The Indigenous Youth Mentorship Program

2020 MENTOR MANUAL
Acknowledgements

This document is the result of many years of hard work and heart by the IYMP and Rec and Read teams. Much of the content was adapted from the 2017/2018 Young Adult Health Leader (YAHL) Training Manual and the Rec and Read Mentorship Program Manual. Over the years, IYMP has grown and will continue to do so as it ripples to more communities. As such, this mentor manual is a living document and will continue to undergo changes.

IYMP and this resulting mentor manual has been strengthened by the invaluable support, knowledge, and contributions from the following communities across Canada: Quebec (Kahnawake), Ontario (Wiikwemkoong), Manitoba (Cross Lake First Nation, Garden Hill First Nation, Sagkeeng First Nation, Sandy Bay First Nation, Split Lake, Thompson, Wabowden, and the urban Winnipeg Rec and Read mentorship programs), Saskatchewan (Royal West Campus-Saskatoon Public School Division), and Alberta (Alexander First Nation, Paul First Nation).

IYMP was developed with Indigenous youth in diverse communities across Canada. We acknowledge their leadership and thank each high school mentor for their contributions.

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“When I joined mentorship I actually learned like quite a lot about myself. I found an aspect of myself that loves to talk in front of people.”

MENTOR
What is IYMP?

IYMP is a communal, relationship-based afterschool healthy living program. It is delivered by indigenous high school students for elementary school children with the support of a Young Adult Health Leader (YAHL) chosen by the community. IYMP is grounded in an Indigenous model of resilience (the Circle of Courage), and Indigenous values (the Four Rs), with core components of:

- Healthy Snack
- Physical Activity
- Relationship Building

IYMP promotes holistic wellness, prevents type 2 diabetes, and promotes positive mental health. IYMP also aims to promote Mino-Bimaadiziwin/Mino-Pimatisiwin (the way of the good life in Oji-Cree/Woodland Cree). Mentorship provides opportunities to build a sense of belonging, resilience, and leadership skills. IYMP builds on the strengths, energy, and talents of youth and communities, with high school student mentors adapting the program to meet their community’s needs.

IYMP is relationship-driven. It is based on the teachings of Indigenous scholars Verna Kirkness & Ray Barnhardt (Four Rs: Respect, Relevance, Reciprocity, and Responsibility) and Dr. Martin Brokenleg (Circle of Courage). The teachings identify the four universal human needs for overall wellbeing and positive youth development. Mentors are encouraged to support elementary school children through these guiding frameworks.

The Four R’s

- **RESPECT** for First Nations cultural integrity
- **RELEVANCE** to First Nations perspectives and experiences
- **RECIPROCAL** relationships
- **RESPONSIBILITY** through participation

Circle of Courage®

**THE SPIRIT OF GENEROSITY:**
Character is cultivated by concern for others so that the child can say, “I have a purpose for my life.”

**THE SPIRIT OF INDEPENDENCE:**
Free will is cultivated by responsibility so that the child can say, “I have the power to make decisions.”

**THE SPIRIT OF MASTERY:**
The inborn thirst for learning is cultivated with the world, the child can say, “I can succeed.”

**THE SPIRIT OF BELONGING:**
The universal longing for human bonds is cultivated by relationships of trust so that the child can say, “I am loved.”

*Used with permission (granted Oct 27th, 2016). Circle of Courage images-Source: Artist: George Blue Bird. The Circle of Courage is a Trademark of Circle of Courage, Inc. For more information, see Web site: www.reclaiming.com or e mail: courage@reclaiming.com*
What could a typical IYMP program look like?

What is IYMP? IYMP is usually run once per week for 90 minutes, sometimes for 20 weeks (January to June) or sometimes throughout the entire school year. In the fall, your school recruits high school students (YOU!) who want to be mentors. As a mentor, you learn what IYMP is, how to be a mentor, and start planning the program for younger students (usually elementary school children) in your community. When the program is running, high school mentors meet weekly as a group to plan each 90-minute session. The planning sessions are a time to figure out what snack will be served, which games and physical activities to run, how you’ll support each other as a group, and how you’ll open and close the session (sometimes with an opening and closing circle, or talking to children one on one).

Mentors are responsible for setting up the activity areas, running the activities, and cleaning up. Mentors also prepare and serve the healthy snack. A key part of being a mentor is interacting with the elementary school children to get to know them and hear about their day. Mentors can encourage the elementary school children to help them set up the activities and snacks and to clean-up!

At the end of each session, high school mentors and the YAHL review the day’s events. This could be a sharing circle asking what everyone liked or did not like, ideas for the next week, or just thanking each other.

Where did it come from?

IYMP started as a community-based research project designed to build on the leadership skills of Indigenous high school students in north Winnipeg in 2004. In 2010, the urban mentor model was adapted for delivery in a remote Oji-Cree community in Northern Manitoba (Kistiganwaacheeng). Over the past four years, the program has rippled across Canada and thousands of children and youth now participate from five different provinces.
“Mentorship, it’s huge! For anyone who gets involved, I definitely think in the long run it’s going to benefit any community promoting healthy living through nutritious snacks, playing fun games... we help people keep positive thinking, stay in school... and all the other good stuff that comes with being a good role model. Have mentorship in community, it’s AWESOME!!!”

IYMP YAHŁ
Who is involved?

IYMP is a communal, relationship-based afterschool healthy living program. While it is delivered by Indigenous high school students for elementary school children with the support of others in the community, everyone is a mentor! Here are some of the individuals involved with IYMP.

High School Mentors

High school mentors plan and deliver IYMP to elementary school children.

WHAT IS THE ROLE OF A HIGH SCHOOL MENTOR?

• The role of the high school mentor can look different in each community. Ultimately, being a mentor means being a role model and leader in the program, and helping to plan and deliver each session.
• Mentors plan and lead activities, prepare healthy snacks, get to know the elementary school children, and support their mentor team.

HOW MUCH TIME WILL IT TAKE? WHEN DOES IT HAPPEN?

• Once a week mentors lead the IYMP program (usually 90 minutes after school, or during a school ‘block’). Most mentors also come together once a week to plan each session. Sometimes this happens during lunch, right before IYMP is run, or during class.

SKILLS BUILT AS A MENTOR:

• Leadership, trust, relationship building, problem solving, time management, how to solve conflicts
• Opportunities to learn from others across Canada.
• In some schools, it might be possible to earn high school credit for participating.

Elementary School Children

IYMP would not happen without the elementary school children! The elementary school children should not be forgotten when planning the program. Their voice is so important and they can help support positive change in the community. As a high school mentor, consider what ways you can involve the children when planning and running IYMP.

Other People Involved

HELPER/CHAMPION

The project requires at least one person to support running IYMP. This person might be a YAHL, a school principal/vice principal, or a school wellness coordinator. They will help you set up the program.

SCHOOL PRINCIPAL OR ADMINISTRATOR

The project requires support from school leaders (e.g., principal or vice principal). Work with your YAHL to communicate with school leaders.

SCHOOL STAFF AND COMMUNITY MEMBERS

Support from the school and your community are needed to run IYMP. Working with parents and guardians, Elders, Knowledge Keepers, and Chief and Council helps build a sense of community and allows others to be involved in IYMP. This also allows for mentorship with many different people in your community. Work with your YAHL and others in the community to encourage involvement.

Young Adult Health Leader (YAHL)

Each community has at least one Young Adult Health Leader (YAHL) to guide and support high school mentors. In many communities, the YAHL is a teacher or support staff in the school. In other places, the YAHL is hired or is a volunteer.

“I like playing the games and have a lot of good memories here! It’s really fun, some of the kids are really cute too.”

MENTOR
Core components

The core components of IYMP that you will learn about and provide during each IYMP session are:

High school mentors plan each IYMP component to build on community strengths and needs. The goal is to work with elementary school children and create fun and simple activities, while keeping in mind the time and budget required to do these.

Sample Template for IYMP program day

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>EXAMPLES</th>
<th>WHO IS RESPONSIBLE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Preparation</td>
<td>• High school mentors: team check-in, attendance, cell phones away</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Take attendance of elementary school children</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chat/play games/read books with children as snack is being prepared</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Snack</td>
<td>• Prepare and serve snack</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mentors sit with children and talk to them (getting to know them)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clean up (ask children to help)</td>
<td></td>
</tr>
<tr>
<td>40-60 min</td>
<td>Physical Activity</td>
<td>• Have a mentor lead each game (pre-set up equipment)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Have children sit to hear mentor explain game</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All mentors participate/have fun</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equipment put away/clean up</td>
<td></td>
</tr>
<tr>
<td>10-30 min</td>
<td>Relationship</td>
<td>• Mentors gather in a circle with the children for a sharing circle or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>reflective activity (think about games we did, how did they make you</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>feel?)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Question and action activity (did you have fun? Clap your hands, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share what they liked, did not like, new ideas, questions, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clean up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent pick up/</td>
<td>• Ensure children are picked up by approved parent/guardian/plan in place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>home time</td>
<td>• Check off sign out</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Young Adult Health Leader Training Manual 2017-2018.
Healthy Snack

Nutrition guidelines help us make healthy food choices. Choose Most Often, Choose Sometimes and Choose Least Often are categories that help us with these choices. As much as possible, aim for snacks that are ‘Choose Most Often’. Incorporate traditional foods such as berries, wild game, and fish. Ensure safe drinking water is available for children at the IYMP program.

When planning and preparing the snack, get elementary school children involved. Involving children in food preparation builds healthy eating habits and promotes wellness.

### Things to Consider:
- Plan and budget for food and equipment (knives, cutting board).
- Think about storage space for food/equipment and refrigerator space to hold perishable foods. Figure out who is purchasing the food and when.
- Find out if there are children with special diets or food allergies. Foods containing nuts are often not allowed in schools.
- Follow food safety practices (hand washing, washing surfaces before and after preparing food, don’t prepare or handle food if you are sick).

### Table Examples

#### Choose Most Often
- **High Nutrient Foods**
  - **Vegetable and Fruit Group**
    - Vegetables and fruit – fresh, frozen, canned, baked, or dried (e.g., fruit chips)
    - Fruit sauce (unsweetened)
  - **Grain Products**
    - Whole grain breads, cereals, muffins
    - Instant whole grain oatmeal (reduced sugar and salt)
  - **Milk and Alternatives**
    - Plain yogurt (≤2%MF)
    - Cottage cheese (1%, 2% MF) (no added sugar or salt)
    - Cheese (<18% MF)
  - **Meat and Alternatives**
    - Wild game and fish
    - Unsalted nuts and seeds
    - Nut butter (no added sugar or salt)
    - Beans, lentils (no salt)

#### Choose Sometimes
- **Moderate Nutrient Foods**
  - **Vegetable and Fruit Group**
    - Fruit cups, in light syrup
    - Baked or dried vegetables and fruits (has added sugar or salt)
    - Fruit sauce (sweetened)
  - **Grain Products**
    - Cereals (Rice krispies, Corn Flakes, Cheerios)
    - Bagels
    - Rice Cakes
    - Oatmeal raisin or fig cookies
    - Microwave popcorn
    - Whole grain crackers, low salt (e.g., Triscuits, multigrain crackers)
    - Granola bars
  - **Milk and Alternatives**
    - Flavoured yogurt/yogurt tube
    - Cottage cheese (has added sugar or salt)
    - Cheese (>18% MF)
  - **Meat and Alternatives**
    - Tuna and crackers
    - Lightly seasoned nuts (small servings)

#### Choose Least Often
- **Low Nutrient Foods**
  - **Vegetable and Fruit Group**
    - Fruit flavoured snacks
    - Jellied fruit cups
    - NOTE: Flavoured usually means the food isn’t real fruit
  - **Grain Products**
    - Pastry – croissant, Danish, doughnut, scone
    - Cookies
  - **Milk and Alternatives**
    - Pudding cup – chocolate, vanilla, tapioca, rice
    - Cheesecake cup
    - Ice cream
  - **Meat and Alternatives**
    - Sausage or pepperoni sticks
    - Deli meat

Table examples adapted from the Alberta Nutrition Guidelines for Children and Youth (2018)
Physical Activity

The Canadian 24-Hour Movement Guidelines recommends 5-17 year-olds get at least 60 minutes of moderate to vigorous physical activity each day to stay healthy and learn better. Moderate to vigorous physical activities make you sweat a little and breathe harder.

Plan for games with minimal rules. Ensure all activities are safe and can include all children, and encourage as many children as possible to participate at all times. Include opportunity for free-play. Also, consider traditional games (e.g., Kihcit Metawewina: Playing with a Great Heart) and activities that are outdoors! A few examples of activities are presented below that are popular with current IYMP programs. Mentors are encouraged to adjust this list or create their own list of ideas with input from elementary school children. Plan the duration, frequency, and timing of these activities according to what works best for your school community and logistics (e.g., equipment, space).

WHAT DO WE NEED?

- Plan for activities. How many mentors do we need to lead these activities?
- Plan for equipment needed to run activities. Where will the equipment be stored? What is already available? Is there a budget to buy additional supplies for games/activities? Can partners provide equipment or supplies?
- Plan for safety. What boundaries, rules, equipment (e.g., soft balls for dodgeball type games) and roles will help all participants stay safe while playing. Identify and practice your own ‘getting attention’ and ‘stop-start’ signals (e.g., 1-2-3 eyes on me). Practice your signals prior to meeting the children so that you are ready to manage the group activities well. In the game descriptions, use he/she/they.

FOLLOW THE LEADER
All players line up behind a leader. All the children must follow what the leader does. Be creative.

SCREAMING EAGLE
Line up the children in a horizontal line. On go, Children take a deep breath and must run as far as they can while screaming. Once the child takes a breath they must stop and stand were they took a breath. The child who could run the farthest while screaming will be the winner.

SWAMP BALL
Divide players into two teams. A player from one team has to hit the other team members with a ball. A player that gets hit goes to a “swamp” at the other team’s side. The players can return to their original team, if they catch a ball thrown at them by their teammate. If they do not catch the ball then they stay in the other team’s swamp.

DUCK, DUCK, ANYTHING
Play similar to traditional duck, duck, goose but instead of goose be creative and have the participants do different things. Examples are: animal, vehicles, objects, etc.

FRUIT SALAD
Players are divided into three groups (mentees with one mentor per team). The teams are named after fruits. One or two groups are called out at a time and given specific instructions on how to get to the other side of the gym and back (e.g., hop on one foot and the opposite one back, jog backwards and back, gallop like a horse, etc.).

LINE TAG
All players line up at one end of the gym. Three players volunteer to be “it” and are designated to one line (at ¼, ½, and ¾ of the gym) that they can move across. On the command “go”, players attempt to cross the gym without being tagged by the players on the 3 designated lines. If caught, they join that line and become taggers for the second round.

STATUE GAME
Have players run, hop, skip, gallop, and shuffle around the gym. Call out an instruction to freeze. Players have to pose as the statue position that was called out (e.g., hockey player taking a slapshot, basketball shooter, etc.)

HUMAN MACHINE
Divide into small groups of 4-6 people. Allot about 5 minutes for each group to “create a human machine, using at least two moving parts, and it must make a sound”. All players problem solve to come up with an idea for a machine that moves then practice the machine. Each group presents their machine to the larger group, and the other groups have to guess what machine the group made.
Relationship Building

IYMP builds connections among high school mentors, YAHLS, and elementary school children. Planning activities that make everyone feel welcome will help form these connections. High school mentors are asked to reflect on the Circle of Courage to help find ways to encourage student participation and engagement. A list of ideas is presented below, and mentors are encouraged to adapt this list or create their own list of ideas.

CREATE A SENSE OF BELONGING

**General**

- Play lots of icebreaker and team building games at the start of the program. Make sure games include all children.
- Create a poster of the high school mentor team with photos, names and fun/interesting facts about each person.

**Relationship Building**

- Ask about the daily lived experiences of the elementary school children.
- Use the culture as iceberg analogy to help elementary school children talk about culture in their school, home and community.
- The culture as iceberg analogy can be a starting point for discussions about how children understand how they would like to incorporate culture into the program. The “tip of the iceberg” includes things you can see, hear and touch (such as dress, language, food, music, architecture, signs of affection, etc.). The part of iceberg below the sea includes underlying beliefs and values are uncovered as we get to know people.

**Nutrition**

- Ask about favourite fruits, vegetables, healthy snacks, etc.
- Brainstorm the next session’s snack together. Play a mental math game to teach about the cost of healthy food.

**Physical Activity**

- Ask about favourite cultural and childhood games.
- Brainstorm ways to change elimination games so all children can participate.

**Planning & Debriefing**

- As a group, create a set of rules about personal and group conduct.
- Use a talking stick, rock or feather to make sure everyone has an opportunity to share during planning and debriefing sessions.

BUILD ON STRENGTHS AND CREATE A SAFE SPACE TO PRACTICE NEW SKILLS (MASTERY)

**General**

- High school mentors create a list of their strengths and skills.
- High school mentors share new skills that they would like to learn.

**Relationship Building**

- Include Elders and cultural teachers (consult with teachers and local leaders).
- Invite participants to share a tradition or teaching from their family or community.

**Nutrition**

- High school mentors and elementary school children discuss if they prepare meals at home and brainstorm ways to include healthy foods in the program.
- Organize a trip to the local store and play a nutrition label game.

**Physical Activity**

- If high school mentors babysit, build on this experience and discuss the types of games they play.
- Start with familiar games to practice leadership skills before introducing new games.

**Planning & Debriefing**

- Participatory planning.
- Determine if high school mentors and elementary school children would like guest speakers, special leadership training (e.g., First Aid/CPR).
### PROVIDE LEADERSHIP OPPORTUNITIES TO BUILD CONFIDENCE (INDEPENDENCE/MASTERY)

**General**
- Distribute leadership responsibilities among the team.
- Pay attention to gender when assigning/monitoring nutrition and physical activity responsibilities.

**Relationship Building**
- Create an environment that allows for intercultural and intergenerational sharing (e.g., learning words from another language, bringing in Elders, grandparents).
- Build on the strengths of the community. High school mentors determine how they will build on each others strengths.

**Nutrition**
- High school mentors rotate responsibilities for snack preparation and clean up.
- Create healthy snack ideas and recipe cards for mentors and elementary school children to take home and share with their family.

**Physical Activity**
- Ensure a variety of games for all skill levels.
- Practice teaching to peers in the gym (in 2’s, high school mentors lead the activity for the day while the others pretend to be elementary school children).

**Planning & Debriefing**
- Talk about fears and challenges when learning new things and high school mentors identify what makes them feel safe.
- High school mentors identify the qualities of a good mentor and regularly check-in to see if/how they are being good role models as mentors.
- In sharing circles, high school mentors share examples of leadership skills of other mentors and make sure all high school mentors receive positive comments.

### CONNECT INNER LIFE OF PURPOSE WITH OUTER LIFE OF GENEROSITY AND RECIPROCITY

**General**
- High school mentors discuss important role models in their lives and the type of role model they hope to be for elementary school children.
- High school mentors share what and who they are grateful for in their life.
- High school mentors share their dreams, hopes and aspirations.

**Relationship Building**
- Discuss importance of cultural values such as interconnectedness, empathy, service, and respect for nature.
- Celebrate high school mentors, IYMP team members and community leaders who demonstrate everyday acts of kindness and generosity.

**Nutrition**
- Ask permission from local store owners to create a healthy grocery shopping list to give to customers.
- Connect high school mentors with volunteer opportunities in the community (e.g., community feasts, school breakfast or lunch programs, holiday hampers, etc.).

**Physical Activity**
- High school mentors are encouraged to volunteer as coaches, scorekeepers, or activity coordinators for local sport events.
- High school mentors brainstorm small acts of kindness they can do (e.g., shovel neighbour’s walkway, help Grandparent with laundry, etc.).

**Planning & Debriefing**
- High school mentors have opportunities to share their personal ideas and experiences about how the program is going.
- Ask how elementary school children are teachers. (i.e., how do they help high school mentors become better leaders?)
THINGS TO CONSIDER:

- Build relationships grounded in trust, open communication, and respect.
- Create realistic goals. As elementary school children get to know the high school mentors and YAHL they will feel more comfortable to interact with them.
- Have fun together – choose games and activities to get everyone involved - even shy children.
- Make decisions together – High school mentors and YAHLs can ask elementary school children for ideas and input. Doing so makes them feel valued.
- Invite community leaders, Elders, parents/guardians and others in the community to volunteer with the program and share their knowledge of cultural teachings. Acknowledge their time and effort.
- Incorporate local Indigenous cultural traditions (e.g., smudges, sharing circles, wholistic approaches to health and wellness).
- Keep the community and family members involved and informed (e.g., hosting a community or parent information night, creating a newsletter).
- Obtain parent/guardian consent to allow children’s participation in photos and field trips. Obtain consent from the school to use school space and resources.
- Keep parents/guardians, schools, and others informed about any change in the schedule.
- Make arrangement for transport/pick-up of children especially if activities are after school (e.g. extra bus run at 5pm, pick-up location, carpooling).

“With the mentorship program, you’re giving them that good role model. I hope that kids around the other provinces join it to have that same experience, you know we did.”

MENTOR
Mental Health Support

- Mentors and YAHLS should be aware of individuals within the community who can support individuals who are struggling and/or might be in danger of doing harm to themselves or others.

- Seek support from the mental health worker, a teacher/principal in the community or knowledgeable community members to ensure that the individual receives the proper support.

- It is important to validate the fact that the participant came to you for help and be honest about your limits and your need to refer.

- Also, you can follow-up with the mentor/mentee (so long as you are able) and see how things are going.

LOCAL SUPPORTS AND PHONE NUMBERS
I CAN CALL IN MY COMMUNITY:

HELPLINE NUMBERS:
- Kids Help Phone: 1-800-668-6868
- Hope for Wellness Chat: 1-855-242-3310
- Crisis Services Canada: 1-833-456-4566

Within the blank space in the Medicine Wheel below, list the supports available to you in your community.

- Spiritual Support
- Mental Support
- Physical Support
- Emotional Support
Essential Parts of the Program

Elements that are needed to run IYMP

- **STUDENTS AT THE HEART**
  Students are the heart of IYMP and the reason for running the program. Their voices, enthusiasm, and leadership shape how the program is run.
  - Are both high school and elementary school children actively engaged as leaders in IYMP?
  - What strategies could be used to engage high school and elementary school children as leaders in IYMP?

- **SCHOOL/COMMUNITY-SPECIFIC AUTONOMY AND CULTURAL CONSIDERATIONS**
  The way IYMP is run builds on the strengths of the community and can be changed to meet the community’s needs.
  - How has IYMP incorporated local Indigenous cultural traditions and values?
  - What is the best way to run IYMP in your school community?

- **ADMINISTRATIVE LEADERSHIP**
  Administrators (i.e., school principal) provide enthusiasm and leadership for the project. When administrators understand, value and prioritize IYMP, it is possible to run the program.
  - How can your administrator actively support IYMP?

- **HIGHER-LEVEL SUPPORT**
  Community-level approval is needed to maintain community ownership of the program (e.g., from Band Council and/or a Community Advisory Board). A wide network of support from communities, provincial organizations and academic institutions enhances the quality of the program.
  - How do community leaders support IYMP?
  - How does the wider IYMP network support you as you run the program?

Elements that make it easier to run IYMP

- **TIME**
  Enough time needs to be dedicated to planning and running IYMP.

- **FUNDING & PROJECT SUPPORT**
  Support from the IYMP team and stable funding makes it easier to run the program.

- **DEDICATED CHAMPION(S) TO ENGAGE SCHOOL/COMMUNITY STAFF**
  A dedicated champion(s) advocates for the program and organizes the local IYMP team. They are supported by their community and serve as mentors to high school students as they plan and run the program.
  - Who advocates for IYMP and organizes the team in your school community?
  - Has your school community designated at least one person to be responsible for mentoring the high school students as they plan and run the program?

- **COMMUNITY SUPPORT**
  Support from the broader school community is needed to engage youth and run the program.
  - How can engaging the broader school community enhance the quality of IYMP?

- **EVIDENCE**
  Capturing knowledge in the form of measurements and stories helps to improve the program by facilitating buy-in, support and adaptability.
  - In what ways are you gathering knowledge to support and improve the program?
  - How can you track positive outcomes related to education and employment (e.g., high school mentors receive a leadership credit for their participation; individuals build their resume through their mentorship experience, leading to jobs in the community)

- **TRAINING & LEARNING OPPORTUNITIES**
  Training and learning opportunities help build confidence and skills to run the program. These opportunities also help to develop relationship and share knowledge within the wider network.
  - Have you connected with the IYMP network to learn about gathering and training & learning opportunities?

- **READINESS & UNDERSTANDING**
  A clear understanding of IYMP and why it is important makes it easier to run the program.

- **ROOTED IN RELATIONSHIPS**
  Trusting relationships among youth, mentors, YAHLs, the community, and IYMP team is needed to make the program run.
IYMP in every school looks different and should be adapted to meet each community’s needs.

Mentors and YAHLs can consult with their respective school administrators (principal/vice principal) to determine when IYMP will offered. IYMP typically runs once per week after school, with high school mentors planning the session earlier in the week or at lunch of the mentorship day. A few alternative options adopted by other communities are as follows:

• IYMP is run in the typical after school format, but twice a week instead of once
• after school time doesn’t work so IYMP is run at lunch time or in a different block
• high school mentors use an afternoon “spare block” to run the grade 2 phys ed class once per week as IYMP

A summary of the overall program logistics is presented on the following page.

“Since mentorship, I’ve been the most outgoing in years…”

MENTOR
## Program Logistics Checklist

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WHO IS RESPONSIBLE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting elementary school children to participate</td>
<td>- How many mentors are needed for your community?</td>
</tr>
</tbody>
</table>
| When is the program offered?                      | - During school/afterschool?  
  - What day of the week?  
  - For how long? |
| Developing relationships and getting community approvals | - Obtain consent from the school to use school space and resources |
| Budget                                            | - Equipment for games  
  - Equipment for food preparation  
  - Food cost  
  - Honoraria for special workshops |
| Space arrangement                                  | - Space to run activities  
  - Space to store equipment  
  - Space to store food and prepare snacks |
| Personnel                                         | - Who will be responsible for equipment purchases?  
  - Who will be responsible for food purchase for each session?  
  - Who will be responsible for set-up and running of activities?  
  - Who will clean-up after activities? |
| Community Involvement and Information night       | - Recruiting community volunteers to help with IYMP  
  - Engage families and community  
  - Community info night  
  - Parent info night  
  - Newsletters |
| Transportation                                    | - Mentees (extra bus run if after school, pick up time and location for parents)  
  - Mentors (bus or car pool?) |
| Photo consent                                     | - Obtain parent/guardian consent to allow children’s participation in photos and field trips |
| Evaluation Ideas                                  | - Program logs  
  - Changes in attendance  
  - Changes in behaviours  
  - Academic credit earned  
  - Employment gains  
  - Stories of Impact  
    - Program experience of mentors, mentees and YAHL  
    - Interview/ Focus group/Photovoice  
    - Social support networks  
    - Social network analysis |
| Cultural Resources and Supports                   | - Work with the community to identify local cultural resources, organizations, individuals, and activities that can support and enhance the delivery of IYMP. |
| Reporting                                         | - Prepare program report and financial report  
  - Program highlights  
  - Challenges  
  - Any support needs |
“I learned to be humble, patient with myself and with others.”

MENTOR