

POWER CAMP

Model and Project Tool

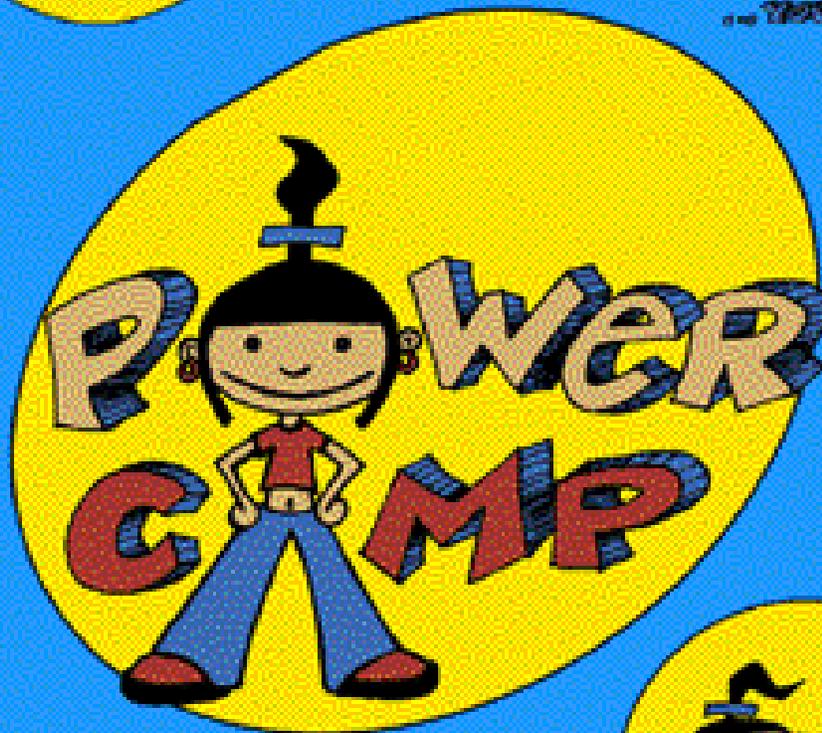
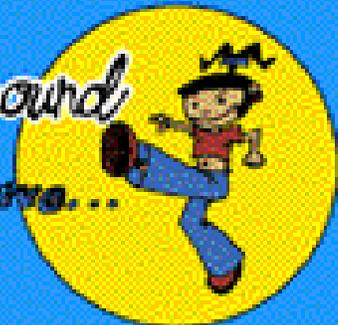


Speak up!

... be heard...

Jump around

... have fun...



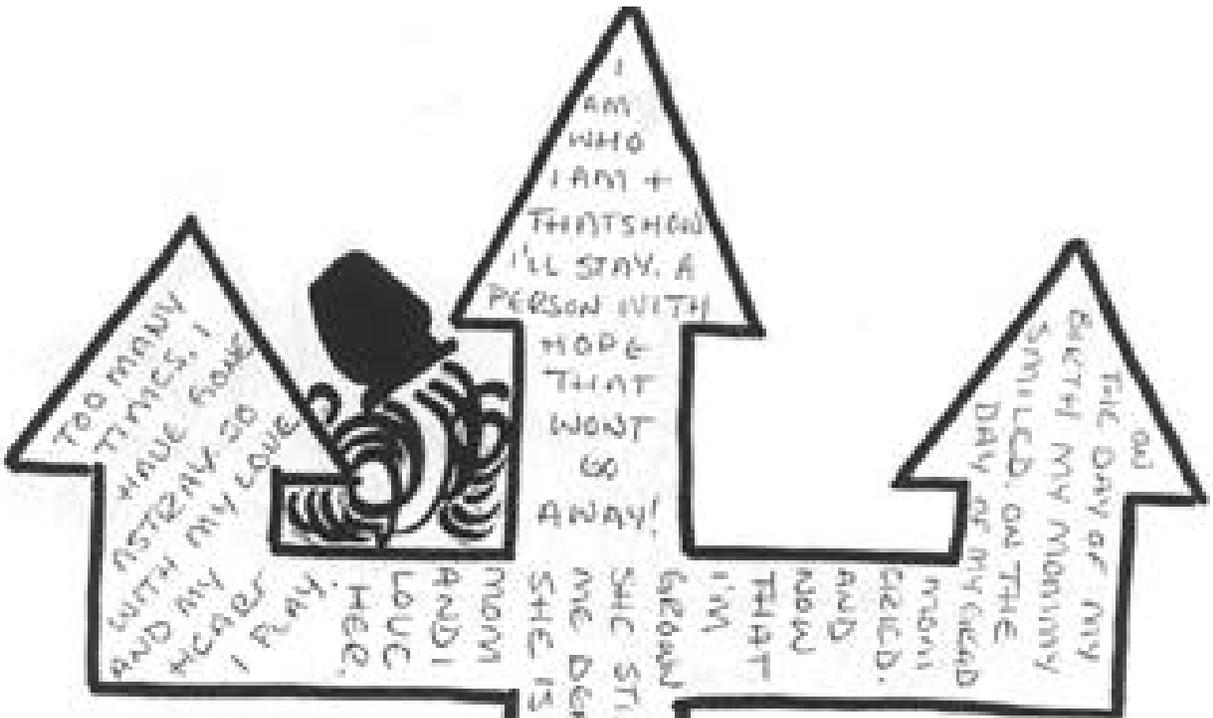
Connect

... You're Not Alone ...

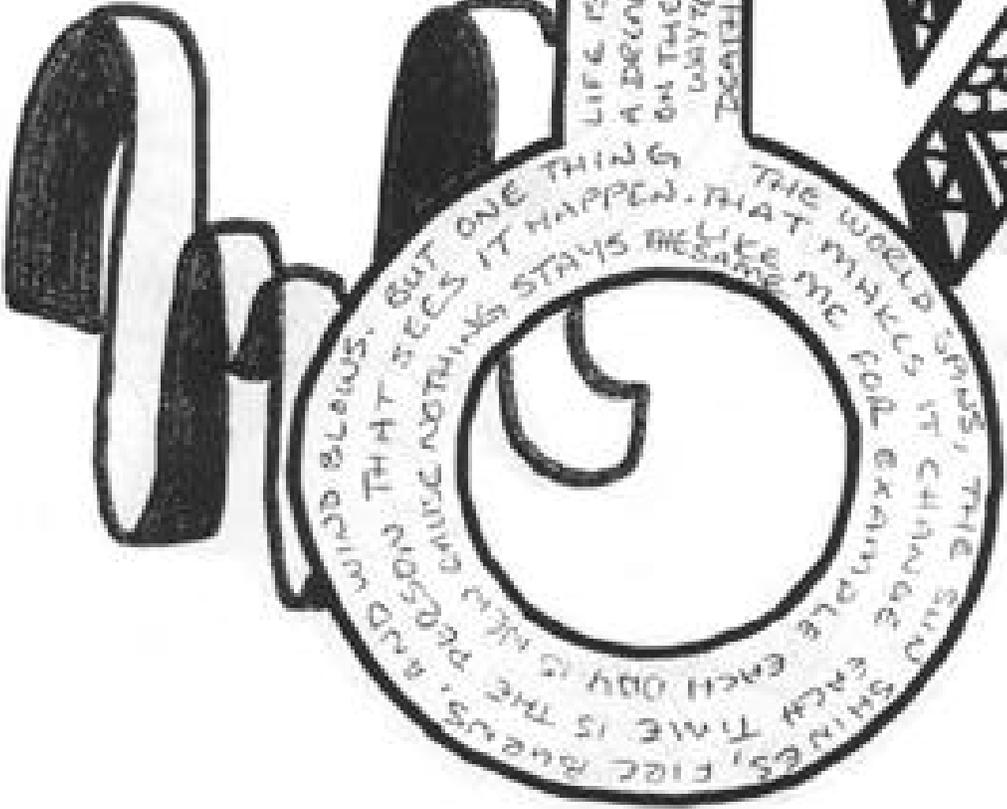


Play & Learn

... Feel Smart
and Proud ...



I DONT ENVY ANYONE; CAUSE YOU CAN ACHIEVE ANYTHING YOU WANT SO THERE IS NOTHING TO ENVY.





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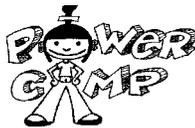
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Special thanks to the working group for the inspiring day we spent together and for your stories and shared experiences.

"All the power camp girls at this meeting are taking off their shoes and enjoying the carpet with their bare feet. They know how to make themselves comfortable anywhere. They seem to know who they are and they're happy with it. Their comfort is contagious....uh oh.....there go my shoes too!! —Emily



PREFACE

We are very proud to have accomplished the production of this manual. The vision behind creating it, is one of planting seeds, sharing our experience, inspiring, towards the possibility that young women across the country will have the experience offered through Power Camp.

Since the early days of Power Camp, we have received requests from communities across the country to share the Power Camp model. The Power Camp model documentation was initiated as a response to these requests. The purpose of the documentation is to capture the model of the Power Camp in order that it may be used as a tool and resource for young women or organizations wishing to create similar initiatives.

To date, several initiatives have been modeled after Power Camp across Canada. Creating the documentation is also part of a larger vision. We have learned through sharing the Power Camp model with communities, that being connected to other Power Camps and like-minded initiatives provides rich opportunities for exchanges of information and support. We hope that as Power Camps grow at the grass roots across Canada that an interconnected network will also grow, thus providing reciprocal support between projects.

The Design of the Manual:

The manual is designed to provide tools for either organizations or young women to create Power Camp programs. When we initiated Power Camp, we created our own organization in partnership with the University of Ottawa and the Ottawa Rape Crisis Center. Our vision was to build an autonomous project/organization that challenged traditionally hierarchical ways of organizing, thus embodying the foundational principals of Power Camp, not only in the programming, but also in the ways it was run and operated. This process offered us the learning of building and creating a project. The manual

was created with this in mind, therefore sharing our learning and offering our experience to young women who wish to create a Power Camp project from "scratch" so to speak, as we did. However, the Power Camp model can also be created within an existing organization. Therefore, the documentation is also designed to be useful for already established organizations.

As mentioned above, the manual is intended to plant seeds and to share our experience. Therefore, the manual also takes into consideration that the process of adapting the model requires that it grows from the grass roots and responds to the needs of the community. This approach respects diversities of and within communities and is reflected in the nature of the Power Camp programs and also in the design of the manual. We hope that the shared experience and tools will be useful to those who wish to create and adapt Power Camp.

How to navigate the Manual:

The first section, tells the story of Power Camp, outlines the Power Camp model, identifies the needs for programs and spaces like Power Camp, along with the basic seeds for growing and adapting Power Camp.

The second section offers the "Power Tools", process and program information that we have developed and applied over the years. These include approaches for creating the Power Camp processes, program themes, workshop ideas and facilitation tips.

The last section "Getting a project off the ground" is intended to provide information on creating projects for young women who are initiating a project independent from an established organization. It includes tips and advice on issues such as organizational status, creating partnerships and collaborations and other project oriented logistics.

POWER CAMP



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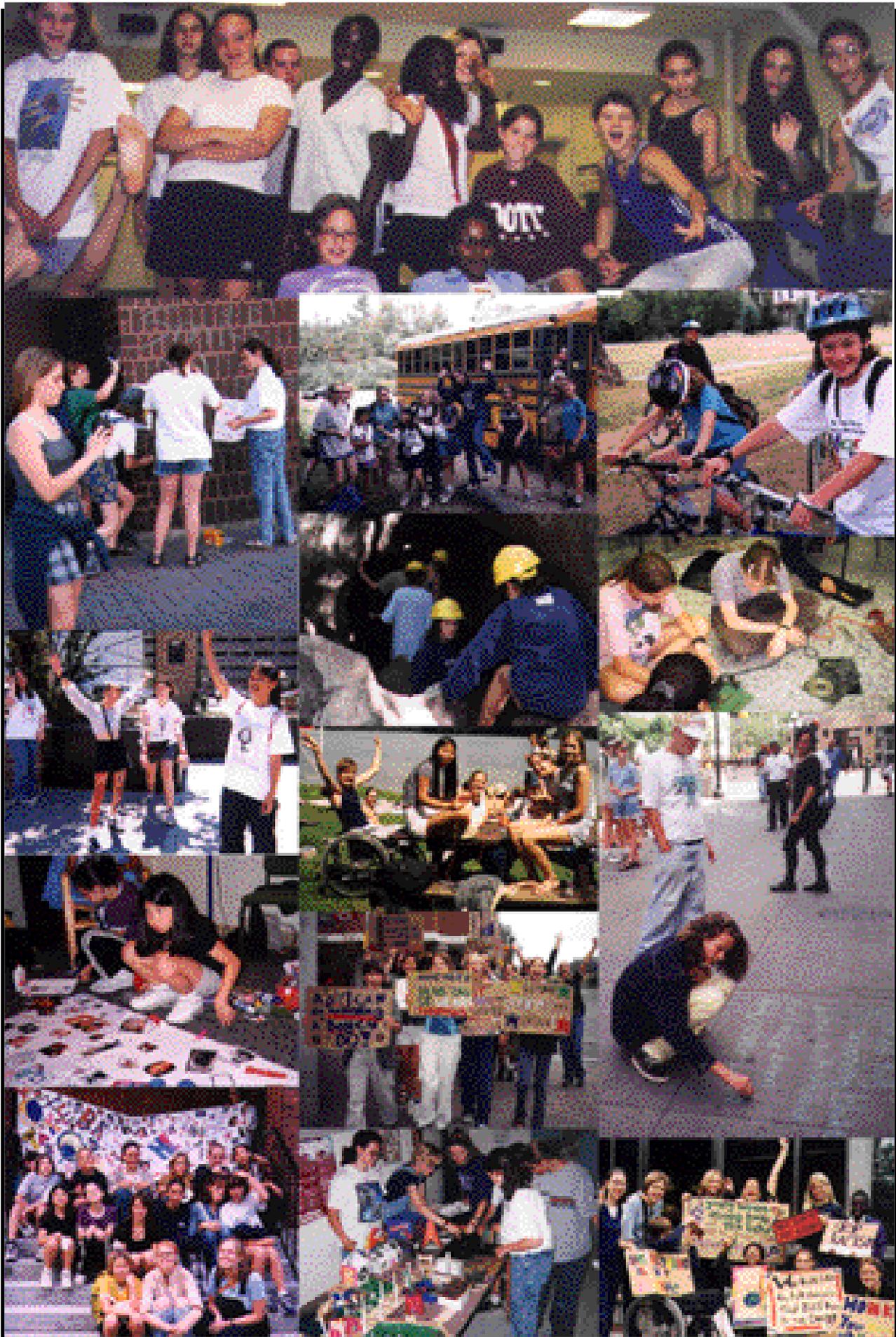
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What is



Powercamp

... section ... one

What is POWER CAMP?

Through anecdotes, stories and pictures, this section of the Manual will tell you the story of POWERCAMP. It captures the model of Power Camp; identifying the Vision, Mission, objectives, Foundational principals and PowerCamp programs. You will also find stories and examples of programs that have been inspired by PowerCamp and information on adapting the Model.



What is POWER CAMP?

introduction

Power Camp Herstory and Accomplishments

Power Camp is ...

Mission & Vision

Why a Power Camp: The Need

The Foundational principals

Power Camp Programs

Adapting the Model



WHAT IS POWER CAMP?

Introduction

Power Camp is a community-based, grass roots initiative designed to address issues specific to girls and young women. Power Camp provides young women with an opportunity to come together in a youth and female-centered environment, to address real issues in their lives, to raise awareness, skill build, develop critical thinking skills and together develop action-oriented strategies towards change.

Power Camp Herstory & Accomplishments

Power Camp was founded in 1995. The three co-founders, Tatiana Fraser, Willow Scobie and Stephanie Austin, met, envisioned and initiated the project as a response to identified needs of young women and the gap in education that failed to address specific issues facing them. In 1998, Rachel Gouin expanded the program and created Fille D'Action, a sister project designed to serve the Francophone community. From an idea and a vision, Power Camp has grown to become a solid community-based service with a strong foundation and community network for cooperative efforts in the Ottawa and surrounding areas and across the country. Power Camp has expanded, planting seeds across the country and is currently building a national network of grass roots initiatives that share in the vision of Power Camp.

Over the past five years:

- Power Camp has offered and facilitated five seasons of the Summer Day Camp Program and follow-up workshops in the Ottawa area with 480 young women from diverse backgrounds participating.
- We have presented and facilitated workshops to the broader community including schools, universities, community, youth, and women's organizations. These workshops delivered over the past five years have touched over 7,000 youth, students, educators and community members.
- Power Camp works with partnership organizations locally and nationally and has networked with over 150 organizations and individuals.
- Several coordinators and camp counsellors have been hired and trained. The roles of coordinators and facilitators offer young women the opportunity to gain skills and hands-on learning in grass roots organizing, project management and development, facilitation, community networking, fundraising, advertising, public relations. Furthermore, it provides opportunities to apply the knowledge acquired through university education.
- Power Camp has been involved at the national and international levels; sharing and promoting the Power Camp model, presenting in various relevant conferences, sitting on advisory committees, and contributing to research studies.
- Over the past five years, Power Camp has received media attention at the local and national levels through radio, television and newspapers. The climate of concern for young women and media interest continues to create opportunities to promote and profile Power Camp.
- Power Camp created and produced a multi-media video presentation, entitled "This Is What You Need To Do To Be Loved" depicting the reality of young women's experiences in their bodies. It was presented at the 1997 annual conference for the Canadian Research Institute for the Advancement of Women and is used as a tool for other workshops.

POWER CAMP..



A space for young women to come together.....

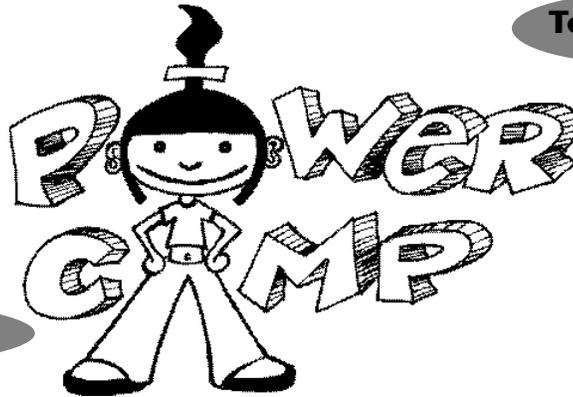
To learn

To exchange

To challenge

To Act

To play and have fun.....



To explore and share realities.....to be.

"I met all sorts of people who were quite unlike myself. I was able to interact in an environment that was conducive to broadening people's perspectives. It helped to better understand that there is no need for people to limit themselves and that with teamwork as well as individual work anything is possible."

— Chloe, Power Camp Participant

"When we learned about Burma, I found that lots of people say that lots is being done about world conflict. I disagree 'cause there's lot, like Burma, that we don't know about. Seeing and learning really opened my eyes to what's really going on—it's pretty bad over there. We take everything for granted."

—Power Camp Participant



"I feel better knowing other people are like me."

"I found that it really helped me with a lot of problems in my life."

"Stand up for what we believe."

"I feel more prepared to face the world."

"I feel POWERFUL more than I used to because I know how to speak my opinions much more now."

"Be proud of yourself and respect other people."

"We learned how to have a critical eye, mind and voice."

"I learned that I can say no."

"Listening to all the different stories was an eye opener—racism is all around us."



POWER CAMP...

Power Camp is a process; a personal, social and political process. Although the purpose is to create a space for girls, working with the project indirectly creates learning opportunities for the coordinators and facilitators on many levels. Creating your own work, working in partnership, negotiating on a consensus basis, creatively planning programs, engaging with the girls, and learning new skills all provide new challenges and opportunities for growth both personally and collectively.

"I attended Power Camp for the second time the following year and it was an equally rewarding opportunity for fun and learning. A few years later, I was asked to be a Junior Camp Counsellor for the entire summer—it was a once in a lifetime experience. My fondest memories from that summer involve a young woman who suffered from Cerebral Palsy. When her session began, I was concerned that her handicap would cause some difficulties; however, I quickly discovered that her resilient spirit demonstrated first hand that girl power comes in many different packages."
—Anneke Zuidwijk, Camper and Facilitator

"My first year at Power Camp gave me the opportunity to participate not only as a facilitator but also as a camper. The sex talks, the foot massage, belly dancing and all the rest were all workshops I needed and wanted to explore. They answered questions and confirmed suspicions I had as a young woman. Although it took a long time to open these doors, they were essential to my growth both personally and professionally. I enjoyed every minute of it."
—Rachel, Fille D'Action coordinator

Power Camp involves and impacts the community on many levels...

"You struck the right cord between learning and having fun. Each day when I picked Sarah up and we discussed the events of the day, I could tell that she had a good time. Possibly even more importantly, you discussed a number of issues of particular importance to women and Sarah had the opportunity to explore them. During our recap of the day, I got to hear the opinions presented. Though I sometimes disagreed with the ideas presented, I was very happy that Sarah was exposed to them and that I had the opportunity to express my opinions. Now Sarah gets to make up her own mind based on constructive discussion! What a gift! Thank you. I feel that Sarah has grown as a person because of her Power Camp 2000 experience and as a father, I could not ask for more."

—Willy Walk, Parent of Camper



"It's so difficult, those teenage years, and they're important. Self-esteem, body image, violence, those are just some of the issues addressed at PowerCamp. I wish something like this was around when I was that age. I sure could have used it. It's a wonderful thing that you are doing for these girls, thank you for letting me take part."

—Laureen Christian, Volunteer



VISION AND MISSION

Vision

To increase individual and collective commitment to ending inequity in society.

Mission

Power Camp is about a holistic approach to empowerment. It is unique in the sense that its programming caters specifically to the needs of young women, and is committed to:

- fostering a positive self image among its participants.
- providing individuals and groups within the community. opportunities to critically explore means of creative and active living.
- creating opportunities for girls to become advocates of their own lives.
- increasing awareness through multi-dimensional experiences.

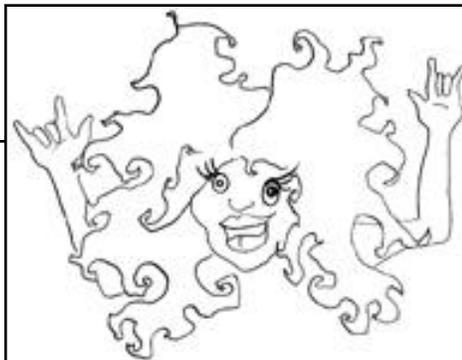
Power Camp responds to the needs of girls through the implementation of a youth-driven, community development model. The goals of Power Camps are:

- to promote self esteem and physical, mental and emotional health among young women.
- to prevent violence against women and incidents of sexual harassment and date rape.
- to increase educational opportunities for girls and prevent barriers in young women's development (school life, career choices, economic status).
- to eliminate discriminatory barriers based on poverty, gender, ethnicity, race, ability and sexual orientation.
- to offer community links and mentoring.
- to prevent body image preoccupation, eating disorders and self-mutilation.

"During my two weeks at Power Camp, I learned and discovered so much about myself and about things around me. I discovered my love of talking and voicing my opinions, learned valuable critical thinking skills and that I am never alone in anything I do, think, or feel. If it wasn't for Power Camp and the people I met there, I would be a lot different than who I am today and I can honestly say, that I like the person I have become."
—Pamela, Power Camp participant

"After POWER Camp I know that when I'm feeling like I can't do it, or maybe I should quit, POWER Camp made me realize that I can keep going, I can cope with this problem, it kinda has to do with self-esteem."
—Power Camp participant

"Through videos, facilitated workshops on body image, and activities such as examining media, Power camp taught me critical thinking skills. These skills gave me the ability to recognize the misrepresentation of women in media and advertising.....I learned to filter information and see the true message and purpose behind ads. It freed me from media stereotypes because I discovered how manufactured and fake advertising, and "teen magazines", like Seventeen, really are."
—Christine, Power Camp participant





WHY A POWER CAMP?

An Expression of Need

The following research is from taken from "Violence Prevention and the Girl Child: A Final Report" by Yasmin Jiwani, FREDA Centre for Research on Violence Against Women & Children. For more information, please check out their web site at: www.harbour.sfu.ca/freda/reports/gc.htm.

Attempting to "fit in" has severe consequences for young women. Self-mutilation and self-hatred marks the lives of many Canadian girls. It often takes the form of addictions. Sexualized by the media, constructed as commodities and markets, trained to be nurturers and caregivers, and having their wants and voices trivialized and dismissed, Canadian girls need to have their realities recognized, and require support, resources, and programs which address their specific concerns.

For girls who are differently situated by virtue of their race, sexual orientation, disability and class, the situation is compounded by their marginalization and "lack of fit" within the dominant, white, heterosexual world.

Poverty is one of the major contributing factors to the violence experienced by girls. In Canadian cities, one out of every three children is raised



in a home with an income below the poverty line. In rural areas, the rate is one in five (Welsh, et al., 1995). Poverty itself constitutes a form of violence, but that violence is compounded by the particular pressures of living in a society that values consumption and material wealth. Poverty and homelessness facilitates the sexual exploitation of girls and young women.

The effects of sexual harassment are far-reaching. Girls often drop out of school, develop eating and other disorders, experience a lack of self-esteem, and suffer from depression and isolation. Sexual harassment, in its multiple forms, is a poignant reminder to girls that they are not valued, and that they occupy a subordinate place in the patriarchal system.

The Canadian Federation of University Women Report on the Girl Child reveals that more than half (54%) of girls under the age of 16 have experienced some form of unwanted sexual attention, another 24% have experienced rape or coercive sex, and 17% have experienced incest. Of the sexual assaults reported to police, 63% involve girls under 18 years of age (Russell, 1996). These figures do not take into consideration girls who have witnessed violence at home or school.

The heightened vulnerability to violence experienced by Aboriginal/indigenous girls has also been noted. In Canada, 75% of Aboriginal girls under the age of 18 have been sexually abused (McIvor and Nahanee, 1998). Furthermore, Aboriginal girls are hospitalized for attempting suicide at twice the rate of boys.

"The experience that most vividly describes why Power Camp is needed in our communities came from a creative interaction I had with a camper. We were working on a collage as a group but some people were expressing their ideas individually. One young woman showed me what she had written as part of the collage. She had used a photograph taken out of a magazine that was a drawing of hands gesturing in American Sign Language the phrase: It's a result of listening. This camper had taken written the statement and combined it with her own words to communicate the following: 'power camp: it's a place where women come together when life tries to tear them apart; it's a result of listening.' As one of many Power Camp co-founders and co-creators, I remember these words and think that our work together has made a very big difference."
—Stephanie, Power Camp Co-founder

Working Groups on Girls (WGGs) noted in its report that immigrant and refugee girls also experience higher rates of violence because of dislocation, racism, and sexism from both within their own communities and the external society (Friedman, 1995).

Canadian studies reveal that girls constitute 84% of the reported victims of sexual abuse, 60% of physical child abuse cases, and 52% of cases of reported neglect (Department of Justice, 1992). Girls are two to three times more likely to experience sexual abuse than boys.

A recent study of Canadian girls found that 38% of 13-year-olds, and 48% of 15-year-olds, believed they were overweight (King, Wold, Tudor-Smith, and Harel, 1996).

Girls between the ages of 12 and 17 are diagnosed with depression at almost twice the rate as boys (Canadian Mental Health Association, 1995; National Health Population Survey, Statistics Canada, 1995).

“I feel better because camp has made me look at everything from a different point of view.”

— *Feedback from Camper*

A survey of 4,200 girls between 9 and 19 years of age, revealed that 80% had experienced sexual harassment in some form, and half reported encountering it daily (Stein, 1993).

It is clear that violence experienced by girls results in low self-esteem, low educational attainment, and negative self- and body-image.

The interlocking effects of sexism and racism, and/or sexual orientation combined with

disability, racism, and classism, constitute complex interactions of multiple systems of domination. These systems constitute a form of violence unto themselves, and markedly shape the reality, life chances, and choices that are available to marginalized girls. The higher rates of suicide, sexual abuse, and addictions among girls from specific marginalized groups attest to their increased vulnerability and isolation. The multiple forms of oppression they experience undermine the development of a positive sense of self and social identity. Their lack of “fit” further isolates them.

FEEDBACK FROM CAMPERS

FEEDBACK FROM CAMPERS

“I feel that I’m no longer afraid to speak.” “I learned to stand up for myself and say no when someone does something to me I don’t like.” “I had many body image issues and Power Camp helped me realize I don’t have to be anorexic to be healthy and look ‘good.’” “I learned that society made the perfect body image of a woman but the perfect image doesn’t exist.” “Sexual violence has been a part of my life and I think I really needed to hear what was said in the dating violence workshop.” “Yes, it gave me a better feeling about myself—how, I look. I gave me the confidence to express my feelings and know that it’s okay to be assertive.” “Yes, before I was quite scared of being abused but the WEN-Do class helped. Also, the hour walk to the caves made me feel good about myself because I had gone beyond what I thought I could do.” “Speak up and NO MEANS NO!” “I didn’t know, before this camp, what oppression was.” “I helped me realize that sometimes I had subconsciously been discriminatory and now I can change that.” “I learned that there are easier ways to cope with stress than beating yourself up about it.” “I learned that I felt very strongly about these issues (racism and discrimination) and want to do something about it.” “Critical thinking means you don’t have to swallow what society dishes out to you. You have the right to look at all sides.”



"Women's Studies gave me the tools to see my experience as a young woman in a socio-political context. This was life altering and a turning point for me. Experiences that I internalized as being screwed up and a "problem" became politicized and I was able to see the broader social context for my reality and women around me. This was very empowering. But why did I have to be privileged in a university setting to have access to this information? Why don't girls have the opportunity to learn these things at a young age with a potential to prevent destructive things from happening in their lives? This was the motivating point for me in my envisioning and contribution to creating Power Camp..."

—Tatiana Fraser, Co-founder

Issues Facing Girls: Focus Group Findings

- Girls experience a continuum of violence, ranging from sexual harassment to rape. Societal acceptance of violence was identified as a major issue. Violence has become normalized. Self-esteem, self-image, and peer pressure are significant issues of concern to girls. Self harm (suicide, eating disorders, etc.), and the internalization of stereotypes and negative images of girls, have created a "girl-poisoning environment." Depression in girls is a symptom of this environment, as is girl-on-girl violence. Girls talked about having to "watch their backs," and living in a "war zone."
- Media images were identified across the country as impacting on girls' sense of self-esteem, body-image, and gender expectations. Focus group participants recommended that efforts be encouraged to challenge these images through media literacy, advocacy, the availability of positive role models and mentors, and through artistic expression.
- Poverty and substance abuse were other factors identified by focus group participants as contributing to a negative environment for girls. Growing up in poverty reduces the life-chances for girls, as does substance abuse (by themselves, or by parents/guardians). Poverty was also cited as contributing to the sexual exploitation of girls. • Focus group participants identified education about violence as an urgent need. Girls need to be taught how to define their experiences of violence, where to seek support and assistance, and how to deal with the impact of such violence. Issues of power and control, both in relationships and on a systemic level, greatly affect the lives of girls. The misuse of power by others, and the powerlessness experienced by girls, were identified as key issues.
- Sexuality and sexual orientation were identified as significant issues for girls, as was teen pregnancy, and sexually transmittable diseases. The vulnerability of girls to coercive sexual relationships and the sexual exploitation of marginalized and street-involved girls was highlighted.
- Girls are unaware of their rights. Education regarding human rights would provide a necessary corrective to this situation.
- Girls are confronted with a double-bind message concerning sexual abuse/assault. On the one hand, they are encouraged to disclose such abuse, and on the other hand, they are threatened with retaliation if they choose to do so. Peer pressure is one mechanism by which girls are silenced. The other is the dismissive attitudes they encounter when disclosing abuse to family and others.
- **Girls overwhelmingly identified the need for "safe" and girl-specific spaces in schools, shelters, and services. Such spaces were viewed as being critical for reasons of safety, positive development of self, and identity formation.**



FOUNDATIONAL PRINCIPLES

The Spirit of Power Camp

Power Camp is a youth for youth model; it is youth driven and it addresses the needs of girls and young women.

Integrated Feminist Analysis Mandate

An integrated feminist analysis recognizes and takes into account the multiple and intersecting impacts of policies and practices on different groups of women because of their race, class, ability/disability, sexual orientation, religion, culture, refugee or immigrant status, or other status.

This approach is reflected in the leadership of the program, the programming, outreach and participation. Accessibility, subsidization, diversity are integral components of the Power Camp model.

Power Camp facilitates and responds to ongoing needs assessment with young women.

Needs assessments and focus groups ensure that the programming reflects the realities of young women. This on-going dialogue allows the program to stay in touch with and respond to issues that are important to girls, thus allowing the model to be adapted to the specific needs of a community.

Power Camp is a grass roots project.

Power Camp recognizes the broader context of the focus issues in the community and is therefore implemented as a community development project. The project makes links with the community, facilitates on-going community outreach, offers opportunities for volunteering, and works with a steering committee, reflecting community input.

By building partnerships with organizations, volunteers, youth groups and schools, resources

are exchanged and public education and outreach made possible. This approach contributes to the extensive social and economic impact created by Power Camp participation and the possibility for short and long-term action resulting in change.

Power Camp creates opportunities for positive, collaborative relationships with women.

Power Camp provides the venue for women who work in a diverse range of roles to form partnerships with young women. Women from a variety of backgrounds are invited facilitate workshops during the summer program providing young women the opportunity to learn from their experiences and to open doors to new possibilities.

Power Camp challenges models of expertise and hierarchy.

Through the notion of challenging expertise, girls are invited to become the experts in their own lives. Contrary to traditional models of hierarchy in our society where knowledge is held by the experts, Power Camp encourages participants to deconstruct and challenge these social constructs.

We aim to engage young women on equal grounds. Girls give input to the design of the program, and it responds to needs they identify.

Power Camp engages the participants in critical thinking.

A part of the Power Camp process is to engage in critical thinking...to ask why. Traditional educational environments teach subjects without questioning. By challenging assumptions and perceptions, critical thinking skills are realized and practised. These skills are key to empowering young women.

"My favourite thing about Power Camp was the freedom you gave us because we are so used to being cooped up and being told the rules." — Power Camp Participant

"Once upon a time, the Power Camp/Fille D'action program was born. Critical thinking was a very important, if not the most important, part. Unfortunately the lack of resources was always a problem in transmitting knowledge and experiences.

To set things right, it is necessary to involve parents and the community in the responsibility we share so that we (those who believe in this program) can deconstruct these social "taboos" together. To conclude,

I will say that critical thinking is the most fabulous treasure we can hand down to the next generation."

—Fathiya, Power Camp Facilitator

of pedagogy, which young women are still too often exposed to in school, to a feminist critical and liberatory pedagogy, goes a long way toward creating an empowering and respectful learning environment.



Power Camp Program applies an empowerment pedagogical approach.

Through the Power Camp summer day camp, an empowerment model is used as opposed to a "woman as problem" model. Young women are not viewed as deficient victims; it is the mandate of Power Camp to provide validation of their experiences, as well as an all-youth forum where they are empowered to dialogue in order to develop their own critical understanding of the challenges—they face.

The whole process of Power Camp is designed to be an empowering experience for all participants. An empowering educator embraces the facilitator-camper relationship as a reciprocal learning experience. We are both teacher and learner.

Power Camp's approach to learning and teaching, its pedagogy, is based on empowerment.

Traditional educational settings use a top-down approach to education which is fundamentally disempowering for most learners. Altering the dynamics from a fear-based authoritarian type

Power Camp is holistic in approach.

The holistic approach of the camp acknowledges the interconnectedness and cross-cutting nature of the issues we address and makes it possible to link issues in an integrative way. For example, the local links to the global. Poverty, violence and racism are acknowledged as determinants of health. Health impacts education and opportunities or barriers.

The program is action-oriented.

Power Camp is a process that leads to action. Similar and diverse experiences can be shared

and strength can be gained in new understandings. Issues are demystified through education. The development of pro-active coping strategies, critical thinking tools and awareness raising is supported.

Organic, dynamic and flexible.

Power Camp is a process...to keep it alive, we believe that the nature of the project is one where creativity can feed into the life of the work. Therefore, we don't attach ourselves to fixed structures...leaving the process open to be organic, changing and growing!!





POWER CAMP PROGRAMS

Power Camp is created as a community based initiative including a day-camp program, public education and outreach to schools and the community, along with community based partnerships, collaborations and volunteer involvement.

Project Objectives:

- Build self-esteem and confidence among participants.
- Raise young women's awareness of issues relevant to their lives (ie media and body image, systemic barriers related to poverty, violence against women, health, racism and the environment.
- Create action-oriented strategies and coping skills to address these issues individually and collaboratively.
- Develop critical thinking skills among young women, to assist in making informed choices.
- Illustrate and make concrete links between young women and the community.
- To enrich diversity through outreach strategies in schools, the community and other organizations.
- To draw energy and commitment to the project through voluntary participation from members of the community.
- To define the needs of young women on an ongoing basis through needs assessment tools and focus groups.

Summer Day Camp & Follow-up Programs

The Power Camp Summer Day Camp program provides young women aged 11 to 15 years with the opportunity to come together in a supportive, female-centered environment to explore issues relevant to their experiences, gain knowledge, develop critical thinking skills and together discover pro-active strategies for

coping and change. During a two-week period, campers will explore the following topics through creative means of expressions, facilitated discussions and outings:

- **Creative Self-Expression:** Mural making, painting, photography, video art, poetry, role playing, celebrating diversity, belly dancing, creative movement.
- **The Earth and Our Bodies:** Depiction of women in the media, sexuality, the environment, women and sexual competition, body image issues, sexual harassment, gender stereotypes, knowing our limits and boundaries, alternative healing, violence against women: education, rights, self-defense.
- **Active Living:** Women in sport, physical health, hiking, biking, swimming, spelunking, wellness, canoeing, Wendo self defense.
- **Explicit Appropriation:** Power dynamics, assertive communication, women in science, women in information technology, bicycle repair.
- **Activism:** Women and poverty, anti-racism, advertising and consumerism, anti-discrimination, youth for youth in their communities.

"I learned that what the media wants me to be isn't what I want to be."

— Feedback from Camper

A Camp follow-up program during the school season provides the campers with continued support and opportunities to create their own projects which contributes to a multiplying effect towards transformation.

Public Education, Outreach & Partnership Programs

- Public education: workshops offered to the community and participation in events
- Mentoring & role modelling
- Community outreach
- Resource exchange with community organization

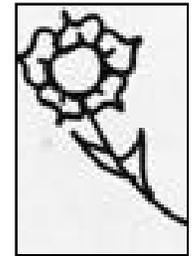
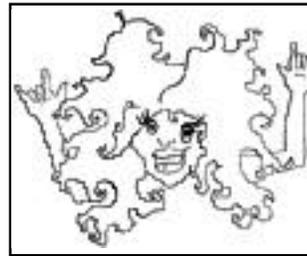
Public Education

Given that topics of special interest to girls and young women may not be adequately addressed in standard school curricula, Power Camp provides workshops and programs in schools and to community organizations whereby girls and young women have access to the educational approaches offered through Power Camp. Workshop topics and issues of focus vary, depending on the requests of the organization or school.

Community Outreach, Partnerships and Collaboration

Power Camp also recognizes the broader context of these issues in the community and is therefore implemented as a community development project. By building partnerships with organizations, volunteers, youth groups and schools, resources are exchanged and public education and outreach made possible. This approach contributes to the extensive social and economic impact created by Power Camp participation and the possibility for short and long-term action resulting in change.

"Every activity we did, whether it was learning reflexology or discussing world issues, was important and helped each of us to expand our thinking. I ended those ten days as a stronger person, and I proved this to myself when we went to the Byward Market and silently protested the portrayal of women in the media by displaying the banner we had made on the very first day of camp. It was an event that I will never forget - it made me realize that I have a voice that can be heard."
—Anneke Zuijdwijk, Power Camp participant



FEEDBACK FROM CAMPERS FEEDBACK FROM CAMPERS

"The activism (protest) really helped me to voice my opinions more." "The engineering work shop was most helpful because it was fun and was good for team work skills." "I have never learned or talked about self-defense. I loved it. It made me feel powerful." "I feel better about myself knowing I can walk 10K. It was really cool to experience the caves because I had never done anything like that before." "My favorite part was break dancing because it was active and I've never tried anything like that before." "The dating violence workshop was helpful because it talked about what to do in various situations." "Going to the caves was challenging and that was fun!" "I liked the variety of activities because it got me interested in many different things." "I love the (zine) idea - this was my favorite part of the camp."



ADAPTING THE MODEL

We recognize that this model can't be cut and pasted into communities. There are many ways for Power Camp to be adapted to meet the needs of communities and various possibilities for creating programs. There are many ways for leadership of the program to take shape.

During the working group process for creating the manual, we asked the question: what are the minimum specifications required, or simply, the three or four seeds that could be planted in a community, to grow a Power Camp? By asking this question, we were looking for the essential components of the program. Identifying these ensures that the project grows out of community need.

These are the four seeds we came up with:

- 1) **Grassroots, Community-Based:** The project links, and is grounded to, the community. It creates a network of young women, draws on volunteers from the community and exchanges resources within the community. This contributes to creating a sustainable initiative.
- 2) **Empowerment pedagogical approach:** The project "gives the power to the learner." The learning is created in a fun, participatory way. The learning is process-oriented, transformative, and grounded in

the realities of young women's experiences.

- 3) **Youth driven, feminist approach:** The approach in general is non-hierarchical, where the process is collaborative amongst the leadership and participation. Young women drive the program and define the needs of the work. A feminist approach incorporates situating the learning in a process from the personal to the political along with applying and engaging critical thinking.
- 4) **Organic:** The program creates an on going learning process and is therefore organic in nature. On-going needs assessments provide the direction of the program, thus transforming the program according to the identified needs.

From these seeds, a project can be created in many ways and take very different shapes, the vision and creative process comes from the unique community. The possibilities are endless!!!!!!!

Young women in high school can take a leadership role and create Power Camp spaces in their schools; community and youth organizations can develop Power Camp programs in conjunction with other services; women's centers at universities can create Power Camp initiatives and offer workshops in their communities.

Successes!

Here are some examples of programs that have been adapted to meet the needs in their communities along with an example of another existing model (W.A.V.E.S.) of similar programs:

OTTAWA: FILLE D'ACTION

Fille D'Action was created in 1998 in partnership with Power Camp, to address the needs of Francophone young women. Here is a story from Rachel, about creating Fille D'Action..

The greatest challenge I had to face when organising the Fille D'action program was the creation of a Francophone network. The obstacle—Power Camp, an anglophone

organisation, wanted to start a Francophone programme. Bilingual? That was a negative connotation. A lot of work and networking was needed to establish ourselves. Result - a Francophone camp that benefits from the support of local Francophone organisations. Hurrah!

—Rachel, Fille D'Action coordinator



ALBERTA:

The Muscular Dystrophy Association of Canada

The Muscular Dystrophy Association of Canada is in the process of designing a three-year project that will adapt Power Camp programs for young women with neuromuscular disorders in Alberta.

Power Camp, as its name implies, helps those who have traditionally been denied a voice and the power that goes with it, to find their own and give it expression. Our Association wishes to use the Power Camp model for our camp for youth with a neuromuscular disorder (NMD) because, in essence, each camp will be dealing with a group of individuals who face systemic discrimination and individual challenges because of issues rooted in the body - gender, or disability. The issues faced by young women and youth living with a NMD are strikingly similar, and in many ways differ only in specifics. These issues include body image, barriers to achievement and success, the need to link with and feel part of the community, counteracting the scarcity of identifiable role models, and the need for a safe space in which

to explore and reveal the self in order to combat these issues.

By adapting the model of Power Camp for youth in Alberta living with a neuromuscular disorder, our Association hopes to give them the tools they need to discover their abilities: in communication and leadership, in sports and active living, in creative endeavours like art, music, drama and writing, and in combating the roles and stereotypes that are applied to them because of their disability. Both young women and youth with NMD face denigration of their bodies, minds, and abilities because of aspects of their bodies that often do not negatively impact these areas. Through our camp program, we hope to help them discover the power that comes from within oneself as a unique, whole individual, rather than being forced to fit a pre-determined mold marked "woman" or "disabled." And our Association believes that Power Camp gives us a model that will assist us in achieving these goals.

MONTREAL:

girlSpace

girlSpace from Montreal is another example of how to create programs.

girlSpace/ W.A.V.E.S.(Women, Active, Vocal, Effective, Strong) is a program which promotes the self-empowerment of young women. As a working group of QPIRG-McGill, the student activist organization at McGill University, girlSpace provides extracurricular workshops and reaches out to young women, ages 12-17 in high schools and community centres in Montreal. girlSpace organizers and facilitators are female volunteer McGill

students who take an active interest in encouraging assertiveness and critical awareness among young women. As girlSpace coordinator in 2000-2001, I helped organize the creation of a girlSpace training manual, which includes themes and topics for girlSpace workshops. This year, we facilitated a weekly program at MIND High School and facilitated outreaches on sexual health and body image in various other high schools in Montreal.

—Amy, coordinator girlSpace/W.A.V.E.S

BRITISH COLUMBIA:

Power Camp Vancouver

Power Camp Vancouver is running their first summer program this year. Here is their story.

Have you ever read a Choose Your Own Adventure book? The books allows you to turn to page 8 if you want to follow the story line where Johnny encounters a poisonous snake or turn to page 996 if you want to see if Elizabeth will meet the treacherous gargoyle. These books are quite incredible for they give the reader the power to choose where they want to go with the story, yet provide a medium to create the imaginative story line. We like to think of Power Camp Vancouver as a Choose Your Own Adventure book for female youth. The newly formed Real Power Youth Society works to create programs for female youth. The first major program of the society is Power Camp Vancouver, a school workshop series and summer sessions for girls 13-15 years old. The story begins...

A girl by the name of Stephanie Glube is living in the capital city (ooooohhh) hears about a program for female youth that is being offered at the University of Ottawa, called Power Camp. She applies to work for the summer camp and waits for the response. Stephanie, while in Ottawa, is keeping in touch with her good friend Christina James who is working in Toronto to promote bicycle safety.

[To find out if Stephanie got the job go to paragraph 4.]

[To read more about the ever-exciting Christina James go to paragraph 5.]

It turns out that Stephanie was extremely bummed for they had given the position to someone else...but she continues to look into the program. Stephanie returns to Vancouver, to continue her schooling and becomes involved with programming for youth in the city and decides to get in touch with Power Camp in Ottawa.

[To find out what Power Camp Ottawa has to say go to paragraph 7.]

[If you are tired of this article call 604-605-

1190 for more information.]

Christina liked her bike promotion job yet returned to Vancouver to continue studying Newton at the University of British Columbia. Christina that year, spent a lot of time with her friend Steph and together came up with a plan to start a program for female youth where they will run after school workshops and a summer camp. They think it would be really fun to provide programming that will help build self-esteem via many workshops and activities that can be described by the main categories such as exploring creative self-expression, the earth and our bodies, active living, explicit appropriation, and activism.

[To read more about their programming go to paragraph 9.]

[To read more about Power Camp Vancouver turn to page <http://powercampvancouver.relaxism.com>]

Stephanie got in touch with Tatiana Fraser, a founder of Power Camp in Ottawa. They talked about starting up a Power Camp in Vancouver. Stephanie shared her ideas with her friend Christina James. Together with a team of 11 volunteers they ran a school workshop series in four secondary schools in Vancouver (Lord Byng, Eric Hamber, Britannia and Templeton Secondary Schools). They were lucky and fortunate to meet a woman by the name of Rochelle Tucker who helped them with the workshops. The group of women facilitators along with the grade 8 and 9 participants brought together a really interesting set of eight workshops for the series. Each school group had their own culture. They participated in discussions and activities such as talks about Britney Spears ugly feet and together the group tried to figure out why they cared about her feet, and how the media affected them, discussion about racism in their school and explored where these attitudes come from, and focused on active living which led for a session of indoor rock-climbing.

[To get feedback from some of the participants go to paragraph 11.]

[To learn about the summer program skip to paragraph 12.]

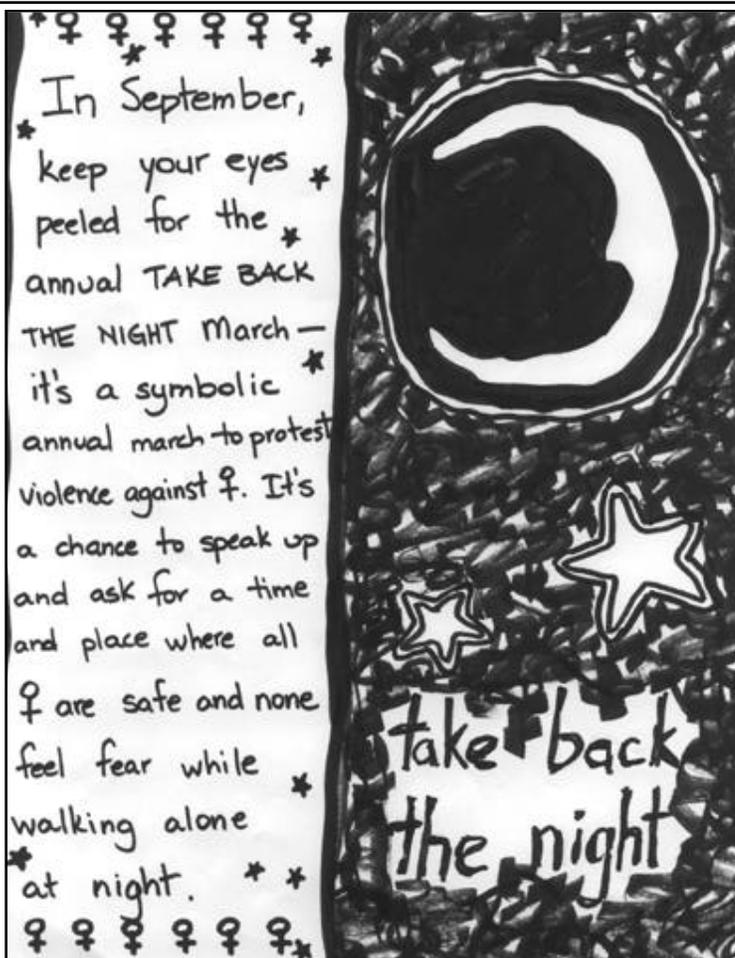
Responses from some of the girls were: "Very fun, understanding, great, would do it again." "I learnt how we are all sort of the same and how to talk about serious things." "Power Camp Vancouver is a place to hang out and learn stuff from pre-adults." "Lots of fun. We learnt some cool stuff. The people were great." "I'm not as shy with people anymore. I'm able to talk about things I usually wouldn't." "Power Camp Vancouver is where girls can learn how to face things." "What I liked best about Power Camp Vancouver is that they listened to our ideas." "It's good to talk together about issues."

[Continue to the next paragraph]

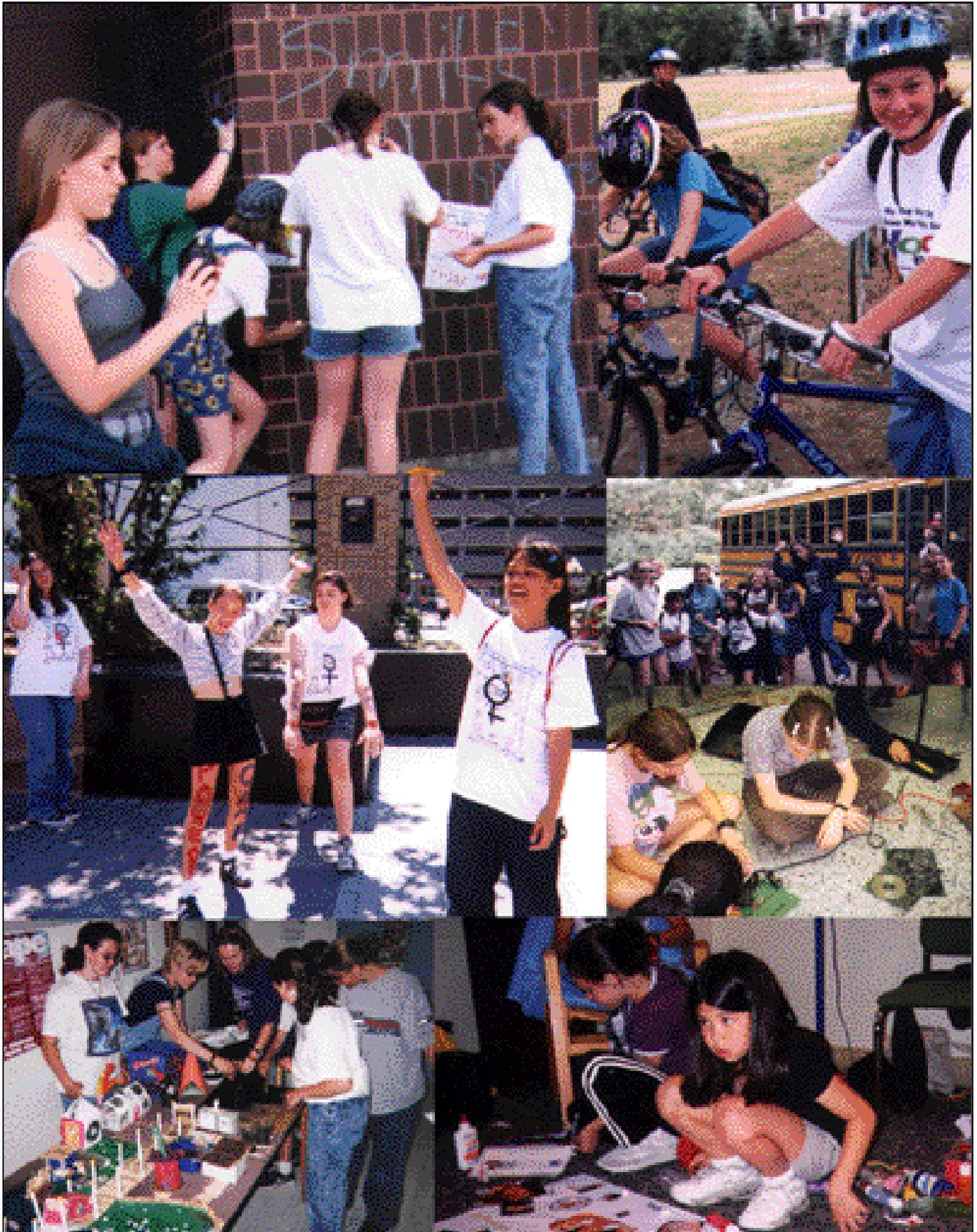
Power Camp Vancouver is currently in its promotional and preparatory phase to launch the first summer sessions. There will be three two-week long sessions running throughout the summer for girls 13-15 years old. Session one will take place at the Trout Lake Community Centre from July 9-20, session two will take place at UBC from July 30-August 10 and session three will take place at the South Vancouver Neighbourhood House from August 20-31. The sessions will encompass a variety of workshops facilitated by Power Camp Vancouver facilitators, and by other community organizations specifically youth driven groups. So if you want to CHOOSE this ADVENTURE as YOUR OWN, let us know...or maybe, the adventure will come to you.



Power Camp can be adapted and created in many forms and shapes . It is our dream that Power Camp programs will be grown in communities all across the country and that a national network of exchanging information and support will strengthen our efforts. It is our dream that empowered young women will navigate through their youth and contribute to creating social justice in our society!!



Beauty
Beauty is what we all possess
It's one thing in life we should never doubt
It might mean differently to everybody like you and me
But still being beautiful is what were born to be





section ... two ...

POWER CAMP TOOLS

This Section is designed as a Tool for creating the Power Camp Program, whether it's workshops Lead in Community Organizations, schools or longer-term programs like Summer Day Camp. It reflects the tools we have developed for facilitator and coordinator training and includes process and program based information. Power Camp is very much about a process. You will find information about how to create this process including, what it is, how to create the environment facilitation and workshop tools. The programming information identifies the themes of the programming along with workshop ideas & examples.



THE POWER CAMP PROCESS
PROGRAMMING: THEMES & WORKSHOPS
DESIGNING PROGRAMMING
WORKSHOP PROCESS
CREATING THE ENVIRONMENT
FACILITATION GUIDELINES
EMPOWERMENT PEDAGOGY
GROUP DYNAMICS & CONFLICT RESOLUTION

APPENDIX: EXAMPLE OF PROGRAMMING, SCHEDULE & WORKSHOPS



THEMES & WORKSHOPS

The programming is strategically designed to reflect the foundational process. These are the themes of Power Camp programming along with workshop topics we have used. Please see the appendix for an example of programming and further ideas for workshops.

Creative Self Expression

A combination of art, drama, music and other creative mediums are explored as innovative means of voicing opinions and personal ideas. This is the first theme of the camp and it allows the girls to reflect on the 'self' and explore how they envision and express this. We share and embrace the diversity of this experience challenging the girls to connect with and reveal their authentic selves. We also work collectively on this theme to begin to build group cohesion. This sets the mood for the two weeks and contributes to the building of a safe space. Here are examples of issues we explored through creative self and group expressions:

- Workshop on mask making and drama: participants create masks and explore various aspects of their identities through drama.
- Exploring the concept of experiential realities: using creative mediums like painting, poetry, audio-visuals, to explore the realities young women face.
- Addressing stereotypes: using creative means to explore and capture gender-based stereotypes.
- Celebrating diversity: creating collages of diversity in our lives and a process to explore the issue.
- Finding beauty in the city: exploring the physical environment and capturing what is beautiful and why.
- Group mural: the group creates a mural in response to an issue they desire to express.

The Earth & Our Bodies

This theme invites the exploration of various topics related to our bodies and the earth and the environment. As a group, participants critically evaluate popular notions of beauty in our culture, examine tools for developing a healthy sense of our physical and emotional selves. Body image issues are explored from a personal, cultural and socio-political perspective. Discussions related to sexuality are facilitated. Alternative approaches to wellness are learned and

various opportunities to explore our relationships and experiences in our bodies provide avenues toward challenging and redefining limited, stereotypical and negative views of body. As well, issues regarding health and the environment are incorporated into the programming allowing this theme to make links to issues related to the earth and the environment. Some examples of workshop topics include:

- Mock makeovers: traditional "before" and "after" are reversed; the group engages in a critique of the false promises that makeovers hold.
- Eating disorders: identifying the continuum of weight preoccupation and how this manifests in our lives.
- Sexual harassment: education, rights, strategies.
- Violence against women: education, rights, Wendo self-defense training.
- Depiction of women in the media: engaging in a critical analysis of the portrayal of women in the media, the messages behind this, the impacts on self image.
- Body image and health: creating a climate of accepting diversity, who we are in our bodies, how we nurture ourselves.
- Re-defining beauty: deconstructing popular notions of beauty.
- "Our sensory selves:" through foot massages, body painting, creative movement.
- Alternative healing: yoga, meditation, reflexology, creative movement.
- Women's sexuality: knowing our limits, moving beyond a fear based education, identifying the good girl- bad girl stereotypes and their limitations.
- Sexual competition: how we alienate ourselves out of fear and judgement.
- The environment: exploring environmental issues with a volunteer environmental activist, visiting a community garden, making art from a junk yard, etc.

Active Living

Physical and mental well being are closely linked to active living. Strategies and examples of physical movement are explored, including discussions on physical activity and being an adolescent female. This theme allows for fun time and rejuvenation. This theme shows up throughout the two weeks to aid in creating a balance of fun and movement in the program. For example:

- hiking in a nearby forest or park
- workshop on women in sport with role model working for equity in physical education
- women and active living
- biking, swimming, spelunking, self-defense, rock climbing, canoeing....
- challenging our physical limits
- creating opportunities for young women to have access to movement activities that are not typically available to them

Explicit Appropriation

Explicit appropriation means taking something that is unknown or inaccessible, identifying the barriers, overcoming them, learning about this something and then taking ownership of it. It is designed to identify and address barriers that are social constructs resulting in assumptions and inaccessibility. This tool can be applied in workshops that address stereotypes in many forms. It can take the shape of exploring areas of non-traditional roles for women, for example sciences and technology. Another example is exploring traditionally male sports like hockey or rugby. For example, none of the campers or facilitators knew how to play rugby. So we went to the library, learned the rules of the game, played it, changed the rules and played it our way. This is what we mean by explicit appropriation! Here are some other topics to explore:

- learning about a traditional sport and appropriating it to suit the needs of the group
- interactive hands-on workshop on women in science
- explore empowerment
- addressing hierarchy
- challenge the notion of "expertise"
- consensus decision making
- role models for young women
- bike repair

"My favorite part about Power Camp was the different workshops because I learned more stuff in two weeks than I did at school which is 10 months."

—Power Camp participant

As Part of the activism workshop, we built mini quiz/questionnaire/interviews to take to the streets. The young women made small groups and approached tourists, vendors, and locals in the market to question their perspectives and share new information about poverty, menstrual health, safer sex, violence against women, women and the media, and what they perceived feminism to be. The campers loved the activity and were astonished at some of the responses. When we regrouped, we all heard stories that fuelled the debate and discussion."

—Christianna, Fille D'Action facilitator

Activism

As a group, community issues are explored and discussed, focusing on gaining access to adequate information and sharing that information with others. Specific strategies for facilitating awareness, change and action are concretely investigated. A tradition for Power Camp has been that on the last day of camp, we take our message to the street. The participants choose one issue or many that they feel passionate about and we head downtown and create our own street protests. This has been anything from writing chalk messages on the streets, to creating banners and marching downtown. Here are some topics we explore during the activism component:

- "bringing our message to the streets": sharing the group's ideas about the importance of equity with people in the downtown area
- workshop with activist working on environmental issues
- 'zine making
- women and poverty
- racism
- finding a voice
- creative expression as a political statement
- women and the environment
- breaking down barriers
- developing political messages as a group
- youth for youth in their communities
- setting up a network of youth



DESIGNING PROGRAMMING



Here are some important things to think about when designing your program. These ideas come from the learning we have had over time.

Creating a balance: A lot of the workshops explore pretty deep issues. These are extremely important, however, it is also important to remember to have fun and create "down time." Getting outside, creative and active activities along with discussion workshops should be balanced throughout the days.

Creating interactive workshops: Workshops that address issue-based topics can be designed to be interactive and engaging. Using creative means of expressions, like creating murals, painting, using video or photos etc, can be incorporated into processes that address issues. This tool is important and avoids creating workshops that are like being in school!

Volunteers: Remember that you don't have to be the expert facilitating all of the workshops. Volunteers from the community can come in and share their experiences on different topics. In our experience, finding volunteers is one of the easiest things to accomplish, many women are very happy to contribute and play at Power Camp!

Creating the workshops to be grounded in the realities of the participants: It is important to engage the participants on the issues as they relate to them.

Adapting your program: Once the program has started is important to have room for flexibility to adapt the programming to meet the newly identified needs of the participants. For example, if a participant has an idea or an issue to explore, try to create room to respond to these ideas.

Be prepared to respond to the energy of the group: Sometimes, you will have a day filled with activities and something will happen where the campers just aren't following this rhythm. Sometimes, weather or fatigue or high energy won't suit the programmed activity. Be prepared to change the course of plans.



"Anti-Oppression workshop: Each woman had a set of keys representing various privileges and barriers: the education key, the poverty key, the oppression key (due to sexual orientation, race, ethnicity, gender, and so on...). The goal: to get a job, housing, shop and walk down the street. The facilitators were running each step and treated the girls differently depending on which keys they had. For example, if you had an education key, you could easily get a job. But the person in front of you could have an oppression key and they would be told the position was already filled. Anyway, the young women who participated got really annoyed at being treated differently and not knowing why (the key codes were secret). In the end, we told them what the keys stood for and started a discussion around the different ways we are privileged and oppressed. We ended the workshop with a meditation in which we imagined a world without privilege or barrier keys. Ahhh....."

—Rachel, Fille D'Action coordinator



WORKSHOP PROCESS



Each workshop is facilitated based on the following skeletal structure. You can use this format as a foundation from which to build.

- Self expression, relating to the issue
- Similar and diverse experiences are shared
- Issues are demystified through: education, critical thinking and awareness raising
- Group brainstorm, action strategy building and coping tools

Objectives of Group Workshops:

To create a safe space for conversations based on reality, discover the power of expression: find their voice, validate each speaker, have an open, non-judgmental forum.

To provide an opportunity to learn from one another. Typically, the group discussions created at Power Camp deal with topics that are not addressed in mainstream forums, i.e. schools, homes, peer groups, etc. One of the camps' successes is in providing the opportunity to bring up these issues and for the campers to gain the understanding that they are not alone in their experiences.

To identify the connection between the personal and the political. After discovering that campers can relate to each other, we can then contextualize these experiences from a political perspective. This links us to engaging in critical thought.

To provide an opportunity for awareness raising and knowledge gain on specific issues. One of the requirements for Power Camp

coordinators is to have a background on the issues we address. Coordinators can raise awareness by drawing on the knowledge you have. Power Camp also has a wealth of resources that are made available if further research is needed. Additionally, coordinators are encouraged to bring any concerns or needs for clarification to the debriefing sessions.

To analyze "facts" and develop critical thought. One of the camp's objectives is to explicitly engage the campers in critical thinking. It is important to be clear with the campers that we are using this tool, as evaluations after camp will refer to this strategy. Critical thought can be prompted by simply asking 'why' followed by searching for the answers.

To brainstorm as a group on developing strategies and coping tools. When addressing issues, it can be easy to fall into or get stuck in "victim mode." It is important to acknowledge and validate experiences and then make a transition into identifying strategies. This allows a conversation to move beyond identifying barriers and to develop a proactive process.

To develop a renewed sense of hope. This process will end on a positive note as we discover the possibility of affecting change in our lives, and hopefully in our communities.

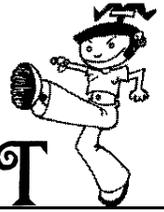
"At POWER Camp girls learn to be critical of information that is presented to them from various sources, they learn to formulate and articulate their own opinions about important issues. Being in a place where their voices and opinions can be heard and acted upon contributes to their sense of empowerment."

—Stephanie, Power Camp Co-founder

"Just realizing that I wasn't the only person to feel that way about myself, not the only one who had bad things going on in my life. At POWER Camp, there's a lot of trust, it's open, I could talk about myself, I was able to get a better perspective about myself, to see myself more clearly."

—Power Camp participant

CREATING THE ENVIRONMENT



Working to create the Power Camp environment is an integral aspect towards achieving our objectives. Power Camp aims to bring into being an environment that is: Supportive, Fun, Safe, Non-threatening, Open, Challenging.

The purpose of creating this environment is to provide a forum where:

- Sensitive issues can be explored
- Campers feel comfortable to find and express their voices
- Knowledge is accessible and shared
- Campers can explore critical thinking tools and challenge barriers or pre-defined limitations

How to build this Environment:

Non-hierarchy

- Counsellors present themselves and interact with the campers as equals.
- Campers are included in the decision making process, while maintaining a balance between inclusiveness and structure.
- Workshops can be group directed. Campers are encouraged to suggest workshop topics. Camp counsellors can follow up by scheduling the workshop or explaining the program limitations.
- On the first day of camp, a "group expectation" agreement is formed using a consensus decision making process. This allows the campers to define their boundaries and take ownership of their experience at Power Camp.
- Counsellors remain non-authoritarian. This requires patience and understanding while leading all activities (see facilitation guidelines for more information). By eliminating authority in as many ways as we can, we are setting an example of trust, respect and the beginnings of a partnership.

Creating safety and trust

- Use and encourage active listening skills. In a forum where self-expression is being explored and valued, hearing the campers and acknowledging their expressions is key.

- Remain non-judgmental. Group discussions are not about defining right or wrong. Diversity of expression is part of the learning process for everyone. Non-judgement will encourage the campers to take risks in their ways of being thus allowing the climate of the camp to move beyond superficialities.
- All conversations remain confidential, except when issues come up that require outside support (see confidentiality protocol). Campers and counsellors are requested to respect confidentiality. counsellors introduce this protocol to the campers on the first day of camp.
- Trust building games on the first day of camp break the ice. Generally it takes about three to four days to break down barriers and reach a safe level of openness and comfort in the group.
- Be human. Relate to the campers on their level (for example, using their language).
- Be honest and up-front.

Having Fun!!

Confronting many of the issues at Power Camp can be intense and demanding on everyone. Programming is strategically designed to balance out the serious work with fun, down time and physical activities.

Critical and challenging

Setting the stage for critical thinking is essential. However, a balance must be found as to not shut down participants. Challenging each other asks us to think about who we are with regards to specific issues; to broaden our thinking and embrace new perspectives. This can be achieved without judgement or blame.

"At POWER Camp in most cases when you said something, you could express yourself without being criticized, so in class or with my friends I thought back to POWER Camp and I was able to share my opinions. —Power Camp participant

"Because I'm sort of shy around people I don't know and it takes me a while to get the "freedom" around others. POWER Camp gave me the ability to feel 'freedom' right away. —Power Camp participant



FACILITATION GUIDELINES

The role of the facilitator can vary depending on the needs of workshops and discussions. In our experience, the facilitator plays a role in guiding a discussion, ensuring participation from the group and taking the conversation to a level of depth. This involves good active-listening skills, staying tuned-in to where the group is at and the ability to ask questions that will move the discussion along. There are many approaches and styles to facilitating. The best way to learn is to dive in and do it. If it is your first time facilitating, you can sit in on someone else's facilitation or try to find facilitation workshops in your community.

Here are some helpful tips we have developed along the way for training purposes:

- Have an outline of the workshop prepared. This will help you to stay focused on the topics and flow but remember to allow for flexibility. The campers may bring up valid issues that may not have been planned.
- Define group guidelines before the workshop begins. Participants should be involved in creating these guidelines. For example, the group agrees to:
 - Respect each other
 - Listen to someone while they are speaking
 - Not judge
 - Not interrupt
 - Respect confidentiality (refer to confidentiality protocol?)
 - You can refer to these guidelines if they are not being followed.
- Be clear, honest and direct.
- As a facilitator, you are a guide. Be careful not to fall into preaching or defining right and wrong.
- Keep the conversation focused. While allowing for group direction, make sure that the topic isn't lost, that it doesn't turn into a bitch session and that the process makes it to closure.
- Keep the conversation inclusive; encourage quiet people to participate without pressure and ensure

that active participants share the floor.

- Be sure that there is closure to the discussion and time to debrief.
- Encourage the campers to relate to experiences already expressed.
- Prompt the campers to move forward in the conversation by asking:
 - For clarity
 - Does anyone relate to this experience?
 - How does this make you feel or think?
 - Being human / relating /limits

Limitations

Power Camp is not a therapy group and we are not professional therapists. The purposes of our group workshops have clear limitations:

- We do not have "the answers" for the campers, rather we create a space for the campers to actualize themselves and create their own solutions.
- When a camper expresses a personal issue beyond the scope of the camp (refer to policies), Power Camp can act as a middle party by suggesting referrals to professionals or by connecting the camper to a community organization that deals with the defined problem.

"An important and useful part of the Power Camp programming is to collectively agree on a set of ground rules. In keeping with Power Camp's non-hierarchical framework, both campers and facilitators come together to discuss their needs throughout the session, and articulate these needs into responsibilities and expectations. It is suggested that this task is done creatively- what worked for us is having a huge roll of paper on the ground with pens, markers, paints, glitter glue and magazines so the agreement could be written down in a way that allowed the participants to get to know each other in an informal way. In the end, all personalized signatures will be on the poster. This can be displayed on the wall for all to see, as a reminder of what is expected of all."

—Kelly, Power Camp facilitator



EMPOWERMENT PEDAGOGY

The whole process of Power Camp is designed to be an empowering experience for the campers. An empowering educator embraces the facilitator-camper relationship as a reciprocal learning experience. We are both teacher and learner.

We aim to transgress traditional pedagogy towards the practise of freedom; tools and knowledge are shared, creating an opportunity for campers to engage in self-empowerment.

The process of,

- identifying and overcoming barriers,
- sharing knowledge,
- exploring "self" and identifying oneself in a community context,

...aims to capture the experience of actualizing oneself. From here, campers have the opportunity to gain confidence in exploring their identities, their opinions and choices in their lives.

This experience looks different for everyone; validating diversity and avoiding judgement encourages campers to take this journey for themselves. Including ourselves in this process creates authentic relationships with the campers and learning opportunities for everyone.



What it means to live in our world:

"Um...hunh? Like, anyways.. whatever." is not our typical teenager. Our young women are challenging commercialism & stereotypes. They think, talk, & feel for themselves. So step inside & take a look. See what's goin on for yourselves. Our world is based in reality. ♀

"I was impressed with both the professionalism and the openness of the facilitators who were present during the sessions. They demonstrated to the young women through their words and actions respect for themselves and the participants. They also demonstrated a willingness to be open and honest about the difficulties and struggles of coming to love, accept and honour ourselves as we are. They showed enthusiasm for what the camp is about, and for what it makes available to young women."
—Nikki Manzie, volunteer



GROUP DYNAMICS

Group Dynamics and Conflict Resolution

With all the best intentions, things don't always go smoothly!! It is important to acknowledge that bumps along the way are OK and they provide great opportunities for learning and growth, although they may be sometimes painful. We learned that dealing with conflict is often on a case by case basis, requiring approaches based on different needs. It is useful to reflect on the experiences to take the learning from it as a group. Here are some helpful hints that we learned along the way when dealing with difficult group dynamics or conflict:

- If a camper is acting out disrespectfully, ask the participant to reflect on the original group agreement. This allows the camper to see where she is out of line and to take responsibility for her actions.
- Motivating the campers can be an issue at times. In our experience it is difficult to get campers to engage in certain activities, particularly ones which are physically demanding. The situations can be handled differently depending on the need. The following guidelines are important:
- Try to remain non authoritarian and to deal with the situation calmly and without judgement.
- Deal with the participant one on one. Talk to them about what their issue is and why are they resisting participation. Explain why we are doing this activity and the importance of group co-operation. Listen to their concerns and try to reach an amicable agreement wherein the camper can choose to take part and is not forced.
- Counsellors can motivate participants through encouragement, enthusiasm, singing songs and jumping around! In other words, creativity and energy building are good tools.
- If a camper is completely resisting participation, (i.e. being forced to go to camp by a parent) take time to talk to this camper. Acknowledge that it is no fun to be forced, explain what the camp is about, express your desire for this camper to participate, express your concern and

understanding. If this problem reaches an extreme, explain that we are not going to force the camper to participate and she has a choice. This will allow the camper to have ownership in her choice to be there if she chooses to stay. If she chooses to leave, contact the coordinator immediately and she will follow up with the situation.

- If a counsellor is feeling frustrated during camp, it is important to work as a team. It is the counsellor's responsibility to let the other co-workers know that they are reaching their limit at that time. Then the other counsellors can move in and relieve the situation.
- When a situation arises beyond the scope of these guidelines: check-in with your co-workers and share the confrontational issue. Remember you are not alone and can draw on support for guidance.
- In general, having a bag-o-tricks is helpful during the facilitation of all camp activities. Staying in tune with the energy levels of the campers and having a back up plan when response levels are low will help in meeting the needs of the participants during camp activities.

Dealing with conflict:

Group conflicts are to be resolved as a group in the following manner:

- The issue is brought forth to the group
- All parties have an opportunity to have their opinions heard
- The group comes to a consensus.

Counsellors facilitate to be sure that there is a balance during the conversation. Watch for and address:

- Power dynamics in the group
- Ganging up
- Disrespect
- Passivity



Harassment and Discrimination:

Power Camp is committed to providing an environment that is free from harassment and discrimination based on sex, sexual orientation, ethnicity, color, religious affiliation, age, marital status, economic status, health status or ability.

- Part of this commitment is created by educational workshops during camp.
- If a camper acts in a discriminating manner, this should be addressed one on one with the camper. The issue should be approached in the following way,
- Refer to the group agreement.
- Explore why the camper is behaving in this way.
- Explore the impact and feelings for the camper and the person being harassed.
- Try not to alienate the camper by blaming.
- Clearly explain that this behavior is not acceptable at the camp. Explain how it effects the safety of the environment.
- Take the opportunity to educate the camper on discrimination.
- Try to reach a closure by making an agreement.

▼ QUEER NEWS ▼

The inside scoop on GLBT stuff...

GLBT Gay, lesbian, bisexual, transgendered
(A COMMON ACRONYM)



A STORY:

How did you know you were gay?

Q I noticed I was attracted to girls in about 6-grade 7. I didn't really understand my feelings and I was confused. All my friends seemed to like guys. Why didn't I?

When did you 'come out'?

Q I told my best friend when I was in Grade 11.

I was so scared to tell her! I reworded what I was going to say over + over + over. I thought she

" There was a lot of emphasis on the fact that no opinion is wrong. This really helped because people who normally don't voice their opinion - did. I could actually learn from the quiet and normally shy people." Did you feel comfortable with the facilitators? "Yes. They weren't experts or authority...just people. It's boring to listen to stats etc...the opinions were heard instead of given."

—Power Camp participant



APPENDIX

Example of Programming Schedule

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Icebreakers	Fortune Cookie Thoughts	Wendo self-defense	Outdoor Games	Day Trip:
Spelunking				
Contract Creation	Superhero Creation	Flirting & Boundaries	Reflexology	Board Buses
Activity Book	Outdoor Games	Lunch	Lunch	Hike to Caves
University Tour	Lunch	Creative Writing	Poverty	Lunch
Lunch	Silk screening T-shirts	'zine Concept	Henna & Beading	Explore Caves
Yoga	Creative Mapping / Drawing	Outdoor Games		Hike to Parent
Beach, Swim				
Outdoor Games				Return to Ottawa

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Multi-media presentation	Racism/ Awareness	Day Trip: Base des Plein Air des Outaouais		'zine Creation
Activism/ Water park				
Outdoor games	Belly Dancing	Board Buses	Menstruation Discussion	Lunch
Lunch	Lunch	Rock climbing	Lunch	Evaluation
Swim at Champagne Pool closing	GLBTQ	Lunch	Pad Making	Henna/ beading/
	Healthy sexuality	Canoeing/ Water Games	Outdoor Games	Board Buses





APPENDIX

Examples of Workshops

Contract Creation (Sarah Partridge)

The facilitators and campers together created ground rules the first morning of camp. Ideas were drawn from campers through a brainstorm and discussion, rather than dictated by the facilitators. Once the facilitators ensured the contract included rules to keep the environment supportive, fun, safe, non-threatening, open, and challenging, it was signed by all campers and facilitators.

Activity Book (Kiera Denault)

Activity books were created using construction paper and material for binding; letter size paper for fill; and decorated with glitter, markers, glue, and feathers. These books were created so the campers and facilitators could write thoughts during workshops, make lists, draw, etc. It also was a great activity for the campers and facilitators to get to know one another.

Yoga (Nicki)

The yoga workshop had three parts: a discussion on body image, a yoga exercise, and a breathing exercise. During the discussion on body image, the campers answered questions such as 'how do you feel about your body,' 'how do you feel your body has changed over the past year.' We discussed changes in womyn's bodies through puberty, pregnancy, and menopause. The campers responded well to the discussion. They seemed to find yoga challenging and fun, and they giggled throughout the activity.

Outdoor Games (Christiana Johnson, Kiera, Sarah)

Outdoor games played throughout camp included Red Rover, Anastasia (similar to Capture the Flag except water is used instead of flags), Capture the Flag, German Ball, Hide! (Similar to Hide and Seek), Oh Deer! (Ecology survival game), Tap, Dr. Mix-Up, Leg Wrestling, Circle Sitting Trust Game, Crossed-Uncrossed, One up-One down/ Two up/ Two Down, Chairs (Move One Seat Over If...), and Mingle Mingle.

Fortune Cookie Thoughts (Kiera)

Campers and facilitators wrote a thought or phrase on a small piece of paper. One or two papers were picked from a basket each day as a fortune for the

day. Thoughts included 'Think Funky,' 'Sing as loudly as you can,' 'Smile at someone you don't know,' and 'Make a new friend.'

Superhero Creation (Sarah)

Campers were asked to write on a piece of paper a quality they respected or admired of someone. On another piece of paper they wrote a personal favorite quality. Then, in groups of six the campers picked two qualities each and with these qualities they created a superhero. They drew their superheroes in life-size, on big pieces of paper.

Silk Screening T-shirts (Christiana)

Campers brought in their own T-shirts to be silk-screened. Campers and facilitators also silk-screened T-shirts for volunteers as thank-you gifts. The campers enjoyed this activity because the print looked professional and fresh. This activity gave them a sense of accomplishment. Also, it was an opportunity to work together. Not all campers could silk-screen at the same time so they also socialized and wrote in their activity books during this activity.

Creative Mapping/Drawing (Natasha)

Campers were introduced to styles of creative expression through drawing exercises such as 30-second sketches, outline portraits, and non-dominant hand drawing. The purpose was to demonstrate anyone could draw once she loses her inhibitions and relaxes. They also learned that drawing does not have to be life-like representations. Drawing was used as a means to map something personal such as a life, a day, or a favourite place.

Wendo self-defense (Louise)

A paid guest facilitated an introduction on the need for womyn to educate themselves regarding violence and self-defense while drawing attention to dating violence and methods of avoiding or dealing with potentially threatening situations. Self-defense techniques including the use of a 'ki-ai' (a call) and physical self-defense moves were taught and rehearsed.

Flirting & Boundaries (Christiana)

This workshop included a discussion on the definitions of flirting, examples of flirting, silly pick-up lines, and the subtle realities of teenage flirting. Campers

worked as one large group as well as in smaller discussion groups, which included facilitators or volunteers. A charter of Flirting and Personal Rights & Responsibilities was created as a means to recognize and discuss boundaries and standing up for ones limits.

Creative Writing (Rhonda Major, Christiana, Kiera, Sarah)

Brainstorm and round-robin form were used to share ideas. Campers and facilitators shared writing. Experimenting with different writing styles was encouraged. This workshop served as an introduction to the 'zine Concept as a list of possible 'zine entries was developed.

Henna (Christiana, Kiera, Sarah)

Use of henna paste to make body art was a very popular activity, and it encouraged sharing and bonding between participants.

Beading (Christiana, Kiera, Sarah)

Campers used beading materials (plastic beads, glass beads, seed beads, pony beads, clay beads, wood beads, hemp, fishing wire, dental floss, scissors, thread, embroidery floss) to create necklaces, bracelets, and anklets. Campers and facilitators used this opportunity to get to know one another, share, chat, and bond.

Reflexology (Claire)

Campers learned a kind of alternative healing in the reflexology workshop. This workshop made specific reference to headache and menstrual cramp relief and included breathing exercises, methods of relaxation, and concentration.

Poverty (Kiera)

In this workshop, campers deconstructed myths and stereotypes surrounding the stigma of poverty. They also looked at the different types of poverty that exist (financial, emotional) and the effects of these (isolation, discouragement). Finally we looked at actions to fight poverty and poverty's negative effects, which included Womyn's March 2000, letter campaigns, and political awareness.

Spelunking

A rental bus took Power Camp campers, facilitators, and volunteers from Power Camp to Gatineau Park to hike from Parent Beach to the Lusk caves. A tour guide provided information on the caves and a guided exploration of the smaller cave. Exploring the second cave was possible depending on weather and water

levels. Power Camp campers, facilitators, and volunteers had lunch before returning to Parent Beach for a 45-minute swim before returning by bus to Power Camp headquarters.

Multi-Media Presentation (Christiana) (anglophone camps)

Campers watched a multi-media presentation titled 'This is what you have to do to be loved.' This film was the starting point for a discussion on body image, how media affects body image, self-harm, and eating disorders.

Body Image and Nutrition (Chantal Sigouin) (francophone camp)

Chantal made a slide presentation, which included media, critiques, and cartoons about body image. She led a discussion on nutrition and the dangers of negative body image and eating disorders. She encouraged the campers to feel comfortable in their bodies.

Champagne Bath Swim

Campers went to Champagne Bath, a public swimming pool, for a 30-minute free swim and 30 minutes of games. Games included Marco Polo, water polo, sharks & minnows, and diving/ jumping contests. The pool was reserved and the only swimmers were Power Camp campers, facilitators, and guests.

Racism/Awareness (Usha Viswanathan, Asma, Angie Riley)

A National Film Board film 'For Angela' was used to introduce the concept of racial oppression, stereotyping, and its effects. The film was used as a base for discussion and a chance for participants to question and share experiences.

Belly Dancing (Karyn Hughes)

A young woman came to share her experience in belly dancing and teach us why and how this dance is empowering for womyn. We discussed how it is viewed differently in North American popular culture (sexual dance) versus traditionally in Arabic countries (relief from childbirth cramps)

GLBTQ (Jessica, Mélissa)

Campers were given the opportunity to ask anonymous questions about GLBTQ issues and to have them answered in an open and honest way. From the question and answers came discussion regarding inclusive language, the effects of homophobia, misinformation, and stereotypes.

Healthy Sexuality (Jessica)

During healthy sexuality workshops, the participants had the opportunity to ask questions and receive honest answers. We talked about stereotypes surrounding women's sexuality (virgin, slut, etc...). We also talked about the various ways of expressing our sexuality (massage, kisses, sexual relations etc...) and with whom we do it (friends, a person of the opposite or same sex and by ourselves). The girls were encouraged to respect their limits, ask for what they need and to feel comfortable with their decisions.

Base des Pleins Air de l'Outaouais (Camp Air Eau Bois) Rock-Climbing

On an outdoor rock surface, campers were given an opportunity to try rock climbing with appropriate safety gear and guidance from Christiana, Kiera, Sarah, and the Camp AEB guide. Overcoming the intimidation and/or challenge with the support of friends gave all a great sense of achievement.

Canoeing

Departing from a sand beach, campers had a very brief introduction to paddle strokes. The group traveled to a diving rock where (weather permitting) those who wished to jump in or swim had a chance to do so before the group returned to the beach.

Kayaking/Sail boarding

Due to the weather, rock climbing was replaced in the third session by a day at the beach, which included deep-water play with kayaks, sailboards, and lifejackets.

'zine Creation

The group created a 'zine and copies were made for distribution on the last day entries included poems, rants, drawings, biographies, and facts on various topics.

Soul Cards (Rachel Gouin)

This workshop only took place in the francophone camp. Cards with painted images were randomly distributed to campers and facilitators. Each person picked a card in her hand, which represented her, and a second card, which represented another camper or facilitator. Cards were interpreted and given symbolism.

Menstruation Discussion (Pussy Protectors Collective Volunteers)

Anonymous question cards were used to start this discussion and get a sense of the needs of the group.

The discussion included biology, health of menstruation, dispelling shame and fear, validating experiences, and sharing experiences. Also, reservations with mainstream disposable products and drugs were shared.

Pad Making (Pussy Protectors Collective Volunteers)

Following Menstruation Workshop, the campers were shown how and allowed to make their own reusable menstrual pad friendly to both womyn and the environment.

Activism

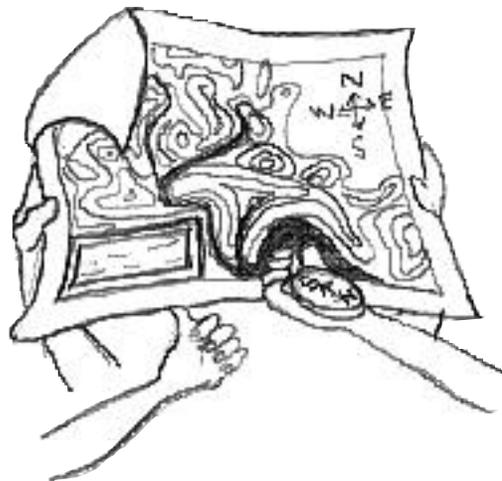
Activism activities included making banners and posters; interviewing people in the market on topics discussed during camp; distributing condoms with the message that 'safer sex is better!'; singing songs both written by others ('hey hey, ho ho, sexism has got to go!'), and a song written by the campers; and writing messages on sidewalks and walls with chalk. The activism day was a great opportunity for the campers to voice their opinions whether through carrying banners and singing, or through writing on the sidewalk - depending on their comfort level.

Water Park (2nd Friday of 3rd Session)

Power Camp staff felt it less appropriate for the campers of the 3rd session to go the market for activism day. Instead, campers played Capture the Flag

Evaluation

Individually, campers completed written evaluations on the last day of camp after lunch.





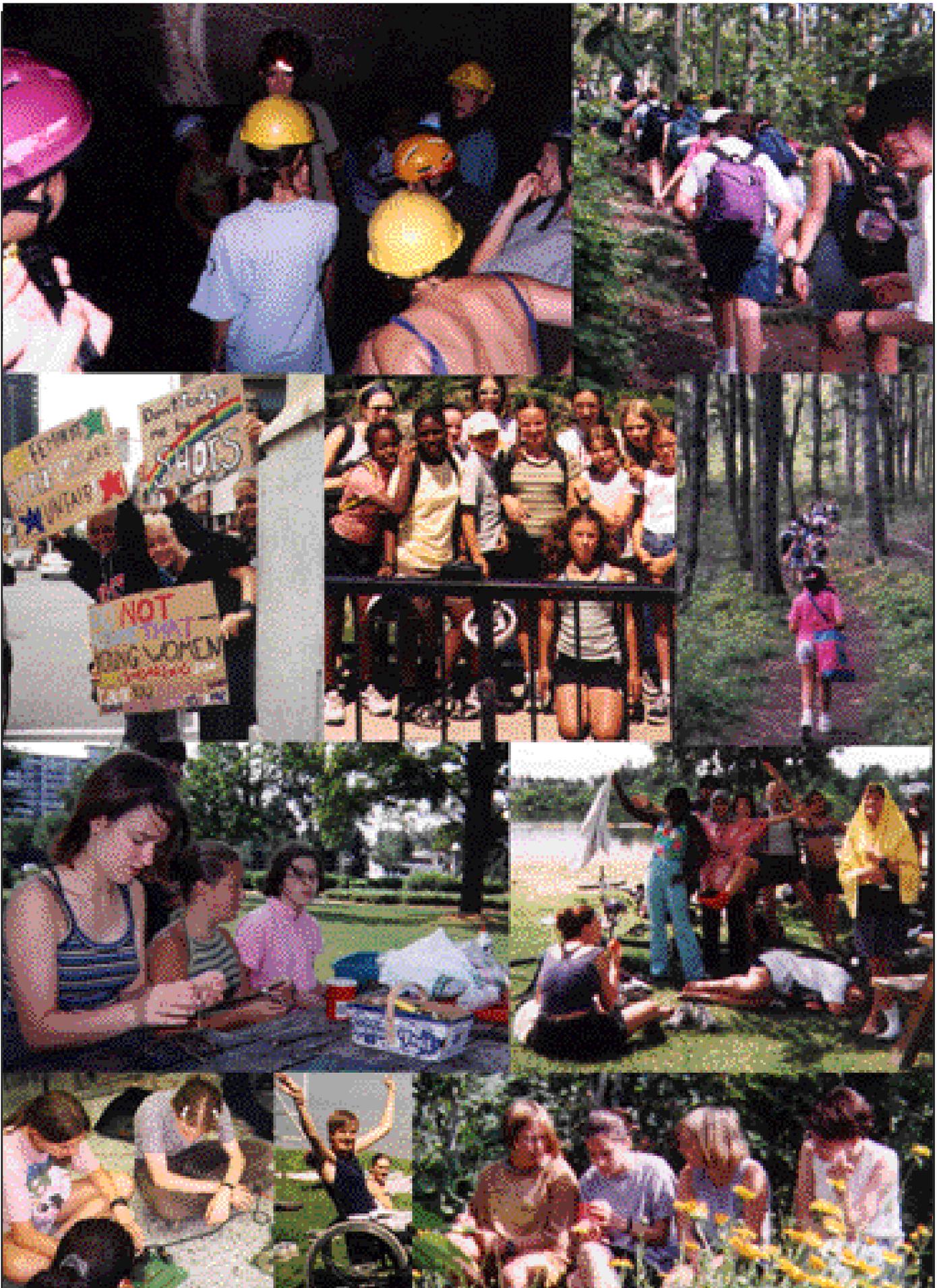
APPENDIX

Ideas for Workshops

Based on camper suggestions and staff brainstorm, here are some topics and ideas for follow-up workshops or summer session workshops:

- Singing
- Bicycle repair
- Auto mechanics
- Horseback riding
- Video games
- Put on a dance
- Bake sale
- Henna
- Dream catchers
- African dancing
- Medicine wheel
- Trouble bears/ worry dolls
- Games day/ night
- Disco / cosmic bowling
- Go-karting
- Community garden
- Organic farming
- Trash or treasure day
- Sassy Bead Co
- Mud Oven (on Bank St.)
- Junkyard visit
- Wave pool
- Water slides
- Second-hand store
- Running sports
- Drumming
- Ultimate frisbee
- Tye dyeing, batiking
- Feminism
- Grassroots movement
- OPIRG working groups
- Running a small business
- Environmental awareness
- Finding money for education (scholarships, grants, etc.)
- Native culture
- Witch herstory
- Body Shop principles
- Drug awareness
- Alcohol awareness
- International development
- Communication skills
- Bully intervention
- Anger management
- Womyn in technology
- U of O WISE-Womyn in Science & Engineering
- U of O Pathmakers Program (mentoring for womyn in science)
- Katimavik/ SWAP/ Canada Youth International awareness
- Youth Hostelling: how to read bus/train schedules
- Host activities for other girls
- Raise money for womyn's shelter
- Ottawa River clean-up day
- Sleepover party





GETTING OFF THE



off the

GROUND

...section... three... GETTING A PROJECT OFF THE GROUND

this section is designed to outline the logistical side of things in creating a project. this information comes from the experience of creating power camp as an autonomous organization. if you are already part of an organization or have already gained experience in creating and managing projects, then this section might not be so relevant. However, if you are initiating the program from scratch (like we did), then you might find our shared experience helpful!!!

if you are creating a project or building your own grass roots organization... remember that it is possible to turn your vision into a reality! it is an incredible learning experience. And also remember to look for support in the community, ask for help and look for resources that already exist to help you.

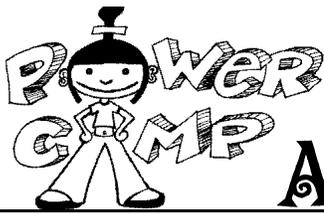
⇒ What are the first steps?

1. project vision
2. Organizational status & creating Partnerships
3. creating a steering committee / advisory committee
4. Fundraising
5. Promotional activities
6. Designing your program
7. operating Strategy
8. Evaluations & Project reports
9. Managing finances
10. Policies

The Appendix gives examples & samples of some of the work we have done related to the information in this section. you will find examples of:

1. A partnership agreement
2. One-pager for advertising
3. Advertising strategy
4. Pamphlet
5. power camp operating Strategy
6. Sample budgets and Financial reports
7. Application for subsidy

Power Camp Policies: (physical safety, confidentiality & disclosure, violence against women, accessibility, ethical issues, harassment, conflict resolution)



A SUCCESS!

This is the story from Power Camp Vancouver reflecting their experience of getting a project off the ground:

“The Real POWER”

“Youth Society presents POWER Camp Vancouver and the Real POWER workshop series.” This statement, though at one time just a dream, has become a reality in about a year. Chris James and I (Steph Glube) are the co-founders of the program. With the help of a lot of other people, we have registered as a BC Society and ran workshops in four secondary schools and are now in the process of promoting the summer sessions. Both Chris and I have found the actual facilitation and working with a team of volunteers to be really fun, rewarding and quite natural. The logistical "stuff" such as finding a charity to sponsor POWER Camp Vancouver, writing and receiving grants, making contacts in the high schools and PROMOTIONS for the summer program have been more of a feat.

After a lot of networking, we became connected with the Students Commission, a

not for profit youth organization, and the I.Can, foundation a charity which helped validate the program and gave us the capacity to apply for funding. In turn, with a lot of research and writing, the workshop series and summer camp has been completely covered by grants (lets hope our luck continues). The contacts that we made in the high schools varied from school to school. Once the initial relationships formed with the schools we found that it was best to organize with the participants rather than the faculty. We've also learned that with this being the first year of POWER Camp Vancouver, promotion has been the hardest part to building the program..

So far, much fun and a lot of learning.

Steph
POWER Camp Vancouver



THE FIRST STEPS



Project Vision

This is the fun and creative part. It is helpful to map out these pieces, as they will be useful when it comes time to write proposals and make it happen!! You can reference the Power Camp Model section to see how we did this. You can start by answering the following questions:

- What is your project?
- What is your vision? (the vision of the world you are working to create)
- What is your mission? (a statement that sets out the purpose of the project)
- What are your objectives? (specific goals you hope to accomplish)
- What is your program? (whatta ya gonna do?)



Securing Organizational Status

In order to get funding and to have liability coverage, your project needs to have an organizational status. You can do this by either incorporating yourselves as an organization or you can partner up with an existing organization that is willing to support your project. In order to receive funding, you will need to apply as an organization and most funding bodies (besides government sources) require you to have a charitable status. Incorporating can be a possible but time consuming process if you want to do it on your own. Contact your local business government office to get information. Things to consider:

Liability: Offering day camp programs requires you to have liability coverage. We did this by

registering Power Camp as a business (not-for-profit) and then purchasing insurance. The insurance cost approximately \$1000 per summer. If you are doing your project in partnership, it is important to include liability issues in your agreement.

Creating partnerships: If you decide not to incorporate and create your organization, you can form a partnership with an already existing organization. Look for a partner that is youth friendly and has a mandate that supports your project. Negotiating a partnership can take some time, it is important to explore all the possibilities of a partnership before reaching a final agreement. Here are some questions to think about and issues to define in reaching a partnership agreement:

- Who is liable for what in the partnership?
- What are the roles and accountability issues in the partnership?
- Who will manage the funding?
- What is each partner giving to the partnership? What is each partner gaining?
- What are the communication mechanisms between the partners?

Please see appendix for an example of a partnership agreement.



Creating partnerships serves to build the project as well as the connection with the community. Here are some examples of possible partnerships and collaboration:

- Connect with other youth organizations, women's organizations and community centers to promote your program, exchange resources, learn what else is happening in the community, recruit volunteers for specific workshops and facilitate workshops as a way to do outreach and education.
- Connect with local businesses for in-kind contributions. For example, promoting the local bike shop in exchange for bike rentals for a camp activity.
- Seeking support from local institutions in finding space to run programs. For example, we were all students of the University of Ottawa. An informal partnership allowed us to access space during the summer for the day camp, in exchange we supported the university in reaching out to the local community.
- Remember to keep track of contacts you make and the nature of the relationships you are building. Creating a simple database of contacts can do this.
- Build a strong foundation in the community through networking. Connecting to organizations in the community will be helpful toward gaining support and promoting your project. This can be started before you receive funding to run the program and can be helpful toward finding funding and resources.

Creating an Advisory Committee

An advisory committee can be comprised of young women and older women from various backgrounds in the community. It is up to you to determine the role of the committee and their responsibilities. Committee members can be helpful in supporting the work of outreach, promoting the project, doing fundraising, and ensuring project accountability to the

community. When forming the committee, these are things to think about:

- Do committee members represent the diversity of the community?
- What expertise are you looking for from the committee? Do you have a balance of representatives meeting the needs of the expertise you are looking for?
- Is the role of the committee clear to you, to the committee?
- Don't be afraid to ensure that the committee is doing work to support the project.
- Who will chair or facilitate the meeting? Who will take the notes for the meeting?
- How often will the committee be meeting?





FUNDRAISING

AHHHH!! The Challenge! Finding funding is obviously key, however, it can be somewhat of a challenge. This section will give you some pointers based on things we have learned along the way. The most important thing to remember is don't give up, persevere and if part of your team is good at schmoozing, this is the opportunity to practise these skills.

Building Credibility:

Before you begin to seek financial support, it is important that you have credibility mechanisms put into place, especially if you are creating an autonomous project. This is where networking and partnerships come in handy. Gather letters of support from individuals who believe in your project, community organizations, university professors, active members from the community, members of parliament, etc. And remember you need a charitable status and organizational status to apply for most grants (this is where your partners come in handy).

Build Relationships with Potential Funders:

It is extremely important to make contact with potential funders before you write or hand in proposals. Foundations and government funders receive a lot of proposals and without the initial relationship groundwork, it is likely that your proposal will sit in a pile that ends up in the garbage. Making contacts with targeted funding agencies will give you the opportunity to sell your idea and create an interest. Furthermore, you will gain insight into how to frame and spin your proposal in order to align yourself with the agency's objectives.

Seek In-kind Contributions:

Financial support can also be in-kind (the exchange of free stuff). This sort of fundraising can be extremely helpful and can minimize operating costs. In our experience, we have built relationships with organizations that have been strategic in offering resources we could otherwise not afford. For example, in the first several years the Ottawa Rape Crisis Center and the University of Ottawa

sponsored us. The ORCC provided office space, access to fax and photocopy machines, charitable status and financial administration. The University of Ottawa provided us space for the summer camp and access to sports equipment and facilities.

Writing Proposals:

Proposals should be written and framed according to the specific objectives and mandates of the funding institution. This is often a game of spinning the writing to reflect these linkages. Again, it is helpful to dialogue with potential funders so that they can help you frame your proposal in a supportive manner. In other words, help them help you make your program fit into their selection criteria.

Fundraising Events:

Fundraising events such as music venues, art showcases etc can be a fun and creative way to generate funds. This approach also supports getting your project known and making strategic links to the community. When planning an event, don't forget to take into consideration the amount of time and resources that will be needed to get the event off the ground.

Getting and Asking for Help:

If it is your first time actually doing fundraising, it is suggested that you look for help from someone who is experienced in doing fundraising. When creating your steering committee, it is wise to select a member who is skilled in fundraising and is also connected to the fundraising community. Keep a look out for workshops on fundraising that organizations may be offering.

Workshop and Camper Revenue:

In our experience of running the summer programs, we charged a camper fee of \$300 for a two-week session to campers. This helped to cover costs for running the camp. However, we also had a policy that 35% of our campers would be subsidized in their participation, in order for the camp programs to be accessible to those who could not afford to pay. Please see Appendix for an example of a subsidy application.



PROMOTIONAL ACTIVITIES

Once your funding is secure, implementing a promotional strategy to outreach to the community is the next step. Here are some of the activities that we used to advertise our program:

Networking and Outreach:

On-going networking and connecting in the community. Successful outreach happens when relationships are built within the community. This can involve meeting with community organizations, offering workshops, outreaching to associations. When building and offering your project it is important to ensure accessibility to your programs. Accessibility means ensuring that young women from various socio-economic, ethnic, cultural backgrounds have access to your program and that it reflects their realities. Outreach is working to build relationships in the community that will facilitate the participation and diverse representation of young women, facilitators, volunteers, etc.

Creating Pamphlets and Posters:

Creating posters and pamphlets is creative and fun. Using black and white photocopying is the least expensive way to do this. If you have some funding, you can use colour photocopying or a printer. Your design can be free hand and 'zine-like, or if you are computer design savvy you can design it on the computer. Have fun with it and let it reflect what you are doing.

Distribution of pamphlets and posters:

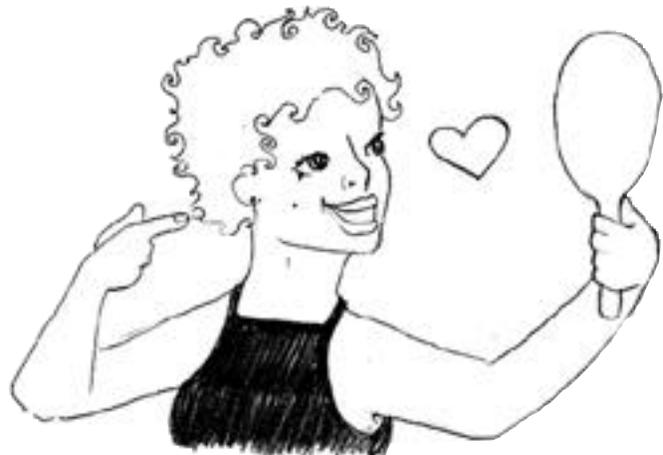
You can do a brainstorm about where you want to distribute your posters and pamphlets. It is helpful to do a follow-up with key contact people where you are doing your distribution to help promote the project. Here are suggestions:

- Community Centers

- Friendship Centers
- Youth organizations
- Women's organizations
- Schools
- Libraries, coffee shops, etc.

Here are some other suggestions to promote your project:

- Public Service Announcements
- One pager to fax and email to organizations (please see appendix for examples)
- Contacting the media for potential stories
- Word of mouth
- Building a web site
- Participating in youth fairs, job fairs...
- Workshops in schools and community organizations
- Contributing to community events
- Coffee-houses, poetry evenings





DESIGNING YOUR PROGRAM

This is most definitely the very fun part of the work. Check out Power Tools in the last section for information and guides on programming and facilitation. Here are some big picture things to think about when preparing to deliver a program:

Do you have the space you require? We found space at the University of Ottawa; they donated rooms as part of our partnership. Each summer season, we would decorate the space we had to make it our own. We transformed the rooms into funky Power Camp space.

Do you have your programming lined up along with your volunteers? Check out Power Tools for more info on this. Besides programming, this work is a lot about logistics: making travel arrangements, renting buses, finding out where you can go to play in the outdoors, ensuring you have the necessary equipment etc.

Do you have liability coverage? This is very important. Make sure you are covered one way or another, whether it is within your partnership or coverage you need to purchase

from an insurance agency. We paid \$1000 for a summer for insurance.

Are you prepared for health and safety issues? It is very important to think ahead on these issues. Do you have a first aid pack? Are your facilitators trained in first aid? When our campers signed up, we had them fill out health information sheets. Some campers have allergies or are on special medication. This is information you need to know. We also developed health and safety policies for our facilitator training; you can check these out in the appendix. Other things to think about are having safety procedures in case of an accident, to be familiar with areas you may be venturing off to (for example, knowing the areas you might go hiking in), and ways to communicate if you are off site (for example walkie-talkies and cell phones).

Do you have all the material and supplies needed for your workshops? When designing your programming, you will need to think ahead about what materials you will need such as paint, scissors, art supplies, magazines etc.





OPERATING STRATEGIES

In building an organization and project, creating an operating strategy is helpful and can be important. This section can be used as a tool for you to consider in your planning. It is important to note that this strategy is built based on the needs of your organization and planning.

Traditional organizational structures are typically hierarchical. We initiated Power Camp with the intention of building a consensus-based model. This approach attempts to maintain a power dynamic of equality and creates the freedom for contribution from everyone involved. This worked well in the beginning phases, however, we learned that systems and structures were necessary to implement in order to maintain a level of efficiency and clarity in our work. In the end, we created an operating system that balanced consensus and structure, thus allowing creative freedom and clarity.

This section will:

- Overview the aspects of creating an operating strategy
- Demonstrate a concrete example based on how we defined our operating strategies (see appendix for examples)

Goals and objectives

What are your goals and objectives from an organizational perspective? If you define these in a short and long term planning perspective, they will set the stage for defining further operating plans.

Operating Activities

What are the operating activities needed to accomplish the goals and objectives that have been defined?

Roles and responsibilities

Who will do what? What is the task break down of team members or staff? Who has particular strength in what areas? Who is drawn more or



less to what activity that needs to be accomplished? Will everyone participate in every activity? Will someone take the lead on certain activities? It is helpful to clarify who does what and who is responsible for what. This will avoid misunderstandings or miscommunications that can turn out to be problematic.

Systems and Structure

The system and structure will define in a sense the operating relationships with those involved. Some things to consider are:

Accountability mechanisms:

- Who is accountable to whom?
- What mechanisms ensure accountability to the community, to young women?

Powers of decision making:

- How are decisions made?
- Where are the levels of decision making?
- Which decisions are made on consensus and by what parties involved?
- Which decisions are made based on roles and responsibilities?
- Which decisions are made by the steering committee?

Systems for communication:

- What are the systems used for planning and organizing?
- What are the systems of communication for continuity and on-going planning?
- What systems will be used for reporting to the steering committee, to co-workers, to volunteers?

Systems for tracking information:

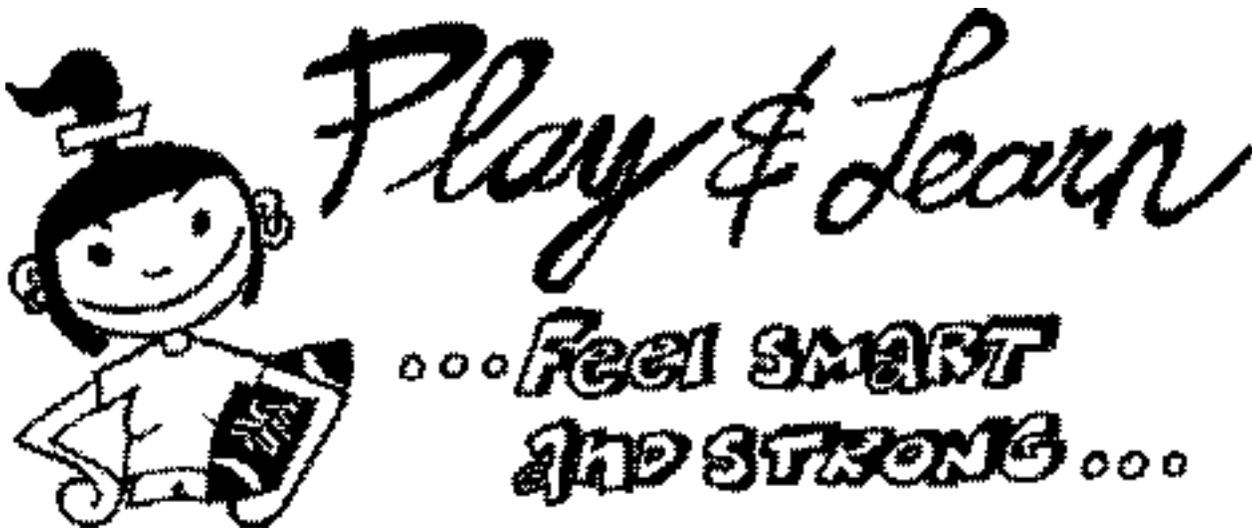
What systems will be used to track information? This is very important. It will make life easier to have mechanisms in place that will keep track of important information and development related to:

- Fundraising/ Promotional Activities
- Networks and relationships
- Data on camper and volunteer participation
- Program evaluation tools
- In-Kind contributions

- Finances

- Programming and workshops in the community (what, who, participation)

When thinking about tracking information, it is helpful to identify the needs you have for this. We found, for example, that it is important to keep track of specific information especially when new people would come into the organization. A database is useful to keep track of contacts, camper, volunteer information etc. Doing reports at the end of each season also helped to keep track of fundraising, advertising and program activities. This provides a tool to capture what works and what was learned (or what could be done differently in the future).





EVALUATION & REPORTS

There are different evaluations that you may do for your project. Funders often require project reports and evaluations of programs. Reporting mechanisms can also be designed for the purposes of tracking information, capturing the work of the project or the successes and barriers of the program over a certain time frame.

Project reports

Over time we learned that reporting mechanisms for the purpose of documenting various aspects of the project were very useful as a learning tool and for project sustainability. It took us some time to figure this out and we attempted to improve on this year after year. Reports can be done and come in handy as tools for future coordinators of the program, and they also are helpful for communicating with a steering committee or board of directors. Here is an overview of the approach we took for project reports and some of the questions to think about when designing your reporting mechanism.

- **Activity Reports:** A general overview of the activities or operations of the project. What activities did you accomplish in fundraising? What were the promotional activities? What workshops or programs were delivered? What were the outreach and networking activities? What partnership developments took place?
- **Program evaluation:** Please see program evaluation in next section.
- **In-Kind contributions:** What were the in-kind contributions over the course of the project?
- **Financial report:** What were the revenues and expenses of the project?
- **Community and volunteer participation:** What was the participation and exchange with the community?
- **Learning:** What were the major points of learning over the course of the project period?

Program evaluations:

Program evaluations are designed based on the needs of the evaluation. A program evaluation is a tool to measure the successes and barriers of the past program. Basically it asks the question: is the program meeting its objectives? Here is how we went about documenting this question.

Camper evaluations: Is the programming relevant to the participants? We designed evaluation questionnaires for the campers to fill out both for after camp sessions and for workshops we did in the community. The questionnaires were designed to:

- Evaluate if we were meeting our objectives in the program
- As a feedback mechanism to find out if the programming was relevant and to capture what participant's liked/disliked, what worked or didn't work.
- As a tool to capture anecdotal comments on the successes of the program.
- These questionnaires were also designed to incorporate the evaluation requirements of our funders.

Participant demographics: Are we succeeding in reaching a diverse participation of young women? What were the demographics of the participants? What was the percentage of participants that were subsidized? How many participants did you have?

Volunteer participation: What was the volunteer participation? We also kept a log for the volunteers to write in. This was a tool designed to get feedback from volunteers and to learn and capture what the experience was for the volunteers.

Programming: What was the programming? What were the successes and barriers of the program? What are the recommendations for the future? Documenting overall programming and workshops and the end of a season will come in handy for the following seasons' coordinators. It is also helpful to do an analysis of the successes and barriers of the seasons' program. Again capturing what works and making recommendations for the future is very important for continuity.



FINANCES & POLICIES

Managing Finances

Once you receive funding and depending on the nature of your partnership agreement, you will need to manage your finances.

In our case, we were sponsored by the Ottawa Rape Crisis Center (ORCC) and the monies would flow through the ORCC to Power Camp. We were registered as a business and had an official bank account. The ORCC paid our salaries directly (as we couldn't write our own cheques to ourselves) and we invoiced the ORCC for operating expenses, managed these on our own and provided the necessary reports and receipts for their accounting. In our agreement, we also paid the ORCC 8% of our funding revenue for administration fees (the cost to manage the money).

There are three basic steps to managing funds

- 1) designing a projected budget
- 2) keeping track of expenses (money used) along with filing the receipts
- 3) doing budget reports that reflect revenues (funding, camper fees) and expenses (operating costs)

Please see the appendix for examples of projected budgets and reports. In these examples it will give you ideas about expenses you might need money for.

Policies

Along the way, we discovered that policies were helpful in defining boundaries for operating. We have included in the appendix examples of some of the policies we developed. Here are some of the issues that might arise for you to consider related to policies:

What are the guidelines related to?

- health and safety of program participants
- harassment
- anti racism
- confidentiality and disclosure
- conflict resolution
- ethics

Please see appendix for policies we have developed.

DREAMS
Dreams bring us joy, it brings us
power
It also take us higher and higher
At times we might fall, we might
fail
But we learn to be hopeful, we
learn to be strong
Dreams will take us to the place
where we belong

Appendix 1: A partnership agreement

The Students Commission and The Real Power Youth Society Partnership Agreement

The following outlines the partnership agreement between Real Power Youth Society (RPYS) and The Students Commission (SC).

The Students Commission agrees to:

Officially sponsor Real Power Youth Society. Sponsorship includes supporting relevant project proposals with Students Commission recognized as the sponsoring lead organization and therefore providing Real Power Youth Society projects with official incorporated non-profit organizational status. Please see liability issues and financial agreement for further clarification.

Play a supportive role through the project and organizational development of Real Power Youth Society. Specifically this will be facilitated through the Power Camp national strategy project and relationship building at the local level with the Vancouver SC office. Through these vehicles, SC will support capacity building of RPYS through the sharing of resources and contacts (community based formal and informal), and providing a mentorship-based relationship that offers feedback and support mechanisms through the development of RPYS programs, specifically Power Camp Vancouver (PCV).

Power Camp national project will share any resources produced through the project and will include Power Camp Vancouver in any collaborative activities to support the growth and learning of both initiatives.

Provide a Power Camp training session to the leaders of PCV. The purpose of the training will be to share the foundational principles of Power Camp and share the learning of the project in order to support the development and growth of the PCV project.

Real Power Youth Society agrees to:

- Uphold and operate within the mission and vision of SC and RPYS.
- Promote the work of the SC through the outreach and advertising of the RPYS projects.
- Communicate the development of the project to the SC through the sharing of project reports and evaluations.

Liability

Real Power Youth Society, the registered society, is accountable for all liabilities during the Power Camp Vancouver project, and all other projects. RPYS will purchase any necessary insurance for liability coverage during its programs.

Financial Logistics:

SC is accountable for any grant money received with SC as the sponsoring organization. Any funds received without the Students Commission as the sponsoring organization will flow directly through and are accounted by *Real Power Youth Society*.

Where funding is received for RPYS with SC as the sponsor:

- 8% of the funding will be budgeted and paid to the SC for administration fees.
- RPYS will outline their budget and divide costs per months for the SC for operating funds to be transferred to *RPYS*, approximately every 4 months.
- PCV will account for all operating monies and will provide receipts and budget reports to the Students Commission.
- Budgeted salaries will be arranged where the SC makes payments on a monthly. Salary costs will be taken from RPYS funds.

Appendix 2: Example of one-pager

Power Camp offers a unique experience for young women looking for a summer adventure that's a little out of the ordinary. Unlike your typical day camp, we offer a program designed specifically for girls between 11 and 15 and a training program, « Creating Our World » for young women ages 16 to 18.

Summer Camp

Power Camp's goal is to satisfy the needs of young women. Toward that end, we've built an energetic program that explores creativity, the outdoors, healthy living, group activities, social justice issues and self-empowerment. Popular activities in summers gone by have included hiking, biking, spelunking, video art, creative movement, photography and music.

Apart from the primary camp counselors, the girls are introduced to women from the community who have specific skills to share, for example, a musician, a health counselor to explore sexual issues and a self-defense instructor. The emphasis is on the wealth of choices available to girls as they start to make decisions that will shape their future.

Finally, Power Camp encourages girls to share their thoughts and ideas. The program encourages critical thinking by exploring topics like media images of men and women. Campers have the opportunity to help shape the camp's agenda and develop projects that connect them to their communities.

Creating our World

Designed for young women between 16 to 18 who are interested in acquiring community development skills and connecting with other young movers and shakers. The program will focus on project development, leadership, communication, facilitation, education and access to resources.

Who Are We?

Power Camp was founded in 1995 in order to help youth gain skills in self-advocacy, assertion, critical thinking and coping strategies to meet the challenges of such issues as self-esteem, body image, peer pressure, violence and harassment. Power Camp services include a summer day camp, follow up workshops, public education and community outreach. Power Camp collaborates in partnership with the Ottawa Rape Crisis Center and the University of Ottawa and receives funding from the Trillium Foundation.

Registration & Information Session:

Saturday, May 1, 1999 at the University of Ottawa. 145 Jean-Jacques Lussier St.
Lamoureux Building room 121, from 12pm to 5pm.

Appendix 3: Advertising Strategy

Promotion (English & French)

<i>Material</i>	<i>Target</i>	<i>Distribution</i>
Pamphlets – 2500	parents, girls	Everywhere****
Posters - 200	parents, girls	Everywhere****
one-pager	community	Community organizations
Flyers - 5000	girls	Everywhere***
Print ads	newspapers	newspapers
Event Listings & PSA's	media	media

- Next year, we will need to print more pamphlets. ran out early this year perhaps 3000-3500 next year
- We only did 200 posters as we had a surplus from last year. I would estimate that 300 in French and 300 in English is a good number
- The one pager is in the computer under Advertising 99. The disks for the graphics of the poster and pamphlet will be stored with the other disks and marked. We used adobe illustrator and PhotoShop.
- This year we really worked on speaking the project to youth and parents. Stacie Bergwerff developed the literature and the logo and cartoons were developed by Catherine Lemieux (contacts in the data base under volunteers). The logos and artwork will be accessible on the computer.
- We were a little late on the timeline. Next year I would suggest having the materials done by mid February and beginning the distribution in early March. This means promo material should be looked at mid January.

Distribution strategy

- Posters & pamphlets/flyers – community centers stores, schools, coffee shops, churches, and libraries. We organized a volunteer blitz of about ten people and broke up into regions: Gloucester, Orleans, Centertown, West End, south-end, Kanata, etc. Mail-outs were done to all past and potential campers, approximately 160. Packages including one-pagers, flyers and pamphlets were sent to 150 schools in the Ottawa Carleton School Board through internal mailing, and 60 schools to the Francophone Ontario school boards.
- One – pager – community organizations fax blitz. Approximately 80 organizations were faxed in the region. We used the email fax modem and the list is in the computer. Ask Tatiana how to do this...it saves a lot of time. Next year, it is best to fax the English and French together. Also, each one pager should include info about the other language. We also used the Women's Center fax tree.
- Print ads were sent to the Citizen in their camp listing (free) and the Ottawa Parent \$50 for "camp at a glance".
- PSA's and event listings were faxed to the media (radio and print). We used all the contacts found in the Ottawa Carleton media listings (appx. 100). These contacts are also found in the computer and using this is super! CJOH expressed an interest in doing a story.
- Rachel is developing the Francophone network and is faxing to all the organizations.
- Hard copies of all materials will be in the advertising 99 file.

Registration Session

- May 1 1999 at U of O

Time Line

- Printing production (March 1,1999)
- Print distribution (by foot and mail outs, March14,)
- Fax blitz (March 15)
- Newspaper ads and psa's (March 15)
- Outreach strategy
- Registration date (May 1)
- Late registration strategy parents, girls (May and June)

Appendix 4: Pamphlet

**** this is just the text of our pamphlet...without the images, contact info and format....we couldn't import all the layout****

Power Camp

Power Camp offers a unique experience for young women looking for a summer adventure that's a little out of the ordinary. Unlike your typical day camp, we offer a program designed specifically for girls between 11 and 15.

Summer Camp

Power Camp's goal is to satisfy the needs of young women. Toward that end, we've built an energetic program that explores creativity, the outdoors, community issues, group discussions & self-expression.

Activities

A day at Power Camp could range from hiking and swimming to learning bike-repair and self-defence, drama, creative movement and video arts.

There's also lots of things to talk about, like media images of men and women, career ideas, and peer pressure.

To help us out, we invite women of all ages and backgrounds to share their skills in special workshops that interest the girls. We've had a self-defence instructor, a health counsellor to explore sexual issues, a musician to help campers express themselves and a belly dancer.

The opportunities are limitless...

Registration

Early registration for our summer day camp will be held on Saturday May 13, 2000 at the University of Ottawa:

Women's Resources Centre
Unicentre
85 University St, room 220
From 9:00 am to 1:00 pm.

If you cannot make this one-day registration, we will accept registration with payment by phone, mail or fax as of May 14, 2000. Registration will be on a first come, first serve basis.

Camp Sessions

# 1	in English	June 26 to July 7 (13-15 yrs)
#2	in French	July 10 to July 21 (11-13 yrs)
#3	in English	July 24 to August 4 (13-15 yrs)
#4	in English	August 7 to August 18 (11-13 yrs)

Times and Costs

Time: Monday to Friday 9 am to 4 pm

Where? The University of Ottawa

Cost: \$300 for a two-week session

Please inquire about subsidised placements.

Who are we?

Power Camp was founded in 1995 in order to help youth gain skills in self-advocacy, assertion, critical thinking and coping strategies to meet the challenges of such issues as self-esteem, body image, peer pressure, racism, poverty, violence and harassment.

Power Camp services include summer programs, follow-up and community workshops, public education and outreach.

Power Camp collaborates in partnership with the Women's Resources Centre (Student Life, University of Ottawa).

Appendix 5: Operating Strategy

Operating Activities

Off-Season

- Community & follow-up workshop facilitation
- Outreach & networking
- Fundraising
- Marketing
- Administration
- Organizational development
- Financial management
- Volunteer coordination

Summer Day Camp

- Camp programming
- Volunteer coordination
- Counselor training
- Camp coordination
- Facilitation
- Evaluation
- Administration

Operating Strategy: Summer Day Camp

Roles & Responsibilities

Counselors are responsible for the following:

- Contribute to the programming of activities and workshops
- Facilitate and co-facilitate camp activities and workshops
- Seek out volunteers
- Participate in any logistical camp preparations
- Implement health and safety procedures and incident reports
- Ensure the safety and well-being of the participants during camp hours
- Implement program evaluations at the end of camp
- Participate in morning and afternoon check-ins
- Bring forward any arising issues to the coordinator

- Implement incident reports and volunteer logging

The Coordinator is responsible for the following:

- Seek out and coordinate volunteer and workshop coordinators
- Coordinate the programming
- Follow-up on any health or safety incidents
- Communication with parents
- Evaluation of the employees
- Coordination of materials and supplies
- Management of finances
- Facilitate am check-ins and pm debriefings
- Fulfill the role of Power Camp spokesperson
- Update counselors on any camper related issues
- Coordination of program evaluation
- Scheduling of buses
- Coordination of camper files, volunteer logs, and record of in-kind contributions

Accountability

The Coordinator and facilitators create and operate as a team and are accountable to each other.

Communication System

We work to create an environment that is:

- supportive yet critical
- open and honest
- trusting
- creative and empowering
- respectful

We have learned that in order to work this way effectively, communication is very important. Therefore, a clearly defined and agreed upon communication system provides each person involved with information and a sense of clarity on the process and the purpose of this type of communication. Therefore it is understood that:

- To maintain healthy working relationships, check-ins among Power Camp employees will be scheduled in the morning from 8:30-8:50 am before camp and from 4-4:30 p.m. after camp. Check-ins include:
 - Camper conflict
 - Personal conflict: There may be misunderstanding or conflict between counselors. It is very important that the time be taken to address such matters. Unresolved issues can have a negative impact on the camp environment. Power Camp supports an environment where conflict or problems be processed.
- A.M.
 - Defining and clarification of the days activities
 - Delegating of tasks and facilitation based on consensus
 - Verbal reports on what each employee is working on (regarding job descriptions) and on the status of the work being accomplished.
 - Outlook on any safety procedures for the day.
 - Bringing forward any other concerns.
- P.M.

Debriefing, Camp is mentally, physically and emotionally demanding of the counselors. It is extremely important that P.M. check-ins allow for time to debrief the day.
- Any issues or concerns can be brought forward such as:
 - Any A.M. issues left to be addressed.
 - This is also a good time to complete incident reports.
- It is the responsibility of each counselor to bring forward any concerns during this time and to be supportive of your co-workers. Remember you are not alone and can draw on support. You are working as a team and communication is extremely important for a successful working environment.
- The camp experience can be emotionally and physically draining. It is the responsibility of each employee to pace themselves during the summer and to look after themselves in order to be present during camp.
- It is the responsibility of each employee to advise the coordinator of absence due to illness the night before the day to be missed.
- Challenging experiences (personal and professional)
- How to deal with situations you may be unsure about
- Camper observations or concerns

Appendix 6: Sample Budgets and Financial Reports

List of Possible Expenses

Revenues

Camper Fees
Conference
Honorariums
Donations
Event Fundraising
Funding
Other Revenue
Workshop Revenue
Bank Interest

Expenses

Bank Fee
Coordination Wages
Computer/Internet
Equipment Rental
Insurance
Marketing
Material & Supplies
Office Supplies
Other Expenses
Phone
Photocopy
Postage
Professional
Development
Professional Fees
Returned Checks
Travel Expenses
Wages
Sponsorship/Admin Fees

Projected Budget

This is a breakdown of the project budget for a one-year period, beginning Dec.1 and ending Nov 30, including the cost of the summer program and resources for research and development. The expenses are projected to remain consistent for the three-year time frame.

CAMP EXPENSES		
Material & Supplies		
camp		900
Travel Expenses		1400
Equipment Rental		
20 campers @\$15 x 4 sessions		1200
Marketing		
printed advertisements		425
printing		990
t-shirts		600
Insurance		1000
Prof. Fee & Wages		
salaries (3 full time salaries during camp season)		24480
professional fees		2160
Phone		200
Bank Fee		100
Office Supplies		100
photocopy		80
postage/fax		80
Total		33715

OUTREACH, RESEARCH AND DEVELOPMENT EXPENSES		
Material & Supplies		
workshops		1000
Travel Expenses		1000
Participation in Professional Development Opportunities (i.e. workshops and conferences)		665
Marketing		
printing		535
Resources		500
Prof. Fee & Wages		
salaries (2 full-time salaries + 1 part-time for 8 months)		36960
Phone		400
Bank Fee		85
Office Supplies		400
photocopy		160
postage/fax		380
Total		42085
Combined Total for Camp and Research and Development		75800

Year End Financial Statement 1998

	Total
Revenues	
Camper Fees	\$15 105,00
Conference Honorariums	\$88,81
Donations	\$1 100,00
Event Fundraising	
Funding	\$53 290,00
Other Revenue	\$188,00
Workshop Revenue	\$407,50
Bank Interest	\$199,97
Revenue Sum	\$70 379,28
Expenses	
Bank Fee	\$68,55
Co-Founder Wages	\$9 035,02
Computer/Internet	\$2 566,06
Equipment Rental	\$375,69
Insurance	\$1 161,00
Marketing	\$1 451,51
Material & Supplies	\$573,47
Office Supplies	\$373,66
Other Expenses	\$329,77
Phone	\$953,46
Photocopy	\$258,84
Postage	\$168,82
Professional Development	\$44,00
Professional Fees	\$206,75
Returned Checks	\$554,50
Travel Expenses	\$2 543,44
Wages	\$51 490,50
ORCC Fees	4000
Expense Sum	\$76 155,04
Balance	-\$2 226,65

Appendix 7: Example of application for subsidy

Subsidy Application Formulaire pour subvention

Please fill out each section / question to the best of your knowledge.
Veuillez remplir chaque question / section d'après vos connaissances.

Applicant (camper) Information / Information sur la jeune femme

Name / Nom: _____ Age / âge: _____

Parent or guardian information / Information sur le parent

Name / Nom: _____

Phone Number / Numéro de téléphone: _____

Subsidization is done on a sliding scale. If possible, how much can you contribute? _____

Nous offrons des subventions de montants variés. Si possible, combien pouvez-vous contribuer? _____

Please explain why you are requesting subsidization?

Veuillez nous expliquer pourquoi vous demandez une subvention?

Signature: _____

Youth Section (optional) / Section pour la jeune femme (factultative)

What do you hope to gain from a week at Power Camp?

Pourquoi aimerais-tu aller au Power Camp? Qu'espères-tu en retirer?

Appendix 8: Day Camp Policy

Physical Safety Policies

- All counselors must hold a valid certification in CPR
- All group outings must be pre-planned by the coordinator and the counselors.
- All inter-city group outings must be coordinated in the following manner:
 - Campers are split into three or more groups (depending on supervision)
 - Each counselor is responsible for one group i.e. will be accountable for all campers in their group at all times during the outing.
 - Campers must know their group leader and understand to stick with this counselor at all times
 - Each group must carry a first aid kit.
- All outer-city and bicycling excursions are to be facilitated and monitored as one group where emergency and head counting procedures and needs for increased supervision are pre-determined by the counselors and coordinator.
- Counselors are to assess camper abilities for physical activities and respond to any necessary indicators.
- A junior counselor or volunteer will never be responsible for a whole group, but can aid a group leader.
- Necessary medication must be carried on group outings. This is the responsibility of the counselors.
- Incident Reports must be completed by counselors and reported to the coordinator when a health or safety incident arises.
- Campers must be made aware of safety guidelines on the first day of camp and on outings.
- Campers must be fore warned regarding necessary clothing and equipment.
- Campers' medical information must be carried with the group at all times.
- It is the parent's responsibility to phone the camp to indicate a camper absence or delayed arrival. Counselors will wait until 9:15 am for stragglers at which time they will report the absent camper to the coordinator. We are not responsible for "no-shows" after 9:30 am. It is the responsibility of the coordinator to indicate this to and to follow-up with the parents.
- If campers need to leave early, parents must sign a letter of permission for the camper to leave.
- Counselors must be aware of fire protection equipment and plan fire escape routes.
- Counselors will plan a procedure in case of an emergency for both on-site occurrences, and during trips. This plan must be shared and confirmed with all Power Camp staff.

Confidentiality and Disclosure Policy

Confidentiality Policy

At the beginning of the camp session, you will explain to the group that all conversations will be kept confidential. But you will also clearly indicate that you will follow-up in cases where someone indicates that they are:

- Thinking of committing suicide
- Being hurt by someone else
- Thinking of hurting someone else

Confidentiality is still considered maintained when the Power Camp counselors refer to each other for support purposes. It is important to let your co-workers know when an issue arises.

Suicide

If a camper discloses that they are thinking about committing suicide, our response will be to

- Listen to and support the camper
- Call the parents and suggest that they contact community resources.
- If the camper requests that we not speak to their parents, unless the parent is a causal factor in the stress, we will explain that we are obliged.
- If it is the case that phoning the parent(s) will only antagonize the situation, then we will invite someone from the appropriate services in to speak with them.

Abuse

Where someone indicates that they have been abused or that someone else is at risk for abuse, the number one goal with follow-up is to connect the youth at risk with resources and/or to protect them from the abusive environment. It is a legal requirement to report the situation where someone under the age of sixteen is suspected to be at risk to the child protection agency of our community and it may therefore be necessary to breach confidentiality. The following protocol was designed to support facilitators in a follow-up situation. As part of the protocol, you will explain to the youth that you are required to report and make sure that they understand this process.

Intent to Physically Harm Another Person (some of these headings are italicized, some aren't)

Where someone indicates that they intend to physically harm another person, the goal is to connect the youth with resources to prevent them from carrying out the act. It may be necessary to contact law enforcement authorities if you assess a serious risk situation.

Abuse Protocol: Disclosure of Sexual and/or Physical Abuse and /or Mental Abuse:

If we have reasonable grounds to suspect that a camper is being abused, may be abused or may have suffered abuse, we will report it to the Children's Aid Society with information upon which this information is based (this reporting will be kept confidential).

If we suspect Abuse:

- Talk to the young woman in private: allow her to tell us what happened in her own words, without pressing for details
- Listen to the camper: Accept what the camper is telling you, comfort the camper by saying that it is good that we were told
- Remain calm and don't overreact: We may feel angry, make sure that the camper knows that the anger is not directed toward the camper, that it is not her fault and that the alleged abuser has done something wrong and needs help
- Reassure the camper: be supportive in order to help her cope with any feelings of confusion or guilt, let her know that we will do something to help
- Call for assistance immediately: call CAS first as we are legally required doing so.
- Access community support depending on the needs of the situation.
- Document the assessment while keeping names confidential.

Disclosure Protocol

Where someone indicates:

- *An Eating Disorder*
- *Intention to Run Away*
- *Drug and Alcohol Addiction*
- *Pregnancy*

Disclosures will be kept confidential. The goal of follow-up will be to connect the youth to community resources following this protocol:

- Talk to the camper privately
 - Listen without judgement
 - Express your concern and understanding
 - Offer support through community contact
 - Ask if parents are aware of the situation and if they would be comfortable taking this issue to the parents. If not, reassure the camper of confidence.
 - If the situation does not reach a closure, bring your concerns to your co-workers for assessment and strategy plan. Remember you are not alone and can access support.
 - Refer to the community support if necessary for guidance
 - Document the assessment while keeping names confidential.
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- Illicit alcohol and drug use is not permitted at camp. If a camper is using these substances during camp, they are to be sent home.

Boundaries:

As camp counselors, we are to respect our own limits in each of these crises and advise the individuals primarily of resources in the community. Our responsibility is to be aware of resources and to make them readily available. This is the extent of our capabilities.

To protect the counselors:

Never be alone with a camper. Stay in a public place. If you are participating in a one on one discussion, make sure another counselor can see you.

Integrated Feminist Analysis Mandate

An integrated feminist analysis recognizes and takes into account the multiple and intersecting impacts of policies and practices on different groups of women because of their race, class, ability/disability, sexual orientation, religion, culture, refugee or immigrant status, or other status.

Transformative Change Mandate

As opposed to change, which focuses on working within existing structures, frameworks, etc, transformative change is directed towards altering these structures and frameworks as well as presenting alternatives. Inherent in this action is the understanding that existing institutions, structures, policy frameworks are patriarchal, racist, homophobic....

Policy on Violence Against Women

A feminist philosophy is reflected in that participants and facilitators of *Power Camp* consider factors relating to violence against women to be both historical and systemic. By analyzing this phenomenon in a broad context, we consider the effects to fall on a continuum. There is not a hierarchy of severity of incidences of violence against women, but rather a series of complex relationships between elements.

To combat these occurrences, *Power Camp* incorporates preventative strategies that recognize the physical and emotional aspects of this crime. We provide education and awareness, for example through workshops on rape, sexual assault, as well as by making available materials that let young women know about their rights as citizens to not tolerate certain behaviors. We also provide workshops on WEN-DO (women's self defense), giving young women some degree of confidence that they may deal with a confrontational situation. It is crucial to our approach that the participants focus on strategies for coping with any scenario.

Power Camp acknowledges that a key aspect of violence against women is the systemic silencing of their voices. Not only does this make invisible the pain that they may experience, but also lessens their ability to make necessary changes in their society. It is our belief that when young women are given a forum in which they may be heard, and an appreciation for their contribution, they will become advocates of their own interests and effect those changes. By including lessons on activism, the does indeed show that there are avenues for positive action.

Accessibility and Anti-Racism Policy

The facilitators of *Power Camp* are dedicated to ensuring that both their space and program are accessible to those who have disabilities. This is certainly a benefit of being associated with a large, established institution such as the University of Ottawa, as their facilities do meet these requirements.

In our programming we hope to reflect the diversity of our community, in terms of ethnicity, sexual orientation, and socioeconomic background. We do so concretely in our analysis of the topics, such as by considering the varying responses to body image according to cultural variations. As a group, the participants also make a concerted agreement that Power Camp will be an anti-racist environment. This message is reinforced by the guest facilitators who contribute to Power Camp, for as role models they also reflect diverse backgrounds and are equally committed to equity.

During the phase of advertising, we are constantly seeking input as to how to reach a broad audience. We are committed to implementing and developing outreach and accessibility strategies in order to be inclusive. This is challenging, but we do not want to exclude any individual from our program. Therefore we allot monies toward spots in our camp that are subsidized.

We recognize that developing knowledge about these issues is an ongoing process - one that we are dedicated to improving upon at all times. We encourage input from participants, parents and members of the community, and hope that in giving young women the space to express their voice, that they make themselves heard, particularly in this area.

Harassment Policy

The Power Camp is committed to providing an environment that is free from harassment and discrimination based on sex, sexual orientation, ethnicity, color, religious affiliation, age, marital status, economic status, health status or ability.

Policy Regarding Ethical Issues

Confidentiality

All camper files and participant disclosures must be respected and must remain confidential according to Power Camp policies.

Products

All Power Camp files, proposals, reports, documents and data are the property of Power Camp. When employees create proposals, reports, documents, and data these products remain the property of Power Camp. The Power Camp database is the property of the Power Camp.

Friends at Camp

To avoid distraction, friendly visits during camp hours are not permitted (exception: when friends participate as volunteers or workshop facilitators).

Relationships with sponsoring organizations:

Ottawa Rape Crisis Center:

Power Camp has established a relationship with the ORCC that must be respected by new employees. When working in the ORCC, all Power Camp employees must be aware of and follow the policies and procedures (see document) of the ORCC.

University of Ottawa:

Power Camp has established a relationship with the University of Ottawa that must be respected by new employees.

Other organizations:

Power Camp is based on partnerships, therefore the organization's existence depends on maintaining and creating strong relationships with other agencies and institutions. As employees of the Power Camp, each person is expected to honor those relationships.

Relationships with Participants:

The Power Camp recognizes that Power Camp employees and volunteers are placed in a position of power in relation to participants due to the age of the participants as well as to the nature of the services offered by the Power Camp.

It is therefore unethical for a Power Camp employee to promote a relationship that extends beyond the confines of the services offered by the Power Camp. Power Camp employees will be held responsible for any inappropriate relationship that develops between themselves and a Power Camp participant. This will include actions that promote the development of the "service" relationship into a more intimate alliance (including any relationship falling on the continuum between friendship and sexual relationship).

Any Power Camp employee who enters into an inappropriate relationship with a Power Camp participant will be automatically dismissed.

Relationships between Power Camp employees

The Power Camp recognizes that it cannot regulate relationships between its employees as long as the relationship does not impinge on an employee's performance, nor affects the Power Camp service.

Conflict Resolution Mechanism

Personal conflicts are to be resolved between the parties involved in the following suggested manner:

- The issue(s) are to be disclosed to each party involved, with the exclusion of all other Power Camp employees/volunteers.
- The issue should reach either:
 - a resolution state, or
 - an agreement to differ state with the understanding that the conflict will not continue to resurface in daily contact

Work conflicts are to be resolved in the following fashion:

- the issue(s) are to be disclosed to each party involved
- a relevant third party is to be informed of the conflict with the written consent of the conflicting parties
- the parties in conflict will come before the third party for mediation and conflict resolution
- all decisions made by the third party will be final.