

Pre-course Reading

Please review the following information. We will have brief discussions and challenges (don't panic) based on this information. Not completing this material prior to the course will limit your ability to fully engage in the program and to be an effective youth leader.

Online -Youth Leaders Manual found in the resources section – youth related at <http://www.StJohnOnline.ca>.

1. Please review section A - What is the Youth Program

- Types of youth programs offered in SJA Canada
- Cadet Code of Chivalry and Junior Promise
- Proficiency Program and Grand Prior's Badge – please also see resource section of website
- Badges and Awards that youth may earn within the youth programs – please also review youth related resources Cadet Service Shield awards of website

2. Please review section B – What it Means to be a Youth Leader

- Volunteer Rights and Responsibilities

3. Please review section D – Maintaining a Youth Unit

- Public Relations

4. Please review section E – Crisis Intervention

- Managing risks
- E 1.4 – 26 Ways to Increase Safety
- E.5 – Duty of Care
- E.6 – Insurance

5. Resources Section – Appendix 1 – Historical perspective of SJA

Please review the most recent versions of the National Operating Policy and Procedures and the Ontario Operating Regulations. Determine which sections are applicable to the youth programs.

Please review the recently released Uniform Standards Manual for information about youth uniforms.

Strategies/Interventions for Disorganization:

- Provide location (on board) for lesson outline- so member knows what's coming and what's expected
- Provide storage space for materials/binders/textbooks
- Establish a clear routine for all to follow- consistency is critical
- Provide adequate transition time between activities/tasks
- Provide the member with an organizational checklist – clearly broken down into steps/use organizer to help member break tasks into manageable chunks
- Provide organizational tools- meeting calendar with dates to input in binder, use of planner, reference location for due dates visible in the meeting
- Acknowledge when they have done well at organizing themselves (tangible or intangible)

Strategies/Interventions for Memory Skills:

- Use concrete examples and experiences in sharing information
- Teach members to use mnemonic devices (acrostics, acronyms, etc.)
- Have the member outline, highlight, underline, or summarize information which should be remembered
- Teach the member listening skills (stop working, look at the person speaking, take notes, etc.)
- Teach the member direction-following skills (stop, listen carefully, write down important points, wait until all directions are given, question any directions not understood, etc.)
- Actively have the member involved in learning by them perform physical sequential activities
- Use graphic organizers to help members organize/re-organize ideas

Strategies/Interventions for Auditory Memory Skills:

- Provide more than one source for directions, explanations, instructions or information (visual and verbal)
- Tell the member what to listen for before delivering auditory information
- Use diagrams, pictures and gestures when delivering information
- When presenting auditory information, stop on occasion to ask questions
- Have the member paraphrase directions, explanations, instructions or information soon after hearing it
- Deliver in a clear and concise manner and at an appropriate pace

Strategies/Interventions for Reading Comprehension Skills:

- Reduce distracting stimuli
- Teach the member key words and concepts prior to reading

- Prepare the member for what they are reading by giving them a general idea about what they should be learning, what the topic/issue is about (kind of like a road map to follow)
- Provide worksheets for members to fill in as they read longer passages/stories that allow them to confirm important points/ check-ins to identify key items
- Have members outline, highlight or underline important points in the reading
- Have member identify key words or concepts they don't understand

Strategies/Interventions for Disruptive Behaviour

- State expectations for behaviour explicitly
- Provide for practice of desired behaviours
- Incorporate more movement in the lesson
- Reinforce/acknowledge those members in the meeting who are demonstrating appropriate behaviour
- Provide structured/scheduled time for partner talking/cooperative learning
- Offer leadership roles
- Attempt to give attention to the member when they are not disruptive, as opposed to when they are
- Have the member maintain a chart representative of their own appropriate behaviour and acknowledge success

Strategies/Interventions for Impulsive Behaviour

- Make frequent eye contact with the member
- Be mobile and frequently near the member
- Provide the member with a routine to follow when making decisions
- Use clear, simply stated instructions
- Reduce distracting stimuli, give preferential seating
- Create a predetermined signal to communicate non-verbally with the member that their behaviour is escalating (to be used before they truly act out)
- Do not leave unstructured time for the member
- Reinforce/acknowledge those members in the meeting who are demonstrating appropriate behaviour

Strategies/Interventions for Attendance & Lates

- Communicate with appropriate guardian
- Begin the meeting with a success-oriented activity
- Give the member as specific responsibility to be performed at the beginning of each meeting to encourage the member to be on time.

Strategies/Interventions for Motivational Issues

- Ask the member directly if and what type of reinforcement will work for them
- Call on the member when you are certain they will know the answer/be successful
- Allow members to have more decision making opportunities relative to meeting assignments and activities
- Create opportunities for authentic learning (real life links)
- Show an interest in the member
- Ensure the activity is appropriate to the abilities of the member
- Design lessons so that members experience a success every day, preferably at the beginning of meeting.
- Learn member names
- Give the member responsibility,
- Ask members questions that cannot be answered with a simple “yes” or “no”
- Reduce the emphasis on competition
- Avoid embarrassing members, or forcing them into uncomfortable situations
- Use assessments that allow a member to work on a skill and demonstrate improvement, rather than one-shot opportunities

Tips for helping members succeed when the “Terrible Teen” Strikes

Teens desperately want to be treated as adults, but they are not adults – they are learning how to be adults. As part of that learning, they need help learning how adults handle difficult and uncomfortable situations in a positive manner.

Helping them ask for help.

Every student will need help at some point with either their school work or social relationships. They need to know where to get help and how to ask for it. The most common response I receive in the Success Hub when asking students if they have asked others for help is “I do not want to look dumb.” Asking for help is an important life skill, and teens need to learn this. Reassure them that asking for help demonstrates maturity, not weakness. Help them practice asking for help by planning/role playing a conversation. Encourage teens to pick an appropriate time/place to ask for help, and prepare them for answers that may indicate that they will need to return later. Teens often misinterpret “Okay, I will help you later” as “Go away, I’m too busy”.

Tough Conversations

Teens highly value relationships. They spend hours with their friends, texting, and on Facebook, all in an attempt to maintain relationships with others. Relationships with adults are not as easily maintained, and this affects their comfort level when it comes to talking about difficult topics including their weaknesses. We do nothing to help a teen improve their leadership if we cannot have an open dialogue

about their areas for improvement. Establishing comfortable communication with teens can be made easier if you:

- Start having regular conversations now. They don't have to be deep or hot button issues, they just need to be conversations. Many teens can go days without having a meaningful conversation with an adult.
- Allow teens to have a different point of view. Teens are forming their own opinions and ideas, and not trying to win your conversations as though they are debates will go a long way to creating better relationships.
- Try to demonstrate active listening skills. You do not have to agree with their opinion for them to know that you understood what they were saying to you.

Remember that the goal of these conversations is not discipline or simply empathy, but a learning opportunity to teach your teen how to be an adult.

Using the St. John Ambulance Name and Trademark



St. John Ambulance Saint-Jean

The objective of a corporate design program is to establish the identity and image of an organization. The St. John Ambulance Corporate Design Program aims to establish the identity and image of the St. John Ambulance in Canada. Its implementation will increase the level of public awareness of the organization by presenting a visually unified, clear image as well as ensuring that trademarks are protected.

The Logo – The Cross of the Order of St. John, in the black roundel surrounded by the maple leaf, is the corporate logo of St. John Ambulance in Canada. It is a trademark registered by The Priory of Canada of the Most Venerable Order of the Hospital of St. John of Jerusalem. This is the only logo to be used in any application in connection with the operation of St. John Ambulance.

The Name – The St. John Ambulance, or Ambulance Saint-Jean, name is generally centered below or to the right of the symbol described above. In certain cases, the symbol may appear without the name or vice versa. The font used for the word mark, St. John Ambulance, is Palantino Bold.

The St. John Ambulance trademark must be respected as an individual piece of property. No trademark should be changed (that is, words should not be added or changed), nor should the look of the design be changed.

If you have any questions, or require advice about the use of the St. John Ambulance trademark and name, please refer to the *Quick Reference Guide to Using St. John Ambulance Trademarks* or the more comprehensive *St. John Ambulance Corporate Graphic Standards Manual*. For further clarification, contact your Council Officer or the Marketing and Communication Department at National Office.

Camping Trips

When planning camping trips, youth leaders are responsible for informing and obtaining permission from all parents and/or guardians of their members. In fact, this step is required in advance of any activity that requires members to be transported to, relocated or involved in any activity or venue that has not already been approved by the parents and/or guardians of the participating member.

Formal camping experiences, or field trips requiring an overnight stay, require formal approval in advance by the Council Office. To obtain approval, youth leaders must submit an Application to Hold a Cadet Camp form to the Provincial Commissioner, and must follow the required process.

Several other forms and documents are also required to run a successful camp.

- ❖ Application to Hold a Cadet Camp
- ❖ Covering letter to parents/guardians
- ❖ Camping Permission Form
- ❖ Medical Information Form
- ❖ Kit List
- ❖ General rules of the camp

It is also important to know that St. John Ambulance has a National Camp Accreditation Certificate Program, and that certified leaders must be in attendance at all camping functions run by St. John Ambulance Units in Canada. An appropriate number of the adults involved in each camp or other event must have the accreditation to hold a Cadet camp. National and Provincial Policies prescribe this number.

Members wishing to run camps must achieve certification by attending an Overnight Excursion Course. Currently there are three levels of certification, and each level is designed for a specific purpose:

- ❖ **Level 1** holders can take charge of Cadet Camps with a maximum of 25 campers, for a maximum of 3 nights.
- ❖ **Level 2** holders can take charge of Cadet camps with a maximum of 50 campers, for longer than 3 nights.
- ❖ **Level 3** holders can take charge of Cadet camps with more than 50 campers.

Like any other task, planning a camp should not be left up to one individual. The task becomes easier, and more enjoyable for all, if it is broken down into its component parts. Each person involved in planning a camp should undertake a specific responsibility. Where there are not enough volunteer leaders in a Unit, youth leaders should look outside their Unit for other interested leaders or adult members. Parents of Cadets can also be a great resource. (Note, however, that all adults involved in the supervision of youth members are required to submit a police records check to their Provincial Office.)

From time to time, the Provincial Commissioner may issue directives to elaborate or clarify the position of your Provincial Office on matters relating to how camping experiences may be conducted within its jurisdiction.

The number of youth leaders required to plan and run a camp will vary depending on the number of campers and the time span of the camp. A good rule of thumb is one leader for every six campers.

Elements of the *Camping Manual*, as defined by national policy, have been included in this handout to ensure that all youth leaders appreciate what is expected of them before and during camping trips. Leaders should refer to this manual, which should be on file with each Unit or available through their Council Office.

The *Youth Leader's Manual* remains one of the primary resources that youth leaders should be using when planning Unit activities. While it aims to cover as many aspects of the Youth Program possible, it is by no means the only resource that youth leaders should be using.

THINGS NOT TO DO!!

- Do not rely on your good name to protect you.
- Do not, for one moment, believe “it can never happen to me”.
- While respecting the need for privacy and confidentiality, every effort should be made to try not to be completely alone with a young person. When it is appropriate to work one on one, make sure that others are within earshot and within vision.
- Never touch a young person in a way that could be misconstrued.
- Never make suggestive or inappropriate remarks.
- If you suspect a young person is developing a “crush” on you, discuss it with other Leaders and, if appropriate, the parents.
- If you notice any of your colleagues are at risk from their behaviour or a young person’s crush, discuss it with them.

Adult Leaders **should**:

- Help to establish safe and open communication in each Section of the Group.
- Have an “open door” policy. Declare all meetings open to parents or Leaders.
- Treat all children, and others, with respect and dignity befitting their age.
- Be conscious of other’s “personal space”.
- Encourage participation by all, while being sensitive to each child’s individual capacity.
- Be a role model for children. Be friendly, courteous and kind.

Adult Leaders **should not**:

- Show favoritism for particular youth members.
- Invite youth member(s) alone to your home or other private accommodation.
- Have private talks with individual youth members away from the presence of other members or adults.
- Carry one youth member alone in your vehicle.
- Go on a hike or other activity with one youth member alone.

- Assist youth members with personal hygiene or dressing except where health or disability requires it and then only in the presence of another adult.
- Take part inappropriately in body contact games.
- Let children involve you in excessive attention-seeking behaviour that is overtly physical or sexual in nature. Be particularly careful with the very needy child. Redirect the behaviour to “healthy” activities and provide caring attention before it is asked for.

Effective Disciplinary Practices

- ❖ Avoid trying to solve a problem in isolation. By involving other leaders, parents and the individuals in question, the youth leader shares the burden of responsibility and has the greatest potential for positive resolution of the problem.
- ❖ Always talk a problem through with all of the people affected. Make sure everyone understands the nature of the issue and why disciplinary action is required
- ❖ Be careful not to simply transfer the problem to another volunteer within St. John Ambulance
- ❖ Keep disciplinary actions positive. This will give you the best chance of achieving the desired outcome.
- ❖ Use constructive feedback.
- ❖ Use positive reinforcement and a solution-based approach
- ❖ Always look for ways to turn negatives into positives. Remember that the best outcome of any disciplinary action is positive reinforcement of the values of proper conduct
- ❖ Refrain from “making an example” of someone through disciplinary action
- ❖ Avoid getting caught in the “attention trap” Don’t get lured into “playing along” with someone who is using bad behaviour as a means of getting attention
- ❖ When having to discipline a young member, don’t take his or her actions personally. Remain detached, professional and in control of your own feelings and emotions. As a leader, you must never display anger or use physical means to punish.
- ❖ Remain above name-calling and other forms of verbal abuse. Remember that put-downs and threats don’t help, and they usually serve to alienate the offender.
- ❖ Maintain a consistent approach to discipline, which keeps everyone on a level playing field.