

Leader in Training Program Guide



Empowering neurodivergent youth through recreational, leadership, and employment programs.

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Program Description

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Camp Kirk's Leader-in-Training (LIT) program is designed to support neurodivergent youth as they navigate the transition to adulthood. Geared to graduated campers, the LIT Program helps participants develop their leadership potential, independence, and employment skills – all within the support of the Camp Kirk community.

The LIT Program is an experience for campers who are looking to take on a new challenge. The program is designed to provide practical work experience in a safe and nurturing environment, while providing ongoing tailored support and mentorship. The program runs in stages over two to three summers- participants attend camp for 18-days each summer.

The LIT Program puts participants in front-line positions, with a focus on developing leadership skills in three different job-specific streams. These streams include maintenance, childcare, and program facilitation.



Note

At the end of the program, LITs will complete 96 hours of volunteer work that can be used towards the Ontario Secondary School Diploma Community Involvement requirement.



"The LIT Program was a life-changing experience. My child gained independence and built lasting connections."

— Parent of an LIT

The 'Why' and the 'How'

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At Camp Kirk, we believe in the importance of supporting neurodivergent youth in their transition to adulthood for a variety of reasons. We believe in helping our participants to build their employability skills, personal skills, and social skills in our LIT program. These skills are essential for teens to take with them as they navigate post-secondary education, employment, and independent living as young adults.

Employability Skills:

- Self Advocacy
- Adaptability
- Problem Solving & Critical Thinking
- Experiencing a neurodivergent-celebrating workplace
- Creativity
- Initiative



We believe in continuing to advocate for more inclusive educational and work environments, but the reality is that these environments are not often built with neurodivergent people in mind. According to the Public Health Agency of Canada, only 33% of adults on the Autism spectrum were employed compared to 79% of neurotypical adults in 2017. By offering our LITs the opportunity to try new skills and work in an environment that understands and celebrates neurodiversity, we strive to empower our LITs in a workplace setting where they don't have to waste their energy on masking (Government of Canada, 2019).

In daily skills sessions, LITs will be challenged to work on their problem solving and critical thinking skills. Through their work placements, participants will need to adapt to a new side of camp where they have more responsibilities and higher expectations set for them. They'll also be encouraged to show initiative and creativity in our evening events. We aim to empower participants by offering them many opportunities to try new things and grow their confidence. By working alongside our neurodiverse staff team, our hope is that LITs will see what it's like to experience a neurodivergent-affirming workplace and examples of positive mentorship that they can take with them in future work.



Personal Growth:

- Sense of self
- Confidence
- Resilience
- Fun
- Goal Setting
- Reflective Practise

Many neurodivergent teens struggle with their mental health, as well as their overall life satisfaction:

We strive to help participants develop their personal growth in order to be more confident and independent as they begin the transition to adulthood. Campers who are interested in the LIT program have already experienced the magic of Camp Kirk, and see it as a safe space where they are loved and celebrated. The LIT program continues to be that fun and light place where participants can be themselves. We balance the responsibility and work-side of the program with the same fun activities and traditions that returning campers know and love. As they are in this transitional phase, we engage them in reflective practices to set goals and track their growth throughout the duration of the program that bolster a sense of self. Our aim is to help LITs bring that “home away from home” feeling with them wherever they go.

According to the Public Health Agency of Canada:



- [78%](#) of kids with autism spectrum disorder have a mental health condition, with almost half of them having at least two mental health conditions
- Around [two-thirds of people](#) with attention-deficit hyperactivity disorder have one or more co-occurring mental health conditions
- statistically significantly fewer reported being "very satisfied" or "satisfied" with life
- just under half reported that they were "happy and interested in life", compared to 64.7% of those without ASD, which was statistically significantly different
- no statistically significant differences were found in the stress levels reported by those with or without ASD

According to the National Survey of Children's Health:



- Adolescents diagnosed with autism and/or ADHD are at heightened risk for anxiety and depression. Autistic females with ADHD had the highest co-occurrence of anxiety at 72% followed by autistic males with ADHD at 69% (Accardo et al., 2022).

Social Connection :

- Professional relationships
- Teamwork
- Mentorship
- Networking
- Co-living & Working



Feeling a sense of belonging within a community is essential to the development of teens, but is often very difficult for neurodivergent brains which may not 'fit in' in typical social settings. For youth with autism, more than 70% had difficulty with at least one functional domain. Most commonly; communication, accepting change and making friends. Some of the biggest challenges to neurodivergent adults in the workplace are around communication challenges, social norms, and masking. When youth are isolated, the consequences can be catastrophic: "...loneliness among children with NDD (neurodevelopment disabilities) was associated with negative consequences on mental health, behaviour, and psychosocial/emotional development, with a likely long-term impact in adulthood" (Kwan et al).



Read this article to learn more about the neurodivergent experience for teens from licensed clinical social worker and psychotherapist, Jennifer Gerlach:

<https://www.psychologytoday.com/intl/blog/beyond-mental-health/202409/when-neurodivergence-meets-the-teen-social-scene> (2024).

One of Camp Kirk's core values is an emphasis on relationships. Often, our teens are isolated by peers and struggle navigating social relationships. We are able to offer mentorship and guidance, and allow participants to grow their social skills in an environment with like-minded individuals without needing to mask. Alongside 9 other LITs, and with close mentorship by staff who are close in age-range but trained in trauma-informed care, our aim is to provide not just an experience of belonging, but a lasting community of friends and colleagues.

Diversity, Equity & Inclusion

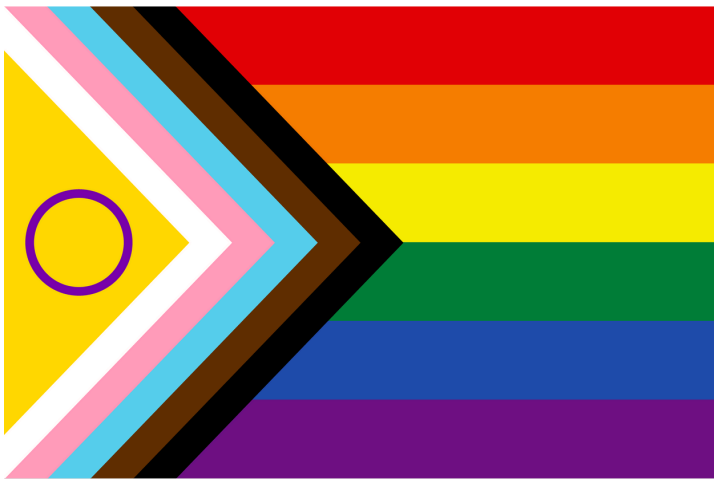
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At Camp Kirk, we strive to celebrate and empower a richly diverse community. Accommodations and modifications to the program are available. Customized care and a focus on strengths are two of our four key values as an organization, and we will strive for the success of each of our participants by working together to find what works best for them.



Camp Kirk understands and respects there are various language preferences within the disability community. For the purpose of this document, we have chosen to use **identity-first** and **person-first language** interchangeably to show consideration to two primary audiences.

We strive to continually grow and improve our practices around DEI. Our hope is that LITs can witness and be a part of a work environment that is neurodivergent-celebrating, diverse, equitable and inclusive. We aim to bolster their confidence and self-advocacy that they can take with them to future employment and educational settings.



Camp Kirk as a Compassionate Community

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What's already baked in:

LIT candidates have already experienced Camp Kirk as campers. They have already experienced the “magic” of an environment that was thoughtfully designed to promote and celebrate neurodivergent youth. In the LIT program, just like in the camper program, participants get to meet and live with a group of people whose brains work differently- just like theirs. They get to experience a sense of true belonging, where they aren't the exception to the rule. By hosting this program in that same environment, the elements of the Camp Kirk camper program are in play for the teens as well.

- Small environment with lots of love:
 - A high staff-to-camper ratio of 2:1, and only 30 campers at camp at a time means no one gets lost in the mix - LITs will have our mentorship director to lead them through the program, but also a staff member they will be paired with in their work placements. They will also have a personal goal setting meeting with one of our directors before the summer.
- Avoiding Competition
 - In order to focus on strengths and reduce anxiety, we avoid competitive programming all-together, and opt for collaborative activities. This will carry over into our LIT program- they will face challenges as a team with their cohort of LITs in daily skills sessions
- Tools for Emotional Regulation
 - Our staff are trained to offer customized care and look for and reduce triggers for their campers
 - We have spaces like the rock throwing range, hammock village and the Camper Lounge for emotional regulation- and normalize the expression of difficult emotions
 - We have tools like fidget toys, noise-cancelling headphones, weighted stuffies, as well as diverse methods of delivering information: images, text, speech.
- Structure & Routine
 - We lay out a familiar routine each day for our campers, and give our LITs personalized schedules to take with them or hang in their cabins so they can feel a sense of structure through transitions.
- Custom Care
 - Just like our campers, LITs have the option to create a Care Plan with the mentorship director to bolster their support system at camp.
 - LITs have the option to choose which of the three work-placement streams they're most interested in. With this, we hope to offer work that will more closely reflect their career ambitions.
 - LITs also have the option to choose whether or not they will participate in the canoe trip.

Objectives

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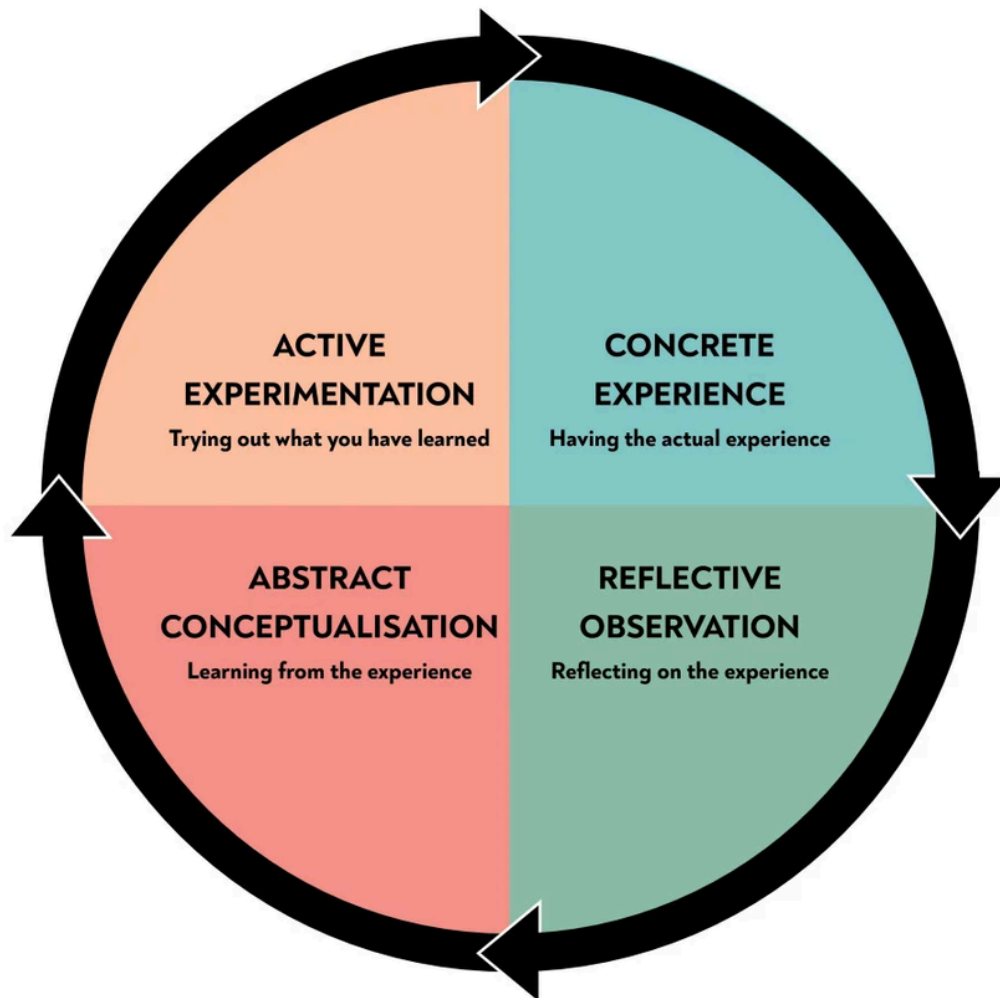


Image based on Kolb's Experiential Learning model, retrieved from: <https://www.simplypsychology.org/learning-kolb.html>

The LIT program at Camp Kirk is inherently experiential. Our LITs will be thrown right into the mix and work alongside mentors in a low-risk way. Participants are still under the 'camper-umbrella', meaning that they don't have the responsibilities or training that our staff do, so while they will be encouraged to become role models and take on responsibility- they will also have opportunities to fail and try once more, and will be supervised by the Mentorship Director as well as their work placement mentors. LITs will reflect on their experiences as a group as well as independently, set goals, and receive feedback from their mentors and peers ensuring that their experiences are thoughtful and formative.

Experiential Learning in the LIT Program

Employability Skills	Social Connection	Personal Growth
<ul style="list-style-type: none"> ● Self Advocacy ● Adaptability ● Problem Solving & Critical Thinking ● Experiencing a neurodivergent-celebrating workplace ● Creativity ● Initiative 	<ul style="list-style-type: none"> ● Professional relationships ● Teamwork ● Mentorship ● Networking ● Co-living & Working 	<ul style="list-style-type: none"> ● Sense of self ● Confidence ● Resilience ● Fun ● Goal Setting ● Reflective Practise

Learning by Doing

- **Activities and Simulations:** The mentorship director designs challenges such as obstacle courses, team problem-solving exercises, or role-playing scenarios in their morning sessions. These tasks mimic real-world leadership situations, allowing participants to practice decision-making, communication, and collaboration in a controlled environment.
- **Work-Placements:** LITs will work alongside general staff in their work placements and will learn the 'behind-the-scenes' of camp in real time.
- **Interactive Engagement:** Instead of lecturing, the leader facilitates activities where participants take initiative, experiment with different leadership styles, and take on various roles within a team.

Reflection and Feedback

- **Structured Debriefing:** After each activity, the mentorship director will guide participants in reflecting on their experiences, discussing what strategies worked, what didn't, and why. This encourages participants to connect their actions with outcomes.
- **Feedback Loops:** Mentors provide constructive feedback and invite participants to self-assess their performance, fostering personal growth and accountability.

Focus on Real-World Application

- **Transferrable Skills:** Activities are designed to parallel real-life leadership challenges, such as managing conflict, delegating tasks, or motivating a team.
- **Scenario-Based Learning:** Participants are placed in scenarios that require adaptive thinking and problem-solving, preparing them to tackle similar challenges outside the training camp.

Participant-Centred Learning

- **Encouraging Initiative:** Leaders empower participants to take ownership of their learning by setting goals, making decisions, and reflecting on their leadership journey.
- **Collaborative Learning:** The program often involves group dynamics, where participants learn from each other's perspectives, fostering a sense of community and mutual support.

Building towards Adulthood

The skills targeted by the LIT program are closely related many of the skills valued by Employment Canada:



Participants will be challenged in the following skills for employability and success:

- Creativity & Innovation
- Problem Solving
- Collaboration
- Adaptability
- Communication

Below are some examples of challenges in the LIT program that bolster development in these areas.

Image retrieved from

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

Creativity & Innovation:

- LITs in the Program stream will help conceptualize and plan programming with program staff
- All LITs will participate, perform and facilitate all-camp programs
- LITs will work on a group project together to better the camp and leave it better than they found it

Problem Solving:

- LITs will participate in team-building activities where they will need their problem solving skills.
- In the counselling/program stream, LITs will start to learn how to support campers various needs and respond to challenges at camp

Collaboration:

- LITs will work as a group to survive and travel through the Haliburton Highlands on their optional canoe trip
- LITs will need to collaborate with each other as well as staff to complete their work placements
- LITs will live in shared spaces

Adaptability:

- LITs will need to adapt to a new way of camp life where demands are much higher- they will need to show leadership and team spirit and adjust to their new roles at camp
- Things are always changing at camp- LITs will need to learn to go with the flow!

Communication:

- LITs in the Care stream will need to communicate with each other to divide daily tasks up
- LITs will develop their professional relationships as role models to campers and colleagues to staff
- Learning to communicate appropriately in front of younger campers as well as colleagues and mentors



Elements of the Program

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Skills Sessions/Team Building:

Each morning, LITs will participate in skills sessions or teambuilding sessions with the Mentorship Director, geared towards the skills outlined in the Program Objectives above. These sessions will be designed to prepare LITs for their work placements, get them working as a team, offer them chances to advocate for themselves and discuss their progress with their supervisor, and also chances to reflect on their goals and growth throughout the duration of their experience. Below is a schedule of skills sessions for year 1 LITs and Year 2 LITs.

Work Placements:

There are 3 possible streams for LITs to choose from, which give LITs a risk-free opportunity to develop employment skills in their realm of interest, and based on their strengths. LITs who return for a second year will get to choose again, and can do the same stream or a different one if they so choose.

Program Leader

Our program leaders-in-training will be paired with two program facilitators, one for each session of camp they attend. LITs will learn Universal Design and program planning, risk assessment and risk management, as well as crucial facilitation skills. They will also get to work directly with campers and learn how to be leaders in recreational settings. The mentorship director will select their programs based on participant's preferences as well as availability.

Counselling Leader

Counselling leaders will focus on the childcare aspect of Camp Kirk. They will act as a Junior Counsellor paired with a different cabin group each session. Counselling Leaders will focus on supporting all aspects of cabin life, including helping to engage campers in programs, supporting emotional regulation and behaviour management, mealtime support, bedtime support, and more. Leaders will be mentored by two cabin counsellors.

Care Leader

Our Care leaders will experience more of the "behind the scenes" of Camp Life. They will be paired with one of our Care staff, and join them throughout the day to perform duties including site-maintenance (sanitization of spaces, waste removal, water refills stations), and laundry. They will also work in the kitchen to help with dishes, put away food deliveries and prepare snacks for campers. This experience aims to teach critical life/work skills that can at times be less glamorous, but more practical, and not centred around childcare.

Evening Programs & All Camp Programming

Our evening programs and clubs programs are a chance for LITs to join in on the fun they loved from their camper days. From Campfire, to Showcase, to Special Events, LITs will participate in camp life just like campers and staff do. However, now LITs will have the added challenge of being role models to younger campers while enjoying the festivities. They'll be encouraged to model positive and inclusive behaviour, and to put themselves out there a bit more- meaning playing characters in Special Events, or performing in Showcase night.

Beach Day

LITs have Beach Day as their "Day Off" in session. The transition from camper to LIT is a big one, and the days are long and packed full of fun activities. On Beach Day, LITs will get to ease back and engage as much as they would like to.

Overnight Canoe Trip Between Sessions

Between Sessions 2 and 3, Camp Kirk is closed for staff break. LITs will have the choice to either participate in the overnight canoe trip, or go home for a couple of days. If they choose to participate in the canoe trip, they'll go on an adventure through the Haliburton Highlands with an experienced Wilderness Canoe Tripper as well as our Mentorship Director. This trip will bolster self confidence as well as teamwork as LITs will trek across lakes and trails with all their gear each day, and cook, make fires, hang out and set up camp at new sites each night.

LIT Project

To make their mark on camp, LITs will be given the challenge to create something for camp. This can be a decorative or functioning piece that they can leave behind for others. The group of LITs will brainstorm ideas together and make a plan to execute their design by the end of their stay, with the guidance of the Mentorship Director.

Goal Setting and Reflection

At the beginning and end of each session, LITs will write goals and reflections about their experiences. They will also complete a feedback form at the end of their journey. This will help LITs to get into the routine of setting goals for themselves, self-assess their progress, and reflect on their achievements. They will also be able to contribute to Camp Kirk by providing their insights and feedback, which will be used to grow and develop the program.

Assessment & Feedback

LITs will have multiple opportunities to receive feedback from their work placement mentors throughout their stay. At the end of the program, each LIT will have a short meeting with the Mentorship Director to outline key strengths as well as areas for growth.

Schedules

SAMPLE DAILY SCHEDULES

The Mentorship Director will create individual daily schedules for each of the LITs during their session. These daily schedules will differ based on the work placements and the year of participants, but will look similar to these examples below.

Care Stream			
Time	Activity	Year 1	Year 2
7:45 am	Wake Up/Breakfast		
9:30 am	Program Period 1	Skill Session	Post-meal clean up & break
10:30 am	Program Period 2	Break	Skill Session
11:30 am	Freetime	Participate	
12:30 pm	Lunch & Resthour		
2:00 pm	Program Prep	Work Placement (ex. garbage/ recycling, sanitizing high-touch areas, food prep, water station fill)	Work Placement (ex. garbage/ recycling, sanitizing high-touch areas, food prep, water station fill)
2:15 pm	Program Period 3		
3:15 pm	Program Period 4		
4:15 pm	Snack/Freetime	Break	Assist
5:15 pm	Clubs	Participate	
6:30 pm	Dinner		
7:30 pm	Evening Program	Participate	Participate/Assist
Bedtime	Bedtime	Snack assist	Snack Assist

Program Stream			
Time	Activity	Year 1	Year 2
7:45 am	Wake Up/Breakfast		
9:30 am	Program Period 1	Skill Session	Break
10:30 am	Program Period 2	Break	Skill Session
11:30 am	Freetime	Participate	
12:30 pm	Lunch & Resthour		
2:00 pm	Program Prep	Program Placement	Program Placement
2:15 pm	Program Period 3		
3:15 pm	Program Period 4		
4:15 pm	Snack/Freetime	Break	Break
5:15 pm	Clubs	Participate	Assist
6:30 pm	Dinner		
7:30 pm	Evening Program	Participate	Assist

Counselling Stream			
Time	Activity	Year 1	Year 2
7:45 am	Wake Up	Prep time	Assist Wake Up
8:30 am	Breakfast	Assist cabin	With LITs
9:30 am	Program Period 1	Skill Session	Break
10:30 am	Program Period 2	Break	Skill Session
11:30 am	Freetime	Participate	
12:30 pm	Lunch & Resthour	With LITs/Break	Assist cabin
2:00 pm	Program Prep	Cabin Placement	Cabin Placement
2:15 pm	Program Period 3		
3:15 pm	Program Period 4		
4:15 pm	Snack/Freetime	Break	Break
5:15 pm	Clubs	Participate	Assist cabin
6:30 pm	Dinner	Assist cabin	Assist cabin
7:30 pm	Evening Program	Participate	
9:00 pm	Bedtime	Off	Assist Bedtime

SAMPLE SESSION SCHEDULE

These schedules demonstrate the progression of skills and participation in events throughout the LIT experience. They do not detail all parts of the day- but focus on skills sessions, work placements, and all-camp programming.

Morning Sessions / Training	
Skills Session	skill-based activity split by year 1 and year 2
Team Building/Project	team building with ALL LITs OR planning time for special tasks & projects (ex. showcase, make your mark, trip packing)
Evaluation	self eval, meet with MD (Mentorship Director), meeting with work placement mentors, etc.
Role-based session	split up into program/counsellor/care teams and do relevant sessions.
Evening Programs	
Participate	an opportunity to take part, observe, or take it easy.
Perform	an opportunity for LITs to perform together and make memories.
Assist	assisting for counsellors means working with campers/cabins during this time, for program/care it means planning/facilitating the event.

	Session 1							
	Arrival Day	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Departure Day
Skill Sessions (morning)		ice breakers & intros	observing your environment	conflict resolution & active listening	OFF	team building challenge	plan for ACG & opening campfire	on trip
Afternoon	Arrive & unpack	training for each role // meet your mentors	work placement	work placement	midpoint touch base w MD	work placement	pack for trip	Trip leaves in the morning, and gets back in the afternoon of day 10.
Evening Prog.	Camp Fire	Cabin Act	ACG	Special Event	Movie Night (OFF)	Showcase	Campfire	
Notes	Coffee talk in the evening to go over expectations & ground rules	self care & independence training			"Off" for the day. Except for potential canoe over canoe training at the beach and touchpoint with MD.			

LIT Trip (2 nights - day 8, day 9 and day 10)

	Session 2							
	Arrival day	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Departure Day
Skill Sessions (morning)	reset for session 2	self advocacy and professionalism	project time	team building or project time	OFF	team building or project time /evals	endings & self reflection	goodbye!
Afternoon	brainstorm LIT project	work placement	work placement	work placement	OFF	work placement		
Evening Prog.	Camp Fire	Cabin Act	ACG	Special Event	Movie Night	Showcase	Campfire	
Notes	go over new roles & schedules in the evening				"Off" for the day. Except for evaluation meetings.			

- Note: This schedule is a sample- it might be adjusted based on the progress of the group or scheduling conflicts.

Skills Progression

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There is a progression of skills through the morning sessions of the LIT program- we begin with some essential training for our LITs, and end with more challenges and opportunities for them to practise and demonstrate what they've learned. In terms of our three areas of skills; personal, social and professional- the experiential nature of the program challenges LITs in all areas throughout the course of their stay. Over the years, we have seen a typical progression for our LITs from year 1, to year 2 and sometimes 3. Below, a description of that yearly progression is described.

Year 1

Employability Skills:

- Adaptability
- Initiative

Social Skills :

- Teamwork
- Co-living & Working

Personal Skills:

- Goal Setting
- Reflective Practise
- Time management

The first thing that LITs grapple with is the social dynamics of their new team. They've gotten used to the camper schedule and expectations, and have mastered them. Now, they have a brand new schedule that they're expected to manage themselves. They also have a lot more free time where they're less directly supervised. Additionally, LITs are opened to a brand new relational dynamic with staff- who they're close to in age. The new freedoms of LITs and the look behind the curtain can be a difficult transition to adapt to- and LITs walk the tightrope of still being campers, but also having heightened expectations and responsibilities to uphold.

Social Skills: Most LITs haven't had jobs before, so interacting with each other and staff and navigating the social scene as an LIT can be a steep learning-curve. That's why we train our LITs on conflict resolution and active listening right from the start- and emphasize team-building activities to bolster positive communication and teamwork skills.

Personal Skills: LITs are so eager to help and to give back to camp- but when they arrive, a large challenge can be simply seeing themselves as leaders and learning to identify opportunities where they can demonstrate initiative. Some LITs also need coaching around self-care, time management skills, and boundaries.

Employability Skills: As a first year LIT, the professional skills are more soft- and less technical. Everything they're doing and learning is funnelling into their professional skills, but often our LITs make more strides in this realm in their second year.

Year 2

(and sometimes 3)

Employability Skills:	Social Skills :	Personal Skills:
<ul style="list-style-type: none"> ● Self Advocacy ● Problem Solving & Critical Thinking ● Experiencing a neurodivergent-celebrating workplace ● Initiative 	<ul style="list-style-type: none"> ● Professional relationships ● Mentorship ● Networking ● Co-living & Working 	<ul style="list-style-type: none"> ● Sense of self ● Confidence ● Resilience ● Reflective Practise

As second year LITs, it's a familiar place with new challenges. This is the time when LITs really embrace their role as leaders of camp, and often come back to Kirk with more specific expectations and goals for themselves and others. Now, rather than just focusing on their relationships with their cohort, LITs look towards their relationships with campers and staff. Second and third year LITs sometimes grapple with balancing and adapting their expectations to reality or unexpected changes. They also tend to embrace the fun of their roles more. These LITs have often started to figure out the boundaries of their positions, have closer bonds with each other, and are better at soaking in the moment- but tend to sacrifice self-care in the pursuit of adventure.

Employability Skills: LITs are now familiar with the behind the scenes of camp and start to witness the complexities of a co-living workplace. They take on more of an active role in problem solving amongst their peers, and approach their work placements with more confidence. They take on a fuller schedule that tests their endurance and work skills.

Social Skills: Now, LITs start to network more with staff and with each other. They become more comfortable taking initiative and taking risks. LITs also start to establish themselves as mentors rather than just peers to younger participants at camp.

Personal Skills: Second and third year LITs often start to carve out their own sense of self with more confidence in returning to the program. They are more resilient to the daily grind of responsibilities at camp, and learn how to advocate for themselves in a professional setting.

Assessment & Feedback

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Before Arrival: [LIT Skills Before Survey](#)

Day 2: [Goal Setting](#)

At the beginning of the experience, LITs will complete a goal setting form and submit it to their Mentorship Director. This document will have them thinking about the skills we're aiming for with the program right from the start, and help the Mentorship Director to tailor the program to individual participants.

Day 2 & 11 : [Mentor x LIT Agreement](#)

Upon meeting their mentors, LITs will discuss the expectations of their roles with their mentors. This will allow them to take accountability for their roles and enter their job site with clarity.

Day 5-10: Touchpoint with MD

The Mentorship Director will chat with each LIT to discuss their progress and how they're settling into the program. The MD will seek some feedback from mentors before having this conversation. This will be undocumented.

Day 14-15: Revisit [Skills Survey](#) & [Final Evaluations](#)

LITs will fill in a self-evaluation of how they think they've done over the session. The Mentorship Director will then have an evaluation meeting with their comments and assessment of the LITs skills. The final evaluation closely resembles the evaluation all Camp Kirk general staff receive.

Day 17-18: [LIT After-Survey](#)

LITs will be asked to submit a feedback form to Camp Kirk so we can assess the success of our program and identify opportunities for growth.

SAMPLE LIT TEAM BUILDING ACTIVITIES

Name:	The Zoo		
Risk Level:	High	Stage:	Forming
Time:	5 minutes		
Goals/Outcomes:	Being more silly, getting to know each other		
Materials:	none		
Instructions:	<ol style="list-style-type: none"> 1. Everyone finds a partner. They have to come up with an animal call together to be able to find each other. 2. Get everyone to close their eyes and mingle quietly - when you yell ZOO! They have to try and find their partner with their eyes closed 3. Once they find their partner, they can open their eyes and move to the edges of the group. 		
Debrief Ideas:	If something goes wrong, if the risk level was too high then debrief to show the group that dynamic		
Common Modifications/adaptations/Universal Design tools	<ul style="list-style-type: none"> - Ask if people are comfortable walking with their eyes closed first. If some aren't okay with it, ask them to squint towards the ground as much as they can so they can see their steps but still engage. - It will get LOUD- consider noise-cancelling headphones or working outside- warn people that it will be noisy - Tell people to walk slowly with their open-palmed hands in front of them to avoid tripping/accidental touching. - Choose a flat location and encourage closed-toed footwear. 		

Name:	Comfort Zones		
Risk Level:	low- medium	Stage:	Forming
Time:	15 mins + 15 min debrief		
Goals/Outcomes:	Getting to know each other's comfort zones, personal goal setting, growth mindset Everyone has different comfort zones- what's your comfort zone, your growth zone, and your danger zone?		
Materials:	Rope or pylons		
Instructions:	<p>Create 3 circles within each other. The middle is the comfort zone, the middle is the growth zone, the outer is the danger zone. Have a list of prompts like:</p> <ul style="list-style-type: none"> - Swimming in the ocean - Writing an essay - Doing a job interview - Getting a tattoo - Talking to your parents about your romantic partner - Making new friends - Going to a party - Reading a big book - Rock climbing - Doing a dance performance for a big crowd - Eating new foods - Going on an airplane - Trying therapy - Doing a backflip - Climbing a tree - Going canoeing - Asking someone on a date - Asking your supervisor for help - Saying "no" to social plans - Killing a spider - Living on your own - Team building activities so far - Eating in the dining hall - Creating something in pottery - Building a fire - Confronting a friend about an issue/argument <p>Tell everyone to move to somewhere in the circle that makes sense for them. Start with an obvious example- like eating their favourite meal (most people should be in their comfort zone here). Then go to something else like skydiving- probably most will be in the middle/outside ring. Then ask more. Ask people to look around. Sometimes, when there are "surprising" answers, ask people if they'd be willing to share why they are comfy/uncomfy with the prompt.</p>		
Debrief Ideas:	<p>Debrief is important!</p> <ul style="list-style-type: none"> - Lead a discussion about the zones. What did you learn about yourself? - What did you learn about others? - Is it possible to change your comfort zones? - Is there anything in the danger zone you wish was in the comfort zone? How do we get there? Why do we call the growth zone by that name? 		
Common Modifications/adaptations/Universal Design tools	<p>Sometimes it's helpful to remind people that they don't always need to be truthful or share everything. Remind them that sharing is super powerful and can connect people, but that sometimes sharing something you aren't ready to share can be harmful to yourself. They can always choose not to share or even to lie a little if it isn't going to harm anyone.</p>		

Name:	Minefield		
Risk Level:	low-medium	Stage:	Storming
Time:	20 minutes +10 minute debrief		
Goals/Outcomes:	<ul style="list-style-type: none"> - Group strategic thinking, shine-time, recognizing roles, managing stress 		
Materials:	<ul style="list-style-type: none"> - Some kind of marker to stand on - blocks, chairs, hula hoops(enough for everyone participating to have) +1 for the facilitator - Wide space (field, rec hall, etc) 		
Instructions:	<ol style="list-style-type: none"> 1. Instruct everyone to take a block/chair and spread out randomly in the room. 2. Give the group these instructions: <ol style="list-style-type: none"> a. Only one person can be away from their block at a time b. Each person can only be covering one block/chair at a time c. The goal is to prevent the facilitator from reaching the open block for AS LONG AS POSSIBLE d. They will have time to strategize and set a goal each round. 3. Place the facilitator's block at the opposite side of the room. 4. Set a timer once everyone is ready, then start the game. Slowly walk towards the closest empty block. Participants will try different systems of moving around to try and prevent you from getting to a block. As soon as you can see a closer block, you can move towards it. Keep the same pace, and let participants know how long they were able to keep you away. 		
Debrief Ideas:	<p>This activity has led to frustration- each participant has an equal ability to leave their block, despite what original strategies are. If anyone misunderstands the instructions or strategy the group is using, they can forfeit the game.</p> <p>Ask questions like: what was challenging? When did you start to feel successful? Did you feel the group was good at strategizing together?</p>		
Common Modifications/adaptations/Universal Design tools	<p>For increased challenge:</p> <ul style="list-style-type: none"> - Add more empty blocks - Pick up the speed of the facilitator - No one speaks during the round <p>Noise: consider moving outside where too many voices won't be as stimulating</p>		

Name:	Tarp-flip		
Risk Level:	low-med	Stage:	forming/storming
Time:	15-20 min		
Goals/Outcomes:	Encourage creative problem-solving and collaboration		
Materials:	Large tarp		
Instructions:	Team stands on a tarp. The challenge is to flip the tarp over without stepping off.		
Debrief Ideas:	What strategies helped? How did leadership emerge?		
Common Modifications/adaptations/Universal Design tools	<p>Allow verbal or non-verbal strategizing before starting. Use a smaller tarp for fewer people.</p> <ul style="list-style-type: none"> - Restrict sight, speech, or hearing for some people 		

Resources

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