities in more detail: an **Activity Planning Worksheet** (Tool 5A) and a **Trip Planning Worksheet** (Tool 5B). The **Activity Planning Worksheet** supports logistics planning for classroom and community-based activities. The **Trip Planning Worksheet** is for activities such as day trips and camping trips or other overnight adventures. Both worksheets include checklists that are designed to help your activities run smoothly.

TOOL 5A:
Activity
Planning
Worksheet

TOOL 5B:
Trip
Planning
Worksheet

Keep in mind that planning your activities out in advance is also an opportunity to think about how each activity can have the biggest possible impact. In other words, are there additional ideas you can bring to your initial idea to make it even better?

For example, if you're planning a visit to an old village site with a group of students, why not invite someone along who might really enhance that experience, such as an archaeologist or an Elder? Similarly, if you're headed out on a harvesting trip, you could consider inviting an experienced harvester or someone from your resource management office to lead part of the activity. Other ideas include planning for students to not only learn how to harvest, but also how to process what they harvest by learning preservation methods, and then having students share and distribute the food and medicine they've prepared with the broader community. Some programs focus on integrating language learning into all components of classroom and field trip activities.

There are often opportunities to maximize the benefits that youth get out of each experience by adding components that will make the activity more interesting or meaningful. All that's needed is a little creativity and some advance planning.



If you're planning to ask someone to help you deliver a SEAS activity, make sure you give yourself lots of time to reach out to them. This way, if they agree to be involved, they can put it in their calendar and plan around it, and if they can't make it, then you have time to ask someone else.

Also, if you reach out to someone and they don't get back to you right away, try again! It's true that sometimes people won't bother responding if they don't want to participate, but more often than not, people just forget because they're busy. This doesn't necessarily mean that they're not interested, so don't be afraid to be persistent.





Photo: © Phil Charles

PLAN FOR SAFETY AND RISK MANAGEMENT

SEAS activities often involve getting young people out on the land and water. This is a big part of what makes SEAS programs so special, but it also means that SEAS coordinators have to deal with risk management, youth safety, and liability issues on a regular basis.

What this looks like for you will depend on the environment you're working in. For example, if you're working in a school setting, you'll likely need to comply with an existing set of safety policies and procedures, such as getting signed consent forms from parents before you can take students out on field trips. On the other hand, if you're working for a SEAS summer internship program, it's possible that no formal policies or procedures will have been developed yet.

In either case, the first step is to figure out what your responsibilities are. In the school program context, start by talking to school administrators to find out if there are existing procedures you need to follow. Some questions to explore include:

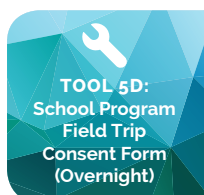
- Do you need to get parents to sign consent forms before you can take students on outings beyond school grounds?
- Does the school have existing forms that you can use for this purpose? If so, are any adjustments needed

to make them more relevant to the SEAS program? If not, can you adapt the templates in this chapter for this purpose?

- What else do you need to do to demonstrate that you've considered the potential risks involved in undertaking each trip, and planned accordingly?

In the internship context, it's less likely that there will be an existing set of policies in place, particularly if you're in the process of setting up a SEAS internship program for the first time. If you're starting from scratch, it may be useful to begin by reaching out to other youth organizations (including other SEAS programs) that you're familiar with to learn more about their approach to safety and risk management. You may find that they are able to share tools, policies and procedures that you can adapt for your program. In addition, this toolkit includes three consent form templates that you can draw from and work with your own legal counsel and school board to create tools that work for your specific context:

- Tool 5C: School Program Field Trip Consent Form (Day Trip)
- Tool 5D: School Program Field Trip Consent Form (Overnight)
- Tool 5E: Internship Program Consent Form



If you plan to use these templates, be sure to have them reviewed by someone who is in a position to help you understand if they are sufficient from a legal perspective, should an incident occur (e.g., a lawyer or your community's Band administrator).



Some general tips for field-trip risk management:

- *Have enough people with you to ensure proper supervision*
- *Plan age- and ability-appropriate activities*
- *Communicate your expectations for youth behaviour beforehand*
- *Use approved consent forms*
- *Have a defined itinerary*
- *Host a planning meeting with parents and/or other volunteers prior to the trip (this is more relevant for larger-scale activities like multi-day camping trips)*
- *Make sure you have first aid supplies and adequate first aid training*
- *Make sure that students have packed what they need (appropriate clothing and footwear, sunscreen, hats, etc.)*
- *File a comprehensive trip plan and leave it behind with the school, Band, etc.*

... and if you're going out on a boat:

- *Know student skill levels ahead of time (e.g., swimming, small craft vessel operation)*
- *Ensure that students are taught boat safety skills*
- *Make proper use of lifejackets*

Beyond consent forms, there are several additional aspects of risk management to consider as you develop safety policies and procedures for your program. Here are some topic areas and questions to get you thinking about different components:

- **Organizational liability and insurance:** *Does your program have appropriate liability insurance? If not, is this something that you need to look into?*
- **Equipment maintenance and checks:** *Are you responsible for maintaining any equipment that has the potential to impact student safety (e.g., a boat)? If so, do you have the training needed to properly maintain this equipment? Do you have a system in place to ensure that you are doing so regularly?*
- **Student supervision:** *Do you have policies for student supervision? If not, what standards, procedures or policies would help you ensure that students receive adequate supervision when you take them on field trips?*
- **Safe transport:** *Do you have policies for safe transport? If not, what standards, procedures or policies would help you ensure that students are transported safely on field trips, either by boat or by land?*
- **First aid (training and supplies):** *Do you have first aid training? Is your first aid kit up to date? What is your procedure for ensuring that your first aid kit gets maintained over time?*
- **Emergency procedures:** *Do you have procedures in place for handling a serious injury or illness?*



Photo: © Phil Charles

CONTINUE TO DEVELOP PARTNERSHIPS AND SUPPORT

Experience in other communities suggests that SEAS program success is often closely tied to the extent to which community members, leadership and other groups and organizations are aware of the program and engaged in supporting it. Sometimes, SEAS coordinators encounter a lack of interest in or support for their work, which can stem from a lack of awareness about what the program is and why it's important.

The best way to build support for your program is to constantly be sharing information about the activities you're doing and the impact these activities are having. In general, the more that your community knows and hears about SEAS, the more likely they are to support it. This means keeping parents, teachers, school administrators and boards, Council, and aligned programs and departments well informed about what's going on. Invite supporters (and folks you'd like to involve) to participate in classroom activities and out-trips. Offer to present information about the program at community events, meetings, annual gatherings, and so on. Regularly update folks about the program through school and community newsletters, community Facebook groups, and other social media channels. Invite students to be ambassadors for the program at home and in the community. Organize community events that bring students and community members together in celebration and mutual support.

As you build awareness about your program, you'll have opportunities to continue developing partnerships and support, and you'll also have opportunities to develop a clear program identity. Programs with these characteristics tend to be better at achieving strong outcomes and attracting and retaining long-time supporters.



CHAPTER CHECK-IN

By the end of this chapter, you should have:

- ✓ *Learned how to create a plan for each upcoming activity*
- ✓ *Developed an understanding of any potential liability issues and identified some steps you can take to manage risk and keep the students in your care safe*
- ✓ *Done some thinking about how you can engage your community and continue to build awareness about your program on an ongoing basis*

6. Program reflection

“I do think SEAS has an impact. The group activities that SEAS does at the school, the group practices, cultural singing for example, I do really think that these things help the kids have a sense of community and belonging—those basic needs that need to be filled.”

– Teacher

This chapter explains how to **collect, interpret, and share** information about your SEAS program. This process is typically referred to as “monitoring and evaluation”, or “M&E” for short.

The steps in this chapter will help you understand why collecting, interpreting and sharing information about your program is worth doing, and how to get started. There are 4 supporting tools:

- **Tool 6A:** School Program Report
- **Tool 6B:** Internship Program Report
- **Tool 6C:** Program Participant Survey
- **Tool 6D:** Teacher/Staff Survey

Monitoring is a long-term process of gathering information to measure a program's progress toward reaching its objectives over time.

Evaluation is a point-in-time assessment that involves using the information collected to understand what is and isn't working, and to identify potential changes and opportunities for improvement.



UNDERSTAND WHY IT'S IMPORTANT

Together, monitoring and evaluation are all about finding ways to make your program better by taking time to step back and reflect on what you're doing. In the context of developing and strengthening a land-based youth education program, it will help you evaluate your program by giving you the tools to both ask and answer questions like:

- *Is your program having the effect you want?*
- *Are you making progress on program goals and objectives?*
- *Could you be making better use of program resources?*

In order to work through these questions, you will need relevant, up-to-date information about your program. 'Monitoring' is the process of collecting that information, while 'evaluation' is the process of using it to assess progress and make decisions.

Making a list of all the activities you did in a four month period is an example of monitoring. Reviewing the activities you did in that period to

A 'consistent habit of reflection and innovation' is really just a way of thinking about your program that uses trial and error and experiential learning together with information and observation to figure out what works. When you take time to gather and interpret information about your program, you make space for coming up with new ideas and making adjustments based on what you learn. You also get a sense of where you're making progress on your goals and where you're coming up short, which can help you make better decisions about how you're using your resources and energy.

figure out if there were any programming gaps or improvements you could make in the next four months is an example of evaluation. By regularly setting aside time to do both of these activities, you can establish a consistent habit of reflection and innovation for your program.

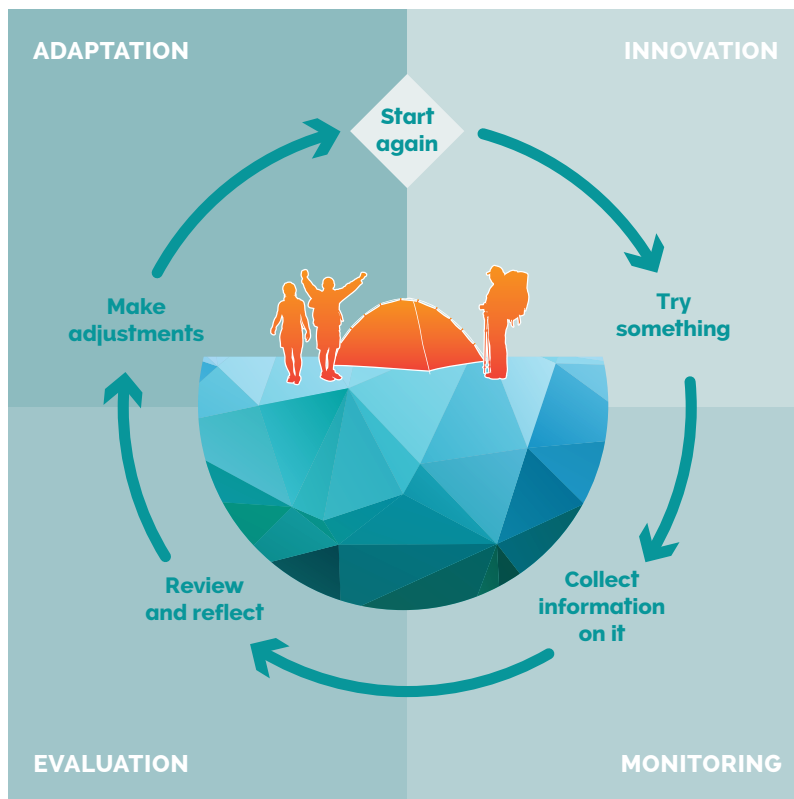


FIGURE: Monitoring and Evaluation is the process of collecting program information and then stepping back to reflect on and understand your program's impact.

In addition to supporting program improvement, regular program monitoring is also useful for:

- Sharing details about your program's activities and outcomes with your community and other program partners (including prospective partners);
- Reporting back to funders and sharing information about how program resources are being used;
- Creating future program plans that build on past work; and
- Making it possible for you to hand over the reins to someone new, without that person having to start from scratch.

In short, there are lots of good reasons to include monitoring and evaluation as a key component of program design and implementation. Use the following steps to help you think through how to go about developing a simple monitoring plan to support your program.

CLARIFY YOUR PRIORITIES

Now that you have a better sense of why collecting information about your program is worthwhile, the next step is to start to identify some monitoring priorities. In other words, what information are you most interested in collecting? Why?

This will require doing some thinking about what it is that you want to know about your program. Here are some questions to consider as you think this through:

- *What information would be most useful for planning the program and innovating from one year to the next?*
- *What information would be helpful for someone to have on hand if they were taking over the coordinator position?*
- *Who else might be interested in knowing more about what's happening with the program? Community members? Chief and Council? Funders? Other partners?*
- *What would they be interested in knowing?*
- *Is there any other information that you are expected to keep track of for funding purposes?*

Be sure to write down your answers before moving on to the next step.



As you're starting to think through what information to collect, keep in mind that funding partners typically expect you to report back on how you used the funds they provided. Talk to your funders early on about what their reporting requirements are and how you can best meet them. Is there specific information you are expected to gather, or things they are interested in knowing about? If so, find out early on so you can come up with a monitoring plan that will help you keep track of the right information from the get go.

Here are some examples of things that funders often want to know at the end of a funding term or cycle:

- *How many youth participated in the program?*
- *How many volunteers helped out with the program?*
- *What kinds of activities were done?*
- *How were the funds spent (e.g., on transportation costs, food costs, salaries and honourariums, etc.)?*
- *How is the program benefiting participants (what difference is it making?)*



Photo: © Jason Houston

DECIDE WHAT INFORMATION TO COLLECT

The purpose of monitoring is to gather information that you can use to track (and share) your program's progress towards reaching its goals. To do this, you'll need to select some indicators.

An **indicator** is something observable and measurable that can be used to track change or progress. Indicators describe what, specifically, you will monitor.

There are two basic types of indicators: **output** indicators and **impact** indicators. Output indicators describe what you did and any direct results of that activity. Impact indicators are linked to program goals and describe the changes or outcomes that have taken place as a result of your program. The table below has more information on each of these.

Selecting indicators that are both relevant and practical can be challenging. If you're not sure where to start, you can use the following data collection tools to support program monitoring:

Output Monitoring Tools

- **School Program Report (Tool 6A):** If your program has a school component, use this tool to record program outputs from September to June.
- **Internship Program Report (Tool 6B):** If your program has an internship component, use this tool to record program outputs at the end of the internship season.

Impact Monitoring Tools

- **Program Participant Survey (Tool 6C):** Use this tool to gather information about your program's effectiveness and impacts, as reported by program participants (students).
- **Teacher/Staff Survey (Tool 6D):** If your program has a school component, use this tool to gather information about the program's effectiveness and impact, as observed by teachers and staff.

TOOL 6A:
School
Program
Report

TOOL 6B:
Internship
Program
Report

TOOL 6C:
Program
Participant
Survey

TOOL 6D:
Teacher/
Staff
Survey

OUTPUT INDICATORS	IMPACT INDICATORS
<p><i>Measure the direct result of an activity or set of activities (e.g., program delivery)</i></p> <p><i>Typically describe frequency or intensity</i></p> <ul style="list-style-type: none"> • The kinds of activities organized (e.g., overnight trips, day trips, classroom activities) • The number of activities organized (e.g., number of trips, number of classroom activities) • The number of students that participated • The number of community volunteers who helped out • The number of guest speakers that came to speak 	<p><i>Measure effectiveness or impact</i></p> <p><i>Usually try to capture changes in knowledge, attitudes and behaviour</i></p> <p><i>Typically more subjective</i></p> <ul style="list-style-type: none"> • Changes in program participants' individual capacity (e.g., self confidence, social and communication skills) • Changes in program participants' health and wellbeing • Changes at the community level (e.g., community connectedness) • Participant perspectives on the effectiveness and/or value of the program



If you're curious about how to do more comprehensive program impact monitoring, contact Nature United to find out more about the survey tools that they use to support SEAS program monitoring.

These tools are designed to help you gather relevant, useful information about your program as easily and efficiently as possible. However, if you're thinking about using them, make sure you review them first. Since every program is different, you may need to make some adjustments to better suit the monitoring priorities that are specific to your community/program.

Finally, if you choose to take a different approach (besides using the tools provided), you'll need to decide on some indicators and create your own supporting data collection and management tools (e.g., interview guides, surveys, Excel spreadsheets).

SHARE YOUR RESULTS

After you've collected some information about your program, the next step is to share what you've learned with others. Start by figuring out who you plan to share your results with. In other words, who is your target audience? What information do you plan to share with this audience?

It's not uncommon to have more than one potential audience. Some examples of typical SEAS program target audiences include:

- Your program advisory committee
- Other members of your community
- Chief and Council
- An existing program or funding partner
- A potential program or funding partner



Remember, none of these tools are set in stone! You can use them as they are, or you can use them as templates for building data collection tools that are better suited to your specific program and information needs. Either way, just make sure that the information you end up collecting is relevant to *your* monitoring priorities, and that you're not spending a lot of time collecting information that you don't need or want.

Once you've figured out who your target audiences are, spend some time getting to know the information you've collected so you can decide what to share with whom. As you become more familiar with your data, you will start to notice trends and patterns that can help you tell the story of your program. Your job at this stage is to figure out what information to include (e.g., in a report for an existing funding partner, a memo for Chief and Council, or a grant application). This will require looking at your data and making decisions about what is important enough to share.



Reporting to funding partners can be a lot of work, so be sure to only include information that is relevant and useful. Talk to your funding partners to determine how much detail is necessary. For example, if you are creating a report for a school program, does your funding partner want to know how many activities you did with each grade, or do they just want to know how many activities you did in total? Do they need to know details about each activity you did, or would they be satisfied with a general description of the *kinds* of activities you did? The answers to these kinds of questions will significantly influence how much time you spend working on your report, so take the time to have these conversations before you get started.

Some useful questions to consider as you think this through include:

- *What do my target audiences want to know about my program?*
- *If they haven't requested any specific information, what would they find useful?*
- *What do I want them to know? (in other words, what are the key things that I think are important to communicate about this program?)*

The last step is to find a way to effectively communicate the information you've decided to share. How you do this will again depend on your audience. For example, are they likely to be more interested in program outputs, impacts, or both? What about numbers, stories, or pictures? Do they need a lot of information, or just a few key highlights? The answers to these questions will help you figure out an appropriate format for sharing your results.

Finally, keep in mind that if you are preparing a report for a current program funder, there may be a reporting template that you're expected to follow, or specific information that you're expected to include.

EVALUATE YOUR PROGRAM

While sharing your results is a great way to communicate the value of your program to various audiences, the purpose of monitoring and evaluation is really to help you evaluate how your program is doing on the goals you've set for it. By taking time to reflect back on the progress your program has made, you can set yourself up to make informed decisions about how to adjust or improve it.

The first step is to come up with a plan for how you will undertake the evaluation process. One approach is to establish a program advisory committee whose job it is to come together once in a while to talk about whether the SEAS program is meeting its goals and make decisions about any changes that may be needed. This toolkit talks more about what this committee could look like and how to get people involved in [Chapter 3](#).

If you have a program advisory committee in place, start by bringing this group together to undertake your first evaluation. If you *don't* have an advisory committee, you can still organize a program check-in meeting. Just be sure to invite key program stakeholders (i.e., anyone involved in program planning and decision making), and also make sure you are clear in advance about why you're holding the meeting.

Generally, program evaluation is the process of taking the information you've collected and using it to assess your program's progress in the focus or goal areas that you identified early on in program planning. The kinds of questions you'll want to explore as you undertake this process include:

- *Does our data show that our program is resulting in positive changes in the focus areas we identified during program design? In other words, are we making progress on our goals?*
- *If the answer is no, what challenges are we encountering? How can they be overcome?*
- *Do our goals or focus areas still reflect the needs of the community?*
- *What adjustments, if any, need to be made?*

If possible, send meeting participants a summary of your data collection results before you get together. This way, they'll have time to review the information ahead of time.



Photo: © Phil Charles



If you've already shared your results with another audience and you don't want to create extra work for yourself, share the materials you've already created. For example, if you've already prepared an annual report for a funding partner, you can go ahead and repurpose this report for your meeting. Just keep in mind that the purpose of this meeting is to evaluate your program's performance, so the information you're providing should be relevant to this purpose.

What happens at your evaluation meeting will depend on lots of different factors, such as who's there, how much people know about the program, if it has clearly defined goals, and so on. At the end of the day, what really matters is that you're taking time to discuss how things are going together as a group. Over time, if you keep meeting on a regular basis, this will help you ensure that your program is:

- On track to meet its goals;
- Making the best use of available resources;
- Adapting to challenges and changing circumstances; and
- Taking advantage of opportunities.

It will also help your community take ownership over your program.



CHAPTER CHECK-IN

By the end of this chapter, you should have:

- ✓ *Learned about monitoring and evaluation*
- ✓ *Thought about how it might be useful in your specific context*
- ✓ *Decided on some monitoring priorities*
- ✓ *Figured out if you are using the tools in this toolkit or taking a different approach*
- ✓ *Adapted the tools in this toolkit as needed*
- ✓ *Summarized the information you've collected and shared it with different audiences (e.g., Chief and Council, program funders)*
- ✓ *Used the information to make decisions about your program*

The background of the slide is an abstract geometric pattern composed of numerous triangles of varying sizes and shades of teal, blue, and light blue. The triangles are arranged in a way that creates a sense of depth and movement, with some triangles pointing upwards and others downwards. The colors transition from darker teal at the top to lighter blue at the bottom.

Tools

Resources and Assets Worksheet

RATIONALE:

The purpose of this worksheet is to get you thinking about the people, organizations, businesses, and departments that might be interested in supporting your program. As you begin to identify these potential partners, you can start to have conversations that will help you figure out where your program will live, what it will focus on, and how it will be delivered.

INSTRUCTIONS:

The central task here is to make a list of all the people and organizations that could support program delivery in some way. Start by filling out each column, using the descriptions in the headings to help you brainstorm ideas. If you're having a tough time coming up with ideas, just write down any person or organization that comes to mind. The idea here is not to create a perfect list, but to get some ideas down. You can pick your best ideas later.

You can complete this worksheet by yourself, but it might be more useful (and more fun) to work with others. If working with a group is not possible, look for opportunities to talk to people one-on-one and build in their ideas.

Program champions

Anyone who understands the vision for the program and may be willing to help champion it (e.g., by connecting you to the right people, advocating for it, promoting it, helping out with fundraising and organizing, problem solving, and whatever else is needed to get the program off the ground)

Name	Potential role/contribution	Contact information and notes

Program delivery

Anyone who might make a good guest speaker, volunteer, mentor, or teacher

Name	Potential role/contribution	Contact information and notes

Organizations, band departments and businesses

Could include organizations that:

- *Already work with kids in your community (e.g., a community school, a youth organization)*
- *Have access to boats, vehicles, or other equipment that you might be able to use for program activities (e.g., trips)*
- *Can provide job shadow or internship opportunities*
- *Can provide staff to act as guest speakers, guides, mentors*
- *Can provide administrative support*

Name	Potential role/contribution	Contact information and notes

Funding Tracker

RATIONALE:

This worksheet is designed to help you track all of your current funders, as well as various potential funders and grant application timelines.

INSTRUCTIONS:

1. Gather any information or files you have on your current funders, as well as information or research about prospective funders.
2. Write the name of one funder from whom you currently receive support under “Name of Funder” in the “Current Funders” table. Work your way horizontally through the first row in the table, filling in the required information about that funder in each column.
3. Repeat Step 2 for all your current funders.
4. Write the name of an identified potential funder for your project under “Name of Funder” in the “Prospective Funders” table. Again, work your way horizontally through the first row in the table, filling in the required information about that funder in each column.
5. For the Prospective Funders table, use the last column titled “Correspondence to date” to track all your communication with the funder as it happens.
6. For both tables, you might not have all the information right away. For example, if you come across a new potential funder, it may take you some time and digging to gather all the information you’re looking for (e.g., a contact name). Regardless, fill in as much information as you can at the start, and continue to add more details as you find them.
7. Save and continue to update this worksheet regularly. If you become aware of a potential new funder, add it to the tracker right away in order to keep your central repository complete and up-to-date. Once potential grants have been applied to and received, remember to move this funder from “Prospective” to “Current.”

This worksheet is designed to help you track all of your current funders, as well as various potential funders and grant application timelines. This tracker tool is also available in Excel format.

Current Funders							
Name of Funder	Funding Program (name, weblink)	Grant Period (start, end)	Amount of Grant	Contact (name, contact details)	Reporting requirements (description)	Reporting Due Dates (interim, final)	Notes - other

Prospective Funders							
Name of Funder	Funding Program (name, weblink)	Funding Interest Areas (list, weblink)	Previous Support (y/n)	Contact (name, contact details)	Application deadline (date or open)	Maximum grant amount (\$)	Correspondence to date (enter notes)

Meeting Organization Checklist

RATIONALE:

This worksheet is designed to help you organize and plan a meeting.

INSTRUCTIONS:

Review this checklist when you first start thinking about planning a meeting, using the “Timeline” column to help you figure out when to do each task. As you work through the tasks, check them off as complete.

You can use the “Notes” section below the checklist to keep track of your ideas for the meeting and any other information you may want to have on hand (e.g., contact info for people attending, catering information, etc.).

Timeline	Task	Complete?
<i>2-3 weeks in advance</i>	1. Identify your purpose/goals for the meeting. Why are you organizing this meeting? What do you hope to have achieved by the time it's over?	
	2. Figure out who you're going to invite. Who needs to be there?	
	3. Organize the logistics: date, venue, time, catering, childcare, transportation, etc.	
	4. Send out invitations (via email, over the phone, in person).	
<i>A few days - 1 week in advance</i>	5. Create an agenda that outlines your plan for the day of. What will you be doing, when?	
	6. Confirm the logistics (see Task 3).	
	7. Remind participants and confirm attendance (via email, over the phone, in person). Circulate the agenda to invitees so people know how to prepare for the meeting.	
<i>Day before/ day of</i>	8. Print and prepare any materials you will need (e.g., worksheets, pens, paper, projector, etc.)	
	9. Arrive early to set up and arrange the room, set up equipment, etc.	
	10. Arrange to take notes yourself or delegate this responsibility to someone so you can focus on facilitating the meeting. Capture key discussion points and follow up action items.	

Notes:

Issues and Goals Worksheet

RATIONALE:

This worksheet is designed to help you clarify what changes you want to see as a result of having a SEAS program. When you have a clear understanding of what your program will focus on, you can then do more detailed thinking about specific program activities that will help you make progress in these important areas.

INSTRUCTIONS:

This activity can be done on your own or in a group. If at all possible, work with a group, as it can help to spark creativity when you can bounce ideas around and bring different experiences and perspectives into play. If working with a group is not possible, look for opportunities to talk to people one-on-one and build in their ideas.

1. Start by filling out the table in Part A. Here's how:
 - a. In the first column, the idea is to brainstorm any issue areas or community concerns that you think a SEAS program might be able to help move the needle on. Some common issue areas that SEAS programs are known to make a difference in have been included to help get you started. You can also use the blank spaces below to identify any issues or concerns that are unique to your community.
 - b. Use Column 2 (second from the left) to judge whether you think the issue areas and concerns that you identified in Column 1 are serious or significant issues in your community.
 - c. Columns 3 and 4 are intended to get you thinking about who else is working on the issues you've identified, and if/how a SEAS program could support and complement that work. Some questions to consider as you fill out these columns include things like: is the issue in question already well covered? If not, how could SEAS programming add value in this area? Would you be duplicating efforts if you focus your program on this issue? If so, how could you shift the focus of your program so that you're not in that position?
 - d. When you get to Column 5 (far right), take a look at your responses in Columns 1-4 and decide which issues are potential priority issues for your SEAS program.
2. Once you've finished filling out the table in Part A, complete Part B. You'll find simple instructions on the worksheet itself.
3. When you're done, print out Part B and post it somewhere handy so that you can reference your program's goals/focus areas when you go to start brainstorming activity ideas (Tool 3A). You may also want to share Part B with others in your community who have an interest in your SEAS program (e.g., community leaders, program partners) or who you'd like to understand it better.

Issues and Goals Worksheet - Part A

Underlying community issues and concerns that a SEAS program could help to address. <i>In my community, we are concerned that...</i>	Is this a significant issue in your community? (yes/no)	Are other community organizations already working on this issue? (yes/no)	If there are other community organizations already working on this issue, do you think that SEAS programming could bring something different/add value here? Or, is this issue already well covered? (yes/no)	Is this a possible priority issue for your SEAS program? (yes/no)
<i>Our young people don't know or care enough about looking after our territory.</i>				
<i>Our young people are disconnected from their culture and community.</i>				
<i>Our young people are not taking time to learn from Elders and local knowledge holders.</i>				
<i>Our young people are spending too much time on screens and social media.</i>				
<i>Our young people are not getting exposed to role models who will inspire them to dream big and go after their dreams.</i>				
<i>Our young people are not receiving the education and training they need to fill important roles in our community.</i>				
<i>Our young people don't have enough hands-on learning experiences.</i>				



Underlying community issues and concerns that a SEAS program could help to address. <i>In my community, we are concerned that...</i>	Is this a significant issue in your community? <i>(yes/no)</i>	Are other community organizations already working on this issue? <i>(yes/no)</i>	If there are other community organizations already working on this issue, do you think that SEAS programming could bring something different/add value here? Or, is this issue already well covered? <i>(yes/no)</i>	Is this a possible <u>priority</u> issue for your SEAS program? <i>(yes/no)</i>

1. Look at the work you just completed in Part A. Of the things that you said were possible priority issues for your SEAS program (Column 5), which are the most important to focus on now? Pick 2-5 issues and either highlight them or write them down in the space below. You can combine issues that are similar if you like.
2. Restate each issue from #1 (above) as a goal or focus area for your SEAS program. For example, if the issue you identified was "Our young people are disconnected from their culture and community," you could change this to something like "Strengthen youth connections to culture and community." You can include as many or as few goals as you like.

GOAL/FOCUS AREA #1:

GOAL/FOCUS AREA #2:

GOAL/FOCUS AREA #3:

GOAL/FOCUS AREA #4:

GOAL/FOCUS AREA #5:

School Program Coordinator Job Description Template

RATIONALE:

This template is designed to help you create a job description for a School Program Coordinator that you can use to advertise for this position.

INSTRUCTIONS:

1. Review the template. Adjust the content as needed to better reflect your specific context and needs. At a minimum, be sure to make changes where indicated.
2. Distribute the posting. You can post it online (e.g., community website), include it in a community newsletter, post it on Facebook, and/or print it and post it around your community and at other locations that community members frequent. Use a combination of distribution channels where possible and be sure to connect with the Band administrator (or someone in a similar position) for additional ideas.

Job Posting: School Program Coordinator

Compensation: To be determined/Competitive

Term Position: September - June

Closing date:

The _____ is seeking a unique individual to design and lead the _____ School Program. If you're a dedicated leader who loves working with youth and is passionate and inquisitive about _____ culture, territory, and/or the natural sciences, then this is the job for you.

The _____ School Program is an on-the-land youth education program that has a core objective of engaging, developing, and preparing _____ youth to become community leaders and territory stewards. The _____ School Program works to spark and strengthen _____ youth connections to their community, culture and traditional territory by:

- Getting them out on the lands and waters of their territory, where they can connect with and learn about the natural world around them;
- Building their curiosity, knowledge and skills through experiential and applied learning experiences; and
- Providing them with opportunities to learn about the places, values, traditions and practices that are important to their community.

The successful candidate will be responsible for:

- *Encouraging and supporting students in their interests in stewardship, culture and science from a young age to graduation and beyond;*
- *Collecting, creating, and making available locally-relevant curriculum resources;*
- *Assisting the school/teachers with integrating place-based, locally-relevant and experiential learning into lessons and year plans;*
- *Assisting the school/teachers with inviting local and visiting experts (Elders, harvesters, scientists, resource managers, etc.) into the classroom and bringing students out into the community;*
- *Assisting the school/teachers with organizing field trips in _____ territory, in addition to supporting "before and after" activities to enhance learning opportunities;*
- *Organizing outdoor field trips and facilitating increased comfort level with outdoor learning for both students and teachers;*
- *Collaborating with school administrators, other teachers, and supportive community members regarding stewardship, culture and science-based work experience and mentorship opportunities for students;*
- *Providing regular updates to the _____ on _____ activities and youth engagement;*
- *Monitoring expenditures to ensure program costs keep within the _____ budget;*
- *Producing communications materials for community audiences and providing updates about the program for other audiences as needed; and*
- *Liaising with other community organizations and programs as needed.*

**Desired competencies/qualifications:**

- *Experience working with children and youth programming or as an teacher/educator*
- *Comfort and experience on the land and water*
- *Knowledge of, or interest in, _____ culture and territory*
- *Knowledge of, or interest in, natural history, science, etc.*
- *Some combination of post-secondary education or experience. Could be equivalent life experience on the land/ water learning about: _____ culture, resource management, teaching, science, leadership, tourism, business development, etc.*
- *Experience managing a budget and developing a workplan*
- *First Aid (all levels and experience welcome) and other relevant certifications and tickets*
- *Successful candidate will require a criminal record check.*

To apply, please submit resumes by

to:

Internship Coordinator Job Description Template

RATIONALE:

This template is designed to help you create a job description for a Youth Internship Program Coordinator that you can use to advertise for this position.

INSTRUCTIONS:

1. Review the template. Adjust the content as needed to better reflect your specific context and needs. At a minimum, be sure to make changes where indicated.
2. Distribute the posting. You can post it online (e.g., community website), include it in a community newsletter, post it on Facebook, and/or print it and post it around your community and at other locations that community members frequent. Use a combination of distribution channels where possible and be sure to connect with the Band administrator (or someone in a similar position) for additional ideas.



Job Posting: Youth Internship Coordinator

Term position:

Compensation: To be determined/Competitive

Closing date:

The _____ is seeking a unique individual to design and lead the _____ Youth Internship Program. If you're a dedicated leader, connector and someone who is passionate and inquisitive about culture, territory, and/or the natural sciences then this is the job for you.

The _____ Youth Internship Program is an on-the-land youth education program that has a core objective of engaging, developing, and preparing _____ youth to become community leaders and territory stewards. The _____ Youth Internship Program works to spark and strengthen _____ youth connections to their community, culture and traditional territory by:

- Getting them out on the lands and waters of their territory, where they can connect with and learn about the natural world around them;
- Building their curiosity, knowledge and skills through experiential and applied learning experiences and training opportunities; and
- Providing them with opportunities to learn about the places, values, traditions and practices that are important to their communities.

The successful candidate will be responsible for:

- *Working with the _____ to engage local partners (_____) and provide opportunities for youth to gain hands-on experiences working in territory;*
- *Working in partnership with the _____ to develop a work plan for a _____ Youth Internship Program that includes a combination of job shadowing, cultural learning, and on-the-land/water experiences;*
- *Hiring _____ interns to participate in the internship program;*
- *Maintaining a professional work environment to support the personal and professional development of participating interns;*
- *Providing regular updates (minimum weekly) to the _____ on _____ activities and youth engagement;*
- *Monitoring expenditures to ensure program costs keep within the _____ budget;*
- *Producing communications materials for community audiences and providing updates about the _____ program for other audiences as needed.*

Desired competencies/qualifications:

- *First Aid (all levels and experience welcome)*
- *Experience working with youth (12-25)*
- *Experience managing a budget and developing a workplan*
- *Comfort and experience on the land and water*
- *Knowledge of, or interest in, culture and territory*
- *Knowledge of, or interest in, natural history, science, etc.*
- *Some combination of post-secondary education or experience. Could be equivalent life experience on the land/
water learning about: culture, resource management, teaching, science,
leadership, tourism, business development, etc.*

To apply, please submit resumes by

to:



Activity Brainstorming Worksheet

RATIONALE:

The purpose of this worksheet is to help you brainstorm activity ideas for your SEAS program. It supports more focused thinking about specific activities that can help you reach your program goals. Use this worksheet to get started with program planning.

INSTRUCTIONS:

Brainstorm potential activities. Activity brainstorming can be done on your own or in a group. If possible, work with a group, as it can help to spark creativity when you can bounce ideas around and bring different experiences and perspectives into play. If working with a group is not possible, look for opportunities to talk to people one-on-one and build in their ideas.

1. Begin by printing out or photocopying enough worksheets so that you have a worksheet for each program goal. Alternatively, you can complete the worksheet directly on your computer by opening this document in Word.
2. Write your goals at the top of each worksheet – one goal per worksheet. If you are doing this activity as a group, invite someone to be the notetaker.
3. Pick a worksheet and start by thinking about why this goal was determined to be important in the first place. What issues or challenges is it trying to address? You can write your thoughts down under Underlying Issues and Concerns.
4. Once you've completed Step 3, try to think of some activities that will help you make progress on the issues and challenges you just identified. As you come up with different ideas, write them down in the space provided under Activity Ideas.
5. Next, flip the page over and use the space under Potential Resources to spend a few minutes thinking about whether there are any local resources that you could draw on to make your activity ideas even better. Remember, a resource is just something or someone that you can make use of in some way to support SEAS programming. Examples of common SEAS resources include:
 - Elders and community knowledge holders;
 - Visiting researchers;
 - Local organizations and programs (e.g., the Guardian Watchmen);
 - Anyone working for your community's resource management department;
 - Other people working in your territory (e.g., BC Parks staff);
 - A boat that's not being used;
 - A local business or facility that would offer youth a great learning opportunity (e.g., a hatchery or an ecotourism operation).
6. You may find that as you think through potential resources, you come up with new ideas. Write these down too!
7. Repeat steps 1-6 for each worksheet. When you're done, move on to Tool 3C, the Activity Prioritization Worksheet.

GOAL:

UNDERLYING ISSUES AND CONCERNS:

Ask yourself why this goal was identified as a priority area of focus for your SEAS program in the first place. What are the underlying issues and concerns that led to this goal? Use the space below to write down some ideas.

ACTIVITY IDEAS:

What are some activities you could organize for SEAS youth that would help you make progress in this goal area?

**POTENTIAL RESOURCES:**

As you're coming up with activity ideas, take some time to also think about whether there are any local resources that you can draw on to make these activities great!

Activity Inspiration List

GET INSPIRED:

This list is provided simply to give you some activity ideas that other SEAS programs are using to meet their program goals and objectives. It is designed to help you get creative, borrow from the ideas of others, and think through a range of ways of approaching how you deliver your program. These ideas are presented in list form. More comprehensive lesson plans are often built around these activities.

SCHOOL PROGRAM ACTIVITY INSPIRATION:

- Nature walks
- Nature walk to find spiders, insects and small life forms and related literacy exercise
- Day hikes
- Winter hike
- Trail building
- Trail maintenance
- Trail tours and guiding (student-led)
- Field trips to estuary, beach, inter-tidal zones, rivers
- Field trips to cultural sites, village sites, archaeological sites
- Learning about culturally modified trees, clam gardens, village sites, smokehouses, root gardens, family trees, history, etc.
- Learning language, building vocabulary, learning names for places, plants, animals, activities, etc.
- Plant harvesting, cedar bark harvesting
- Plant and tree identification and study, with student tours to share learning
- Cedar weaving
- Medicine making with Elders
- Medicine gifting to Elders
- Hunting trip
- Clam digging
- Seaweed harvesting
- Herring grounds visit and processing herring roe on kelp or branches
- Herring stories – student writing and illustration
- Salmon rearing and release
- Salmon tagging
- Beach seining
- Fishing – gillnetting, longline, jigging, crab and prawn
- Hatchery tour
- Fish weir visit
- Dock invertebrate scavenger hunt
- School garden – preparation, planting, tending, weeding, harvesting
- Learning about composting
- Wildlife observation and field notes
- Whale identification and cetacean study
- Wolf education and behaviour study
- Bear ecology learning activities
- Wildlife safety
- Animal tracking
- Hydrophones in the classroom
- Using microscopes to examine pond water and moss
- Science fair
- Student support for science and planning for high school science electives
- Archaeology study and site visits
- Photography
- Multi-media use for science projects
- Water sampling
- Citizen science project on radiation
- Weather study and science projects
- Seasonally themed scavenger hunt
- Writing and artwork to share with Indigenous youth pen pals
- Elders visits
- Presentations from hereditary chiefs, staff, and other knowledge holders (i.e. Elders, botanists, scientists, etc.)
- Resource management office presentations and job-shadowing
- Visitor presentations – student researchers, research institutes
- Summer job presentations
- Current issues – current events, political and policy presentations for students
- Residential school history



- Student involvement in community negotiations and presentations
- Community meetings
- Potlatch
- Earth Day events
- Community salmon festival
- Children's cultural celebration
- Herring celebration
- Team building
- Carpentry
- Traditional tool use
- Fire-building and cooking on fire
- Using and making maps
- Knot tying, rope work
- Student trip planning, safety and preparations
- Camping
- Swimming
- Boat trips
- Sailing trips
- Kayaking trips
- Row boating trips
- Canoeing trips

INTERNSHIP PROGRAM ACTIVITY INSPIRATION:

- Pleasure Craft Operators Certificate
- Boat safety
- Swift Water Rescue technician training
- First aid training
- Kayak training
- Sail training
- Sampling and field research
- Monitoring and observation reports
- Hydrophone training
- Hatchery internship during sperm/egg take
- Hiking
- Backcountry safety
- Territory visits
- BC Parks mentorship
- Trail maintenance
- Overnight camping
- Traditional food harvesting
- Visits to cultural and ecotourism businesses
- Placement with local tourism businesses
- Ecotourism guiding and interpretation training
- Sharing knowledge of language and cultural stories
- Local plant identification and knowledge
- Cedar harvesting
- Cultural learning – dance, drum making
- Wildlife monitoring and research
- Placement with youth camp
- Leadership training
- Job shadowing

Activity Prioritization Worksheet

RATIONALE:

The purpose of this worksheet is to help you create a short list of really great activity ideas that you can use to start building your program's work plan around. It will also help you identify any ideas that just don't make sense.

INSTRUCTIONS:

This tool was designed to be used in combination with the Activity Brainstorming Worksheet (Tool 3A). You can still use the tool if you haven't completed any Activity Brainstorming Worksheets, but you'll want to develop a long list of potential activity ideas to work from.

1. Begin by printing out or photocopying a copy of the worksheet on the next page. Alternatively, you can complete the worksheet on your computer.
2. In the column marked "Activities," write down all the activity ideas from your Activity Brainstorming Worksheets.
3. Fill out the rest of the worksheet for each activity, but leave Column 6 (the last column to the right) blank.
4. Next, go back to the top of the list and use Column 6 to rate each activity. Mark it with one, two, or three stars depending on how good you think the idea is. Three stars means it's a really good idea that you want to be sure to include in your program, two stars means it's a pretty good idea that you'll include if you can, and one star is for so-so ideas that you're not that committed to. You can give an activity no stars if you've decided it's a bad idea or an idea best saved for another time when the program is further developed.
5. Once you've worked through every activity, make a short list of the best activities. These are the activities you're going to start building your work plan around.

[illegible]

Internship Work Plan Template

RATIONALE:

The purpose of this template is to help you create a work plan for your SEAS program. A work plan is basically just a plan of action that outlines what you're going to do and when you're going to do it. Having a clear plan of action for your SEAS program can help you to stay organized and prepare for activities in advance. You can also use your work plan to share information about what you're doing with others, which can help to build interest in your program.

INSTRUCTIONS:

If you used the Activity Prioritization Worksheet (Tool 4C) to help you create a short list of high priority activity ideas to include in your program, make sure you have this list on hand before you get started.

1. Begin by printing out or photocopying as many copies of the template as you need. One template is good for planning out two weeks. So, for example, if you're planning a six-week internship program, you'll need three copies of the template. Alternatively, you can complete the template directly on your computer.
2. Start by writing the week number where it says "Week" (Week 1, Week 2, Week 3, etc.).
3. Where it says "Dates", write the dates for that week (e.g., July 9-13).
4. Where it says "Learning focus for this week", provide a bit of information about the topics your program will focus on for that week. For example, if you're planning to focus on medicinal plants, write "medicinal plants". If you're planning to teach bear safety, write "bear safety". You can include as many topics as you like.
5. Next, plan out your week. What will you be doing each day? Write down the activities you have planned, starting with the ones that have to happen on specific dates.
6. Make sure you include details about when each activity will take place, where you're planning to go, and who else you're planning to involve (e.g., Elders, mentors, other delivery partners).
7. Keep it brief. You can use the Activity Planning Worksheet (Tool 5A) and the Trip Planning Worksheet (Tool 5B) to plan your activities out in more detail.
8. Repeat steps 2-5 for each week.
9. When you're done, make sure you print out, post, or save your work plan somewhere handy so you can reference it or make changes to it anytime you need to.

**TOOL
4D**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY/SUNDAY
WEEK:						
DATES:						
LEARNING FOCUS FOR THIS WEEK:						
WEEK:						
DATES:						
LEARNING FOCUS FOR THIS WEEK:						

School Program Work Plan Template

RATIONALE:

This template is designed to help you create a work plan for your school program. You can use it to coordinate with teachers and other school staff members, plan activities, and keep yourself organized as you implement your program. This tool is also available in an Excel format.

INSTRUCTIONS:

1. Review the Year Plan template first. The purpose of the Year Plan is to help you create a rough outline for your program that you can later use to do more detailed planning each month.
2. Use the first column, Learning Areas/Focus, to highlight what you plan to focus on teaching the students that month. If you are working with any teachers, now is a good time to connect with them to come up with ideas that will support their plans for the year regarding what they will be teaching and when.
3. Write down any activities or trips that you already know have fixed timing and/or are seasonal. For example, if you are planning to harvest herring roe with your students, write this activity down under Day Trips during the time of year that the herring roe harvest typically occurs. Or, if you plan to do a Spring Break camping trip, write this down under Multi-Day Trips during the month that Spring Break takes place.
4. Build the rest of your Year Plan around the activities that have the least flexible timing.
5. Share a rough draft of your Year Plan with school administrative staff, teachers, community knowledge holders, and anyone else who can help you refine it. Incorporate their feedback and ideas.
6. Share a final draft with teachers and school administrative staff so they know when you'll be doing different activities, such as camping trips and day trips. This will help them plan for these trips (e.g., by creating lesson plans that align with the learning focus of the trip, by giving less homework that week, by volunteering to help out).
7. Once your Year Plan is complete, move on to the Month Plan. The purpose of the Month Plan is to help you create a detailed plan for your month that tells you what you'll be doing, when. You can do this far in advance, or at the beginning of each month.
8. Use the Month Plan to create a schedule for each week that includes information about what you'll be doing each day and at what time. Don't worry about getting into too much detail about specific activities here—you can use the Activity Planning Worksheet and the Trip Planning Worksheet (Tools 5A and 5B) to help you plan out specific activities in more detail.



Month	Learning areas/ focus for the month	Day trips	Multi-day trips	Community & School-wide Events
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

MONTH:

LEARNING AREAS/FOCUS FOR THE MONTH:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Week 1</i>							
<i>Week 2</i>							
<i>Week 3</i>							
<i>Week 4</i>							
<i>Week 5</i>							

Program Budgeting Template

RATIONALE:

This worksheet is designed to help you create a budget for your program. This will help you determine the amount of funding your program will need, and maintain a sense of when (i.e., by month) expenses will come up. This tool is also available in Excel format.

INSTRUCTIONS:

1. Make sure to have your Internship and School Program Work Plans on hand, so you can easily refer to the list of planned activities in determining requirements for equipment, transportation, honoraria, etc.
2. Using your School Program Year Work Plan, work through the activities (i.e., learning areas, day trips, multi-day trips, and events) that are planned for each month. Starting with September, think through all the needs and expenses for every activity. For example, a day trip to harvest traditional plants and medicine would likely require transportation to and from the site, supplies (e.g., a first aid kit), volunteers and maybe an Elder to teach, and learning materials (e.g., bags to put harvested plants in).
3. Write the name and/or description of each cost under the appropriate category in the first column.
4. Enter the estimated cost of each of these needs into the appropriate rows. This may take some research (e.g., Googling the cost of certain supplies or calling a local bus company to request a quote). For some expenses, such as equipment and gear, you'll also need to estimate how many of each item you'll need (# of units).
5. When relevant, multiply the cost by the number of months, units, recipients, or students (depending on the category). Enter the total amounts from each row under the Total column on the right.
6. Continue steps 1 through 4 for each month. When possible, combine expenses. For example, if the same equipment (such as a first aid kit) is needed for activities in both October and March, then combine the amount needed for both months and write the total number under the # of Units column.
7. Repeat steps 1 through 5 using your Internship Work Plan, working your way through each week.
8. Under the Anticipated Month(s) of Expenditure column, write down which month(s) you expect each expense will be incurred.
9. Under the Program Coordination category, you'll need to know how many coordinators you will have, and what their monthly wages will be. Enter these amounts under the Monthly Cost column. Amounts for the # of Months column will vary by position; for example, a school coordinator will work 10 months of the year, whereas an internship coordinator would likely work only 3 months.
10. For each Program Coordination row, multiply the Monthly cost (\$) by the # of Months, and enter the amount under the Total column on the right.
11. Once all of your expenses are recorded in the appropriate rows, add up the cost of each expense to create a Total Budget Estimate (in the bottom right cell).
12. Save your budget, and refer to it when necessary, such as when you are applying for grants.
13. Once your SEAS program has started, update your budget regularly once expenses start to incur in order to monitor whether the budget is staying on track. Make sure to save your updates as separate files, though, so you can always look back at the original.

Expense Category			
Program Coordination	Monthly cost (\$)	# of Months	Total
Program Coordinator 1			
Program Coordinator 2			
...			
Travel and transportation costs	Transport Cost (\$)	Related Supplies Cost (\$)	Total
Trip 1 (destination, transport, supplies)			
Trip 2 (destination, transport, supplies)			
Trip 3 (destination, transport, supplies)			
...			
Equipment and gear	Unit cost	# of Units	Total
Item 1 (description)			
Item 2 (description)			
Item 3 (description)			
...			
Honoraria	Value (\$) Per Person Day	Estimated # of Days	Total
Honoraria for program volunteers			
...			
Learning materials	Unit cost	# of Units	Total
Item 1 (description)			
Item 2 (description)			
Item 3 (description)			
...			
Community Events and Activities	Supplies (\$)	Other (\$)	Total
Event 1 (description, supplies, other)			
Event 2 (description, supplies, other)			
Event 3 (description, supplies, other)			
...			
Training	Cost per student	# of Students	Total
Training 1 (description)			
Training 2 (description)			
Training 3 (description)			
...			
TOTAL BUDGET ESTIMATE			

Activity Planning Worksheet

RATIONALE:

This template is designed to help you plan classroom and community-based activities. This worksheet will guide you in thinking through all the necessary logistics, as well as clarifying and communicating the focus and goals of the activity.

INSTRUCTIONS:

This template is intended to be completed for each activity you have planned as part of your program.

1. Once you've got an activity in mind, review the template, and have an initial think through of who (e.g., volunteers) and what (e.g., materials) will be needed to complete it.
2. Start by filling in the basic information – the Activity Type, and Anticipated Date. The Activity Type can be either classroom or community-based, as well as the general topic.
3. Write out the Activity Description. Try to answer these questions: why is this activity important and beneficial for the students? What will they learn from it? This description can be used to help communicate this activity to others, such as volunteers or organizations that will be involved.
4. Think of how many and which volunteers, knowledge holders, teachers, mentors, experts, or organizations you will need to coordinate with to make this activity happen. Reach out to these people/organizations and use the information you already filled in (e.g. dates, description) in inviting them to participate.
5. Using the logistics checklist as a starting place, start making the necessary logistical preparations.
6. Add any logistics that aren't in the list or other thoughts/ideas to the extra space on the bottom of the worksheet.
7. Update the worksheet as you continue your preparations and planning, checking off items on the logistics checklist as you go and adding names of support people/organizations as they are confirmed.

ACTIVITY TYPE:

ANTICIPATED DATE:

ACTIVITY DESCRIPTION (including learning focus, goals and curriculum outcomes):

Names of any volunteers, knowledge holders, teachers, mentors, experts, or organizations you have invited to support or host this activity:

Materials and equipment needed and preparation notes:

LOGISTICS CHECKLIST:

Have you confirmed the date and time for this activity with everyone involved?

Do you know where you're going to do the activity? If the activity is taking place inside, have you confirmed that the space you've chosen is available?

Are there transportation logistics you need to consider and plan for?

Do you have all the equipment and supplies you need to do the activity?

Trip Planning Worksheet

RATIONALE:

This template is designed to help you plan day trips and overnight adventures, such as camping trips. This worksheet will guide you in thinking through all the necessary logistics, including safety and risk management, as well as clarifying and communicating the focus and goals of the trip.

INSTRUCTIONS:

This template is intended to be completed for each trip you have planned as part of your program.

1. Once you've got a trip in mind, review the template, and have an initial think through of who (e.g., volunteers) and what (e.g., materials) will be needed to complete it.
2. Start by filling in the basic information – the Trip Destination and Anticipated Date.
3. Write out the Trip Description. Try to answer these questions: why is this trip important and beneficial for the students? What will they learn from it? This description can be used to help communicate this trip to others, such as volunteers or organizations that will be involved.
4. Think of how many and which volunteers, knowledge holders, teachers, mentors, experts, or organizations you will need to coordinate with to make this trip happen. Reach out to these people/organizations and use the information you already filled in (e.g. dates, description) in inviting them to participate.
5. Using the checklists as a starting place, start making the necessary logistical, safety and risk management, and water safety preparations.
6. Break the overall trip down by what will happen each day and enter it into the itinerary table. If it's a one-day trip, it will still be helpful to write out the itinerary under Day 1.
7. Add any logistics that aren't in the list or other thoughts/ideas to the extra space on the bottom of the worksheet.
8. Update the worksheet as you continue your preparations and planning, checking off items on the checklists as you go and adding names of support people/organizations as they are confirmed.

TRIP DESTINATION:

ANTICIPATED DATE(S):

TRIP DESCRIPTION (including learning focus, goals and curriculum outcomes):

Names of any volunteers, knowledge holders, teachers, mentors, experts, or organizations you have invited to support or host this trip:

Use the checklists on the back of this page to help you plan and organize your trip.

**LOGISTICS CHECKLIST**

Have you organized and confirmed transportation to and from your destination?

Have you created an itinerary?

Have you contacted and confirmed volunteers and/or mentors to accompany you on the trip?

Have you created a meal plan, if needed?

Have you purchased the food supplies you need?

If your activity involves visiting another organization or business, have you contacted them and confirmed dates?

If your activity involves an overnight stay or a camping experience, have you made the necessary arrangements and/or gathered the camping supplies you need?

SAFETY AND RISK MANAGEMENT CHECKLIST**General**

Do you have signed consent forms for each intern/student?

Do you have a complete first aid kit?

Do all of the interns/students have everything they need (e.g., appropriate clothing, sunscreen, hats)?

Do you have enough food?

Do you have an appropriate communication device that you can use if you get into trouble?

Have you communicated any rules and/or behaviour expectations you may have to the interns/students?

Do you have an appropriate number of people coming who can help you with supervision?

Are you familiar with the destination? If not, have you contacted someone who has been there before to discuss the potential risks and hazards?

Have you discussed safety concerns and potential hazards with the interns/students and others coming on the trip?

Do you have a plan for what you will do in the case of an emergency?

Have you communicated this plan to the interns/students and others coming on the trip?

Water Safety

If using boat transport or visiting a water body such as a lake or a beach, do you know if everyone coming on the trip can swim?

If using boat transport, do you have enough life jackets for everyone?

If using boat transport, have you made sure to leave some time for going over boat safety skills and rules before departure?

School Program Field Trip Consent Form (Day Trip)

RATIONALE:

This template is designed to help you create a Field Trip Consent Form for your students. This form is for day trips. For overnight trips, please use Tool 5D: School Program Field Trip Consent Form (Overnight Trip).

INSTRUCTIONS:

1. Review the template. Adjust the content as needed to better reflect your specific context and needs. Consult with independent legal counsel and your school board to ensure these forms adequately protect you and your students. These forms have NOT been legally reviewed. At a minimum, be sure to make changes where indicated.
2. Send the form home with your students at least 2-3 weeks prior to the trip. Inform your students that if they do not get the form signed by a parent or guardian before the day of the trip, they won't be able to attend.
3. Collect the forms and make sure that you have received a completed form from every student.



Full Trip Details and Rationale for Fieldtrip: *Please attach this "comprehensive information document for parents and guardians" separately*

Educational Goals of Trip:

Supervising Teacher(s)/Chaperone(s):

Supervising Teacher/Chaperone Emergency Contact Phone Number:

Destination:

Transportation provided by:

Date/Time:

Description of Fieldtrip Itinerary*:

**Please attach as a separate document details with regard to cost per student, transportation, other relevant details*

Packing list:

(School Administrator or School Board Signature)

(Teacher- or Leader-in-charge, please print)

Student Name:

Care Card #

Special Considerations for my child (diet, allergies, medication, etc):

I am interested in attending this fieldtrip if space permits. Check one: **Yes** **No**

I give permission for my child to participate in this school fieldtrip.

Parent/Guardian Name:

Signature:

Parent/Guardian Phone #:

Alternate Phone #:

Second Contact Name:

Second Contact Phone #:

PLEASE RETURN THIS FORM TO THE SCHOOL BY:

School Program Field Trip Consent Form (Overnight)

RATIONALE:

This template is designed to help you create an Overnight Field Trip Consent Form for your students. This form is for multi-day trips such as camping trips. For day trips, please use Tool 5C: School Program Field Trip Consent Form (Day Trip).

INSTRUCTIONS:

1. Review the template. Adjust the content as needed to better reflect your specific context and needs. Consult with independent legal counsel and your school board to ensure these forms adequately protect you and your students. These forms have NOT been legally reviewed. At a minimum, be sure to make changes where indicated.
2. Create supporting materials, such as:
 - a. A detailed description of the purpose of the trip
 - b. A detailed fieldtrip description and itinerary for each day, including information about transportation, accommodation, and learning activities
 - c. A packing list
 - d. Information about any costs that students are expected to cover
3. Attach the supporting materials to the form and send copies home with your students at least 2-3 weeks prior to the trip. Inform your students that if they do not get the form signed by a parent or guardian before the day of the trip, they won't be able to attend.
4. Collect the forms and make sure that you have received a completed form from every student.



School Program Field Trip Consent Form (Overnight)

Full Trip Details and Rationale for Fieldtrip: *Please attach this "comprehensive information document for parents and guardians" separately*

Class & Educational Purpose:

Supervising Teacher(s)/Chaperone(s):

Supervising Teacher/Chaperone Emergency Contact Phone Number:

Destination:

Transportation provided by:

Departure Date/Time:

Return Date/Time:

Detailed Description of Fieldtrip Itinerary for each day: *Include cost per student, mode of transportation, accommodation, and learning activities. Please attach this document separately*

Packing list: *Please attach this document separately*

(School Administrator or School Board Signature)

(Teacher- or Leader-in-charge, please print)

(*Board Signature*)

Student Name:

Care Card #

Special Considerations for my child (diet, allergies, medication, etc):

I am interested in attending this fieldtrip if space permits. Check one: **Yes** **No**

I give permission for my child to participate in this school fieldtrip.

Parent/Guardian Name:

Signature:

Parent/Guardian Phone #:

Alternate Phone #:

Second Contact Name:

Second Contact Phone #:

PLEASE RETURN THIS FORM TO THE SCHOOL BY:

Internship Program Consent Form

RATIONALE:

This template is designed to help you create an Internship Program Consent Form for your interns. This form is for all activities and trips that take place as part of the internship (e.g. day trips or multi-day camping trips). You can fill the form out for all trips at once or use this on a trip-by-trip basis.

INSTRUCTIONS:

- 1.** Review the template. Adjust the content as needed to better reflect your specific context and needs. Consult with independent legal counsel and your school board to ensure these forms adequately protect you and your students. These forms have NOT been legally reviewed. At a minimum, be sure to make changes where indicated.
- 2.** Create supporting materials, such as:
 - a.** A detailed description of the types of activities and trips that will likely take place as part of the internship, including their purpose
 - b.** A detailed itinerary of when activities and trips will occur, and information about transportation, accommodation, and learning activities
 - c.** Supplies needed for internship and packing list for any trips
 - d.** Information about any costs that interns are expected to cover
- 3.** Attach the supporting materials to the form and send copies home with your interns at least 2-3 weeks prior to the start of the internship. Inform your interns that if they do not get the form signed by a parent or guardian before the start of the internship, they won't be able to partake in trips and certain activities.
- 4.** Collect the forms and make sure that you have received a completed form from every intern.



Description and purpose of Internship Activities and Trips: *Please attach this document separately*

Internship Position:

Internship Partner Organization:

Internship Provider Contact Name:

Internship Provider Phone Number:

Internship Location:

Internship Duration:

Detailed Description of Internship Itinerary: *Include mode of transportation, accommodation, any costs, and learning activities. Please attach this document separately*

Supplies and packing list: *Please attach this document separately*

(Internship Host Organization Name)

(Internship Coordinator – please print)

Intern Name:

Care Card #:

Special Considerations for Intern (diet, allergies, medication, etc):

INTERNS AGE 18 AND ABOVE:

I have read this document and agree to participate in this internship.

Intern's Name:

Signature:

Phone Number:

Emergency Contact Name:

Emergency Contact Phone #:

Date:

INTERNS UNDER AGE 18

(to be filled out by parent/guardian):

I give permission for my child to participate in this internship.

Parent/Guardian Name:

Signature:

Parent/Guardian Phone #:

Alternate Phone #:

Second Contact Name:

Second Contact Phone #:

Date:

PLEASE RETURN THIS FORM TO THE INTERNSHIP COORDINATOR BY:

School Program Report

RATIONALE:

This template is designed to help you track information about your school program. You can use this information to share details about your program with others (e.g., Chief and Council, program partners and funders), and you can also use it to support program evaluation and future planning. This tool is also available in Excel format.

INSTRUCTIONS:

1. Review the template. Adjust the content as needed to better reflect your specific context and data gathering priorities.
2. Decide how often you will complete the template. At a minimum, we suggest completing it annually (i.e., at the end of the school year), but twice a year (i.e., once half way through the school year, once at the end of the year) is ideal.
3. Set a reminder in your calendar to complete the template at the appropriate time(s). Otherwise, five or even ten months down the road, you may forget to do it.
4. When the time arrives, fill out the template and save it someplace safe, on a computer that you will have access to in several months or a year from now. You should also back the file up on a cloud-based server such as Dropbox to make sure you don't lose it.
5. Share the information you've collected with appropriate audiences, and/or use it to help you plan the program for the following year.
6. Keep adding to the same file each time you collect this information.

Note: *If you leave your position as program coordinator, make sure that the person coming into the role has access to the School Program Report file. This way, they can review the content you've recorded, and use it to help them organize their program.*



YEAR END SUMMARY

Program details	Notes
1. Year	
2. Name of person completing this report	
3. Community	
4. Number of students that participated in the program (approximate)	
5. Grades that participated in the program (please list)	
6. Number of teachers and staff that supported program activities	
7. Names of any local knowledge holders/experts who supported program activities	
8. Names of any knowledge holders/experts from outside the community who supported program activities	
9. Names of any organizations (including businesses, Band departments, or other entities) that supported program activities	
10. What were some of the learning themes that students focused on this year?	
11. What were some of the places that students visited this year?	
12. What were some highlights from this year's activities?	
13. Were there any activities you did this year that you would do differently next time?	
14. If so, what would you change and why?	

Internship Program Report

RATIONALE:

This template is designed to help you track information about your internship program. You can use this information to share details about your program with others (e.g., Chief and Council, program partners and funders), and you can also use it to support program evaluation and future planning. This tool is also available in Excel Format.

INSTRUCTIONS:

This template is intended to be completed once a year, at the end of the program.

1. Review the template. Adjust the content as needed to better reflect your specific context and data gathering priorities.
2. Set a reminder in your calendar to complete the template at the end of the program. Otherwise, you may forget to do it.
3. When the time arrives, fill out the template and save it someplace safe, on a computer that you will have access to a year from now. You should also back the file up on a cloud-based server such as Dropbox to make sure you don't lose it.
4. Share the information you've collected with appropriate audiences, and/or use it to help you plan the program the following year.
5. Keep adding to the same form each year.

Note: *If you leave your position as program coordinator, make sure that the person coming into the role has access to the Internship Program Report file. This way, they can review the content you've recorded, and use it to help them organize their program.*



Program details	Notes
1. <i>Year</i>	
2. <i>Name</i>	
3. <i>Community</i>	
4. <i>Number of interns</i>	
5. <i>Length of internship</i>	
6. <i>Number of community volunteers who supported internship activities</i>	
7. <i>Names of any knowledge holders and/or experts who supported internship activities (include a brief description of what they did)</i>	
8. <i>Names of any organizations that supported internship activities (include a brief description of what they did)</i>	
9. <i>Average number of days that interns spent outside/on the land</i>	
10. <i>What were some of the activities that interns did this year?</i>	
11. <i>What were some of the learning themes that interns focused on this year?</i>	
12. <i>What were some of the places that interns went this year? (skip if covered already)</i>	
13. <i>What were some highlights from this year's program?</i>	
14. <i>Were there any activities you did this year that you would do differently next time? If so, what would you change and why?</i>	

Program Participant Survey

RATIONALE:

This survey tool is designed to help you gather some simple feedback from program participants (i.e., youth). Their feedback will help you evaluate your program and make decisions about how to adjust or improve it.

INSTRUCTIONS:

This survey is intended to be delivered annually towards the end of the program.

1. Review the template. Adjust the content as needed to better reflect your specific context and information gathering priorities.
2. Print and distribute the survey to participating youth.
3. Ask program participants to spend a few minutes thinking about all the things they did as part of the program this year. One way to do this is to ask everyone to name a highlight from an activity they enjoyed, or something they learned. Alternatively, you can give some examples of activities they did to get them thinking about in the right direction.
4. Give them 10 - 20 minutes to complete the survey.
5. Gather up the completed surveys.
6. Share the information you've collected with appropriate audiences, and/or use it to help you plan the program the following year.

Teacher/Staff Survey

RATIONALE:

This survey tool is designed to help you gather some feedback about your program from teachers and other school staff (e.g., administrators, guidance counsellors). Their feedback will help you evaluate your program and make decisions about how to adjust or improve it.

INSTRUCTIONS:

This survey is intended to be delivered annually towards the end of the school year. Be sure to give teachers and school staff enough time to complete the survey before the busy year-end period (e.g., exams, wrap-up) gets underway.

1. Review the survey. Adjust the content as needed to better reflect your specific context and information gathering priorities.
2. Draft an email inviting teachers and staff to take the survey. If you're not sure what to include in your email, here is an example you can draw from:

Hi there,

We're getting close to the end of the school year and I am looking for feedback on the [name of program] this year. Please take 10-15 minutes to fill out the attached survey and send it back to me.

The aim of this survey is to help me understand and document the impact of [name of program] so that I can (1) adapt program design and delivery based on the feedback I get, and (2) communicate the impact of the program to partners (e.g., the school board, Chief and Council, community members, funders, etc.).

Thanks in advance for taking the time to complete the survey.

3. Send out the email in mid May.
4. Send out a reminder email a week later or as needed.
5. Alternatively, print out paper copies of the survey and distribute them.
6. Gather up the completed surveys.
7. Share the information you've collected with appropriate audiences, and/or use it to help you plan the program the following year.

ROLE:

1. From your perspective, what is most valuable about the *classroom environment*?
2. In your experience, does the *classroom environment* have a positive impact on students who are doing well in the classroom environment? If so, please provide an example.
3. In your experience, does the *classroom environment* have a positive impact on students for whom the classroom environment is not a good fit? If so, please provide an example.
4. Do you have any feedback, suggestions or new ideas for the next year?



Prepared with the assistance of:
EcoPlan, 208-131 Water Street, Vancouver BC, V6M4B3
604-228-1855 • www.ecoplan.ca

Support also from:
AP ACCESS PLANNING
www.accessplanning.ca