

RICHMOND COMMUNITY ASSOCIATIONS YOUTH PROGRAMMING TASK GROUP

JUNE 18, 2002
FINAL REPORT

To broaden the scope and involvement of board members in addressing community issues.

*To develop a set of recommendations and guiding principles in regards to **after school and late night opportunities for youth**. The guiding principles are to serve as a planning tool to address the recreation, cultural and social needs of youth.*



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CITY OF RICHMOND AND RICHMOND COMMUNITY ASSOCIATIONS YOUTH PROGRAMMING TASK GROUP

Origin

A May 18, 2001 staff report identified a number of strategies to address a need for developing and connecting youth into pro-social activity in response to findings in the Fill the Void youth services survey conducted in February, 2001. One recommendation indicates staff to work with community associations to develop appropriate strategies towards implementing and sustaining a working model for late night and after school opportunities for youth.

Youth Programming Task Group

The co-ordinator of youth recreation services assembled a group of community association board members based on their respective interests and commitment to influence the recreation and social needs of youth. Members were asked to submit an expression of interest to sit on this task group. The group began their meetings October 9, 2001. The task group represents the following community associations: Richmond Arenas, West Richmond, Richmond Sports Council, Richmond Fitness Association, East Richmond, Steveston and South Arm. The role of the board members in the task group also presented a unique opportunity for the members to work collaboratively in addressing a specific community issue.

The purpose of the task group is: *“To draft a series of guiding principles and recommendation in regards to developing and sustaining after school, late night opportunities and safe places for youth”*. The guiding principles are to serve as a planning tool to effectively deliver recreation, cultural services to the city’s youth.

To provide the contextual background information, members were presented with a body of information that included the *“Fill the Void”* needs assessment (appendix 1), the City’s Strategy for Youth Services (appendix 2), a service delivery model of Asset Building¹ through a youth involved process (appendix 3) and findings from the late night pilot program – *“Night Shift”*(appendix 4). The information was presented by staff followed by discussion and analysis to narrow down some common themes, relevant issues and identified needs, which can be addressed within the mandate of the department. The group identified key topic areas in which to focus discussion and recommendations, based on both theoretical and practical knowledge relating to the key topic areas.

Key Topic Areas:

1. Defining and Creating Safe Places for Youth
2. Building a Variety of Program Opportunities
3. Involving Youth and Asset Building¹

¹ Developmental Assets. Search Institute, Minneapolis. www.search-institute.org

4. Funding and Sustaining late night programs

1. Defining and Creating Safe Places for Youth

Analysis

Safe places, as identified by youth, are characterized both by physical amenities and perception of appealing spaces. Physical spaces, which invite and cultivate a social atmosphere, are more likely to attract more youth and thereby building a sense of connection with friends and others through the space. The space could be a dedicated youth lounge area, a table and 4 chairs the youth coordinator's office or anywhere in or outside the facility for that matter.

Simply designating physical spaces seemingly does not go far enough. Youth need to be able to relate to something or someone within the facility. These primary identifiers may be through some sort of physical amenity such as a mural in the building. This is an appeal to their familiarity to things that they relate to within the popular youth culture of the day. Often it is more likely identifying with a person in a position of trust such as the youth development worker, staff person but really could be anyone including the building service worker. This implies that all staff have a role in making youth feel welcome to the facility.

Youth often ask for a separate designated youth space, similar to a seniors only facility. The perception that it is their own space, not to be used by other age groups, appeals to the notion that it will be more youth friendly due to the absence of adults or children, as is the case in community centers. Though a designated "youth center" runs the risk of being negatively stereotyped and creates expectations that it is a panacea for all youth, different targeted youth spaces such as the Richmond Skatepark and Steveston Bike Park efficiently serve targeted youth interests. Sports interests are generally well served in the city, whereas venues for performance arts lack an established identity. Given the influence of hip hop culture (mc, break dance, urban art, hip hop dance) and popularity of live music and theatre, a youth oriented space which could accommodate and promote youth and arts could provide another positive outlet for youth participation, personal/business skill development and mentoring opportunities. The city's youth coordinators have played a lead role in cultivating live music opportunities for youth in the last 6 years.

The skate park and bike park serve both local and outside users. During the fair weather months, the skate park is used to capacity. During the rainy season, skateboarders and mountain bike users resort to skating and riding in domains such as parkades, sidewalks and notably the new city hall. Subsequently, this often leads to conflict and a level of disconnect in the community with these youth. A covered "youth park" concept which incorporates design elements for skateboarding, trials riding (finesse jump maneuvers) and basketball hoops provides unstructured youth participation 7 days a week, 12 months of the year.

"I have no idea where I would be on a Friday night without Night Shift"

- Night Shift participant

Establishing boundaries within a dedicated or shared space is an on-going task for staff to manage and should be regarded as a fruitful challenge rather than a daily nuisance. Too many

rules and an unreasonably strict atmosphere is prohibitive to creating safe places, but the safety of the building, the public and staff cannot be compromised either. Peer policing is an effective way of maintaining safe places. Youth who are provided with the opportunity to take ownership of programs, projects and places are more likely to protect and take steps to protect their investments.

The leadership needed in establishing boundaries most likely comes from the youth development worker, but is the responsibility of all staff to practice. Creating safe places has very much to do with relationship building with youth. This invitation, which asks youth to come to the centre, can also bring along its share of challenges for staff to deal with. Problems such as vandalism, drinking and abusive/disrespectful behavior should be resolved in a manner which leaves the door open for youth to return with absolute banning from the building a last resort.

The strategy should look at dealing with unwanted behaviors and not unwanted youth. This implies that staff have at minimum a working knowledge of conflict resolution skills with youth. Establishing boundaries and creating an environment where youth feel safe and a sense of purpose in coming to the centre does not happen by chance, but through incorporating and maintaining best practices to accommodate youth. The outcome where this leads paves the way for youth to see the centre as an alternative to unconstructive use of their time during after school hours or Friday/Saturday nights. Specific programs targeting youth participation during these times are cancelled or see low participation if youth do not see the centre as a whole as a viable place to hang out.

The leadership needed in establishing boundaries most likely comes from the youth development worker, but is the responsibility of all staff to practice. Creating an environment where youth feel safe and have a sense of purpose in coming to the centre does not happen by chance, but occurs through incorporating and maintaining best practices making a youth friendly building.

2. Youth Programs

Creating a variety of opportunities for youth throughout the city should strike a balance of activity characterized by youth input (leadership groups), structured program activity (Richmond Roller Hockey League), late nights, unstructured activity (skateboarding), volunteerism, peer involvement and safe places in general for youth to congregate without any particular need to “program” them into something.

Though many of these programs and volunteer opportunities run after school hours and on Friday nights, there is an opportunity to explore the capacity to extend these programs to include Saturday nights as well.

Surveys indicate that a significant portion of youth do not utilize nor are aware of the range of opportunities available to them. In networking with schools, school liaison officers and the city’s youth outreach workers, the service delivery to youth needs to build a capacity to be able to respond to the recreational needs of these non-traditional youth “customers”. These youth may be seen as more at-risk, disconnected and unaffiliated to conventional recreation inputs or are well-adjusted youth who simply don’t know about the opportunities around them.

Late Nights – The Night Shift Model

The success of the late night pilot program, Night Shift, based at Thompson Community Centre, provides a useful model in which to expand the late nights concept to other centers. The program's mission is to provide young people a variety of late night recreation, cultural and social opportunities in a safe and fun environment. The program's success is attributed to a number of factors that all contribute towards turning the center into an acceptably safe place for youth. Creating a safe atmosphere is on going. It strives to create a sense of belonging to all night shifters.

It is the role of all Night Shift staff to establish rapport and trust with all youth. The pilot has been able to develop a distinct community that the majority of the youth relate to. This sense of place and belonging becomes the primary reason for attending. Consideration should be given to offering late nights on Saturdays so as not to saturate Fridays. As this has never been offered before, it is difficult to speculate as how well it would be received. Given that youth have responded positively to the late night concept, it would seem reasonable to think that a Saturday late night is a viable option.

Evaluating the success of a late night, given this approach, places an equal emphasis on relationship building, youth development, safety and belonging as well as rates of participation.

Through the work of this task group, a number of Community Associations have initiated late night programs. Key issues which have surfaced from these proposals include: establishing evaluation criteria and sustaining funding. The group suggested that the evaluative framework from the pilot project be adopted for future late nights. And that a Late Nights steering committee be struck to ensure a level of consistency across all the late nights.

Operating Late Nights Guidelines – see appendix 4.

Late Nights Steering Committee

The purpose of the late nights steering committee is to develop and manage a framework in regards to overall goals, wage parity, evaluative criteria, risk management, grant writing and funding issues. With regular input from youth and staff, the committee will suggest recommended courses of action in respect to operating functions of late nights to respective boards. Participation on the steering committee is voluntary. It will be composed of board members where late nights are run, but will also have positions open to non-community centre based members, RCMP liaison and other youth service providers.

This format allows other board members to take an active role in collectively addressing youth issues in the context of late night programming. In terms of delivering a much needed and effective youth service, this ensures a greater degree of consistency in the look of the program. This type of “brand name” recognition is an effective marketing tool understood by youth.

Includes: Late Night coordinators, youth coordinator representative, community association representatives and different youth from different centres each meeting.

Tenure – Community Association board member positions sit for one year or 2 years.

Meets quarterly.

Form of perk to committee members.

Recruiting: Post as a position that board members apply to sit on.

3. Youth Involved Process

Adoption of the youth strategy required the working philosophy of the Recreation and Cultural Services to shift from a traditionally structured program model to one emphasizing what is termed a Youth Involvement Process (YIP). Under the old model, staff created a program (often with little input from youth), priced it, placed it at a location, promoted it, and hoped that youth would come. Under the YIP model (appendix 3), emphasis was placed less on the activity and more on processes that involved youth in generating ideas for programs, planning and implementing them, and evaluating the outcomes.

YIP recognizes that the process of planning, facilitating, implementing and evaluating is more important than merely participating in a program. YIP is consistent with youth development practices which suggest that giving youth A voice in the decisions and processes that impact their daily lives empowers and helps train them to function more successfully as adults.

Richmond's eight youth workers (of whom two are outreach workers), and the youth services coordinator, have made an effort to link the YIP to the developing interest in the Benefits Movement, which is being promoted through park and recreation departments in both the United States and Canada. The YIP also directly aligns with the Search Institute's 40 Development Assets model. Figure 3 shows the specific assets, which may be fostered through the various steps in the YIP. The YIP creates a positive culture, which draws youth in because they see that they are respected and their ideas and involvement are supported. Use of the Assets Model has also given Richmond's youth programs more credence with professionals in related fields because others can directly see the benefits that are being sought and achieved. It is clear that the YIP can be an effective tool for helping teens develop the assets necessary to both function as competent teens and eventually as adults.

The YIP can be viewed as one dimension of an overall community development model. The process is consistent with the principles of the city's youth strategy by providing youth voice and involvement in decisions that affect them, recognizing youth as positive contributors to the community, and delivering programs and services directly to youth. The late night pilot at Thompson utilizes a Night Shift "Crew" which meets weekly to plot out promotion and activity strategies.

4. Funding late nights

Operating costs per year for a late night program comes in at \$10,000 per year. These are primarily staffing costs, which require a minimum number of staff as a safety measure. Revenues as seen in the pilot program were \$8000 in 2001. Potential funding may be sourced within existing community association budgets or external grant funding. Existing community association budgets requires that the late night program be seen as a priority item in the budget process in order to receive funding. The steering committee would have a role in advocating for late nights funding dollars.

External grants such as the National Crime Prevention Centre may provide funding, but is reluctant to fund “core” programs. The Attorney General has provided base funding to Richmond in the previous 2 years for Night Shift. This \$20,000 grant has been renewed for 2002-03. The community associations may use this grant money with the provision that the steering committee demonstrates that the grant criteria have been met. The grant dollars would be distributed evenly amongst those associations operating a weekly late night. In the future, the steering committee may wish to the applicant for this funding.

Recommendations

In response to finding ways in which the community centres and other city facilities be more youth friendly, the Youth Programming Task Group presents a number of recommendations based on recent youth and recreation studies, reports and group discussion. As the work of this task group is linked to a council resolution, it is assumed that the community associations and city staff acknowledge a level of accountability in order to ensure that the following recommendations are given consideration and or addressed.

Creating Safe Places

1. That the decor in existing youth spaces, where possible, are enhanced or renovated to better reflect an environment that identifies with popular youth culture. Youth should have meaningful input into the design stages. ie. murals, graffiti art, visual arts, music
2. That the city continue to pursue the development of common youth spaces (such as the skate park and bike park) that offer a functionality both indoors and outdoors.
 - a) work with key stakeholders in developing the use of new or existing building space to create for performance arts.
 - b) the development of a covered youth park incorporating design elements for skateboarders.
3. That video games are removed in order to better utilize space for creating environments which promote pro-social interaction. Design concepts should promote common spaces where youth are able to sit and socialize. ie. Table and chair seating or restaurant booth style seating; a small stage.

4. That food/ refreshments are available. Youth understand food. This has the potential to evolve to projects such as feeding the less fortunate.
ie. Food and refreshments can be adapted seasonally to fit the weather. Mocktails, bubble teas and barbecues in summer, hot chocolate during cold and wet winter months.
5. That the community associations, in conjunction with the Youth Outreach workers, examine ways to develop capacities to develop opportunities for disconnected and unaffiliated youth.
6. That a city wide service delivery strategy, to ensure a comprehensive range of recreational, social and leadership opportunities for youth, be co-ordinated amongst the community centres.
7. That regular sensitivity training is provided by the City to all staff to introduce and reinforce best practices in working with youth and the roles of staff to achieve this.
ie. Includes an introduction to principles of asset building. Incorporate youth coordinators, police, health care workers and other youth work professionals to enhance training.
8. That expenses for training and professional development for youth coordinators is included in the community association budgeting process.
ie. Ensures a core competency for the youth coordinators, late night program staff and volunteers in skills such as facilitation, diffusing hostility and conflict resolution skills in order to better achieve successful relationship building with youth.

Youth Programs and Late Nights

1. That the Recreation and Cultural services department take the necessary steps to coordinate a city wide Night Shift or late night programs steering committee for the purpose of ensuring a consistent response to and delivery of late night programming.
2. That the steering committee be comprised of board member representatives, youth coordinator representatives, Night Shift coordinators and an RCMP liaison;
 - 2.a) and that the board positions are posted to all the community associations as tenured positions of one and two years.
3. That the night shift coordinators and members of the steering committee develop and adopt common program guidelines as well as broad based evaluation criteria for late night programming.
4. That the steering committee explore the potential for Saturday night late nights in order to offer more places for youth during the weekend.

5. That the principles of asset building in the Youth Involved process are recognized and applied to the work plans and ongoing development of all youth initiatives including late nights.
6. That the promotion strategies of all youth initiatives are co-ordinated with the city's youth outreach workers, RCMP, bylaw enforcement, fire department and other youth serving agencies.
7. To better promote the successes of youth initiatives to the media and within respective associations.
8. That the community associations consider applying successful elements of late night programming into other discretionary times for youth such as after school and weekends; Such activities would address opportunities in the arts, recreation, mentoring, leadership and community service.

Funding Late Nights

1. That the community associations examine the funding potential for late nights in their respective 2003 budgets.
2. That the steering committee develop a draft for a "late nights fund" proposal. The purpose the fund is to provide seed money, on a citywide basis, to support new initiatives that arise out of late nights.
3. That the steering committee actively pursue grant funding and other funding sources for late nights.
4. That the city distribute an even portion of the Attorney General grant to community associations hosting late nights; and that the respective community associations demonstrate annual work plans, that meet the Attorney General's late nights granting criteria.

Appendix 1

Key Findings from Fill the Void Youth Study – What Youth Said

Fill the Void investigated the determinants and motivations to youth participation in community-based recreation or other uses of their leisure time. Data was gathered through a 54-question survey, followed by focus group sessions with a random sampling of youth. Also, interviews were conducted with youth serving agencies in the city to compile a list of issues and recommendations from a front-line service provider perspective.

It is clear from the data that youth engaging in high-risk behaviors are not participating in many recreation, social or cultural services offered in the city. Feedback from the focus group sessions offered more insights into the reasons why (Appendix 3). All respondents named their peers as playing a crucial role in determining what they do during their spare time. Youth consistently choose who to do things with before choosing what they might do. Subsequently, making choices with friends about what to do becomes the critical issue. Those youth exhibiting risk taking behaviors are more likely to choose higher risk activities such as partying in fields, house parties, bars, and parks absent of adult supervision. This theory was supported by survey, focus groups and RCMP. Though these activities fit the criteria of “cool”, these actions can have dire consequences, they are often illegal and are generally frowned upon by society. The choice for pro-social activity is a remote possibility for this group. Recreational outreach workers are best positioned to interface youth involvement, as it seems unlikely this group would willingly access recreation services in a traditional manner.

There are mixed feelings on Community Centres and whether they are ‘cool’ or not. Those who do not consider a community centre as a viable option may, for their own reasons, perceive these places to conflict with their beliefs about what is cool. Authority figures, rules, inhibitors to self-expression, feelings of disrespect, and a lack of individuals to relate with are factors that would not motivate a young person to use community centres. Key determinants to pro-social behaviors could be summed up by understanding the relationship between being cool, being bored and being safe.

However, youth who have found a way to be connected to a community centre would have a much different perception. Also, those who have had the Night Shift (late night program until 1:00am. on Fridays at Thompson Community Centre) experience went as far as regarding it as a safe and cool place to be. Night Shift aims to deconstruct myths and perceptions that youth have about going to community centres and reconstruct a sense of belonging and sense of place.

“It’s the only place (Night Shift) outside of home that I feel safe”

–Focus group respondent.

When asked about what kind of activities they would like to see, the responses did not hold anything radically different from what the current service provides in terms of activity. It is reasonable to conclude then, that this contradiction lies in perceptual barriers youth have and/or insufficient promotion of current activities.

Appendix 2

City Strategy for Youth Services

The City Strategy for youth services, as endorsed by council in June 1995, set out to build opportunities for youth, which has worked towards achieving:

- A place for youth in the community
- A strong youth voice and involvement in decision making
- A support base for youth
- Recognizing youth as resources in the community
- Programs and services that are youth friendly
- Good access for youth to education/information about health and other issues.

The framework to achieve these goals has become the basis for numerous other civic policy documents created by recreation and social planning departments across North America, providing them with a mechanism to strengthen service delivery. The outcomes of these strategies impact upon the lives of youth in communities in ways that increase the liveability and youth friendliness of communities.

The benefits of recreation, social and cultural opportunities add to and enhance adolescent growth through providing developmental experiences, which affect self-esteem, a sense of belonging, critical thinking, positive use of discretionary time and communication skills. Researchers categorize these attributes as “Developmental Assets” (Appendix 1 -Search Institute, Minneapolis, Mn.) Studies have proven that the greater number of these assets that youth have, the incidence of negative, anti-social and risky behaviors is reduced significantly. Conversely, youth that have minimal support and lack of opportunities in their lives present with a higher degree of risky behaviors such as criminal activity, drug use, truancy and poor social cognition.

The city’s strategy aimed at creating opportunities, which impact upon adolescent growth, is consistent with Canada’s National Strategy on Community Safety and Crime Prevention. Crime prevention through social development is a long term, proactive approach directed at addressing personal, social and economic factors, which lead to risky behaviors resulting in criminal activity and a high financial burden.



The Youth Involved Process

Adapted from the Search Institute, Minneapolis, Minnesota, a youth-involved process creates environments in which asset building can take place, whether it be project, program or service related.

External Assets

Things people provide for youth themselves

Internal Assets

Youth develop within

- Supportive Environments
- Meaningful Contributions

GROUP

DEVELOPMENT

Planting the Seeds for Positive Growth

- Social Competencies
- Establishing a Positive Identity

- Boundaries and Expectations

IDEAS

Generated by Youth or Adults or Both.

- Youth are empowered
- Are seen as a valuable resource
- Community Values Youth

- Promotes Critical Thinking
- Conflict Resolution/Consensus Building

- Clarifying Goals and Expectations

LOGISTICS

The Delegation of Tasks

- Achievement and Motivation
- Planning and Decision Making
- Interpersonal Competence
- Cultural Understanding

- Service to Others
- Safety

IMPLEMENTATION

- Achievement and Seeing the Fruits of their Labour

- Empowerment
- Positive Peer Influence
- High Expectations
- Recognition as resources

EVALUATION

What Happened?
So What?
What Now?

- Realization of Personal Power
- Greater Sense of Purpose
- Building Self-Esteem

HYPE AND THE YOUTH INVOLVED PROCESS.

1. Group Development

Developing cohesive, functional groups creates the foundation through which youth can move towards accomplishing projects, events, community service, etc. The focus here is finding ways in which youth create bonds with each other and with the youth workers.

The current HYPE youth group came together as a result of organizing National Youth Week activities for May 2000. Some of these youth had been part of previous Youth Weeks and formed the core of the group. Youth will invariably include their friends with them if they've discovered something worthwhile be it music, fashion, food, etc. HYPE is no different in this regard. Get togethers are always structured to include some type of icebreaker activity (Lame Name Games), team building or initiative task exercise. In a less structured way, teachable moments, which occur spontaneously, provide a window for exploration of thought; discussion and critical argument that can act as bonding agents to further the group's cohesiveness.

Asset Building Potential:

Adult relationships Young person receives support from three or more non-parent adults

Community values youth Young person perceives that adults in the community value youth

Youth Programs Young person spends three or more hours per week in a community organization.

Positive peer influence Young person's best friends model responsible behaviour

Safety Young person has self-identified with a safe place in the group.

Interpersonal competence Young person is able to build empathy, sensitivity and social skills.

Cultural competence Young person has knowledge have and comfort with people of different cultural/racial/ethnic backgrounds.

2. Generating Ideas

Given the opportunity to meet new people and come together as a self-identifying group, young people will express their thoughts and ideas about what is important to them and their peers. The opportunity to express themselves is a universal birthmark of young people.

Five months after a planning a successful Youth Week 2001 in May, many of the youth were brought back together to begin another process of developing a new project. A brainstorming process yielded suggestions to address common social problems such as bullying, substance abuse, racism, environmental pollution etc. Further discussion led the group to look at these problems at a root level and soon came to the conclusion that a lack of respect within an individual was a significant factor leading to these types of behaviour. The discussion then flowed into looking at ways to promote respect. Ideas fly around the room and the energy levels peak and dip with the appeal of each idea. The Respect Campaign was launched and supported

by a small line of merchandise. Translating the ideas into something to promote the message was as follows:

Lanyards: text “*get up stand up, be the change*” printed on them.

Phat shoelaces with “*respect...what if?*” printed on them

A line of shampoo brand named “*Brainwash – Harnessing Youth power and Ethics for a better World and Cleaner Hair*”.

Instructions on the back label read:

- *lather rinse...respect*
- *suitable for all colours and ages*
- *let it all sink in*
- *helps eliminate “flakes”*

Primary Asset Building Potential

- ▶ ***Youth as resources*** Young people are given useful roles in the community.
- ▶ ***Positive peer influence*** Young person's best friends model responsible behaviour.
- ▶ ***Integrity*** Young person acts on convictions and stands up for her or his beliefs.
- ▶ ***Interpersonal competence*** Young person is able to build empathy, sensitivity and social skills.
- ▶ ***Positive Identity Personal power*** Young person feels he or she has control over "things that happen to me."
- ▶ ***Sense of purpose*** Young person reports that "my life has a purpose."

3. Facilitation

The role of facilitation through each step of the Youth Involved Process usually falls upon the youth worker, depending on factors such as the “maturity” of the group, presence of older youth who have a working knowledge of facilitation. The role of the facilitator is guided by an underlying goal to guide the process in a way, which creates avenues for asset building, as well as accomplish project goals.

With the Respect campaign, it was not the role of the facilitator to determine what the project was, but to engage the group in discussion where youth were able to articulate issues/problems and solutions to address those problems. It provided an opportunity for people to speak to issues on a personal level, to tell their story, to share and have their ideas validated by others. Useful techniques involve front-loading questions. This is similar to giving either simple or complex instructions to playing a game. The thought process is that complex rules will yield a more defined outcome.

☞ Asking open ended or front loaded questions to guide the line of questioning.
“...*Do you think there is a way to take the Respect Campaign into the community?*” vs.

“...If we think the Respect campaign is strong message to take to the community, can you think of some creative ways that will carry the message for us?”

Primary Asset Building Potential

- ▶ ***Community values youth*** Young person perceives that adults in the community value youth
- ▶ ***Service to others*** Young person serves in the community one hour or more per week
- ▶ ***Youth as resources*** Young people are given useful and meaningful roles in the community.
- ▶ ***Adult role models*** Youth workers model positive, responsible behaviour.
- ▶ ***Positive peer influence*** cumulative affect of many peoples modelling responsible behaviour.
- ▶ ***Caring*** Young person places high value on helping other people.
- ▶ ***Equality and social justice*** Young person places high value on promoting social equality.
- ▶ ***Integrity*** Young person acts on convictions and stands up for her or his beliefs.
- ▶ ***Honesty*** Young person "tells the truth even when it is not easy."
- ▶ ***Responsibility*** Young person accepts and takes responsibility personally and to the group.
- ▶ Youth feel empowered.
- ▶ Promotes critical thinking.
- ▶ Opportunity for consensus building.

4. Planning and Logistics

Once the concept of the project was solidified, everyone had a reasonably good understanding of what we were doing and why, the Respect campaign moved into production. Two major pieces of work were the production of the merchandise (lanyards, shampoo and phat shoelaces) and a method for taking the message into the community. The merchandising aspect was very task oriented in so far as sourcing out shampoos, bottles, labelling etc. Taking the message into the community involved another round of generating ideas, reaching consensus, identifying roles and steps to implement the plan.

Primary Asset Building Potential

- ▶ ***Planning and decision-making*** Young person knows how to plan, manage time and make good choices.
- ▶ ***Personal power*** Young person feels he or she has control over things important to them.
- ▶ ***Bonding to school/community*** Caring about her or his immediate communities.
- ▶ ***Achievement and motivation***
- ▶ ***Creates goals and expectations***

5. Implementing the Plan and Making the Project Happen

The kick off for the Respect campaign involved a hair washing station promoting the brainwash shampoo concept as well as random acts of kindness by blitzing the public with carnations, chocolate and free smiles. The afternoon started with presentations of the U-ROC (Richmond Outstanding Community) Youth Awards. The campaign put youth out into the public domain allowing them to express a message to people without fear of reprisal, stereotyping or “ageism”. Strength in numbers and a sense of unity as HYPE served to galvanize a sense of place and pride within each youth.

Primary Asset Building Potential

- ▶ ***Service to others*** *Young person serves in the community one hour or more per week*
- ▶ ***Integrity*** *Young person acts on convictions and stands up for her or his beliefs.*
- ▶ ***Cultural competence*** *Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.*
- ▶ ***Sense of purpose***
- ▶ ***Sense of achievement.***
- ▶ ***Providing a service to others.***

6. Evaluating

Bringing the group together afterwards for celebration and reflection is a useful way to wrap up the project and lay the foundation for any new work. The process can be seen as learning by doing with reflection. The reflection is also a guided process to recognize, acknowledge and validate the impacts that may have occurred according to set goals and other unintended outcomes. The learning comes from integrating new and past experiences. What did they see? Feel? How did it affect you? How do you think it affected others? HYPE members felt the campaign was well received by those who experienced it. They were excited by the media attention, proud to be able to assert themselves in a pro-active manner, saw a need to maintain the respect theme in future projects. The experience also served to create a strong sense of belonging and loyalty to the group. Many continued to meet weekly through the end of the school year and each week of the summer of 2001.

Primary Asset Building Potential

- ▶ Recognition of personal/group power
- ▶ Reflection
- ▶ Meeting expectations
- ▶ Sense of achievement and contribution.
- ▶ Develops a strong sense of purpose.
- ▶ Builds self-esteem.

- 👂 Co-ordinate with the gym attendant, payment, hand stamping and sign in of basketball players at 10:30 pm.
- 👂 Record memberships/drop-in revenues and expenses for each Night Shift.
- 👂 Record general impressions, role of youth in planning and other significant observations from the night. Compile into a regular monthly report.

Contingency Planning

Obviously, this is to ensure the safety of staff, participants and property. Although we know that people do make the choice to go out and drink, do drugs, have an attitude or that people don't always make the best choices, we also don't want Night Shift to be a place where people come with their cars stocked with booze and the centres becoming party central. It's our responsibility to strike a workable balance between the behaviours of popular youth culture and a program acceptable to the community centre.

- 👂 Maintains adequate staffing by ensuring that any shifts that need to be booked off are covered well ahead of time.
- 👂 Ensuring adequate supervision with responsible volunteers and staffing for scheduled special events. i.e.; live bands night.
- 👂 Maintain a supervision presence inside/outside the building by walking through, talking with youth.
- 👂 Establish a main entry point that checks people coming in and going out. This will need to be staffed the entire night, especially if there are larger crowds. Use your **discretion** in asking people to leave. Inappropriate behavior would include drinking, use of drugs, or lack of respect to staff, other youth and the building. In asking people to leave, do your best to have them understand why they are being asked to leave and that they have a choice about how they choose to show up next time. Be flexible and firm where you need to be. We don't want Night Shift to become a doormat for abuse.
- 👂 Consider in-out privileges when we anticipate larger crowds.



NIGHT SHIFT JOB DESCRIPTIONS

Nature and Scope of Work

Night Shift promotes opportunities for youth to participate in positive late night recreation and social activities. Its overall goal is to provide young people a variety of late night recreation, cultural and social opportunities in a safe and fun environment.

Duties and Functions

- ☞ The Night Shift co-ordinator position is 12 hrs/wk. Friday nights as per designated schedule and the balance through the week as required. Regular Friday night shifts will commence at 9:30 pm. and finish at 1:00 am
- ☞ The Night Shift co-ordinator shall recruit and work with youth volunteers, youth workers and other stakeholders, as required, to develop and implement Richmond's Night Shift project in accordance to program goals and guidelines. The program will reflect youth development practices that are consistent with the City Strategy for Youth Services. The Night Shift co-ordinator will report to the City's Co-ordinator of Youth Services.
- ☞ The Night Shift co-ordinator will utilize appropriate risk management guidelines and contingency planning.
- ☞ The Night Shift co-ordinator will provide regular written reports to city staff and the Ministry of Attorney General as required.
- ☞ The Night Shift co-ordinator will liase and network with Community Association Youth Co-ordinators, R.C.M.P., schools, local businesses, media and other youth serving agencies towards co-ordinating and promoting Night Shift.
- ☞ The Night Shift co-ordinator will perform other related duties to program development and implementation.
- ☞ The Night Shift co-ordinator will be evaluated on performance standards related to completion of stated goals in the Night Shift program guide. The city's co-ordinator of youth services will perform the evaluation.
- ☞ The City will provide workspace with computer and other program resources as required.
- ☞ Approvals for program expenses shall be first approved by the City.
- ☞ The Night Shift co-ordinator is subject to a criminal record check as per City policy and terms of funding by the Office of the Attorney General.



Night Shift Leader

Hours of Work: Fridays, 9:30pm-1:30am

Role and Responsibilities:

- ☞ *Assist Night Shift Coordinators in providing overall level of supervision within building and outside grounds.
- ☞ *Communicate with Night Shift coordinators about participants and events on an on-going basis.
- ☞ *Initiate dialogue with participants throughout shift.
- ☞ *Address issues of concern or safety during program and reports them to Night Shift Coordinators.
- ☞ *Assist in set up and clean up for events and activities.
- ☞ *Assist in gym if gym attendant needs help.
- ☞ *Attend all required meetings outlined by the Night Shift Coordinators.

Reminders:

- * The Night Shift Leader must submit the completed tax forms (provincial and federal) as well as agree to apply for a criminal record check before or immediately upon being hired.
- * The Night Shift Leader will be subject to a performance review after working for six months in the position. This first six months is considered a probationary period of employment.
- * The Night Shift Leader must sign in during each shift in the timesheet binder located in the back office. On the third week of each month, the bookkeeper will collect timesheets and prepare paycheques.