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Cover Photo: Nzen’man’ Kids at Daycare

Drawings throughout the Toolkit were provided by children of Nzen’man’ Child and Family Development Centre Programs

The views expressed in this toolkit do not necessarily reflect the official policy of the funding partners.
We would like to take this opportunity to thank the people and organizations that supported the development of this important initiative.

Kwukwexemxw (thank-you) to:

• Success By Six Program of the United Way of the Lower Mainland for the primary funding of this initiative and to the project partners for in-kind funding contributions

• Society for Children and Youth of BC for serving as the host agency of this initiative and the Staff and Board for their dedication to this initiative

• The Lower Nicola Band School for serving as the partner to this initiative

• Advisory Committee Members of the Project who dedicated their time, ideas, and commitment to the development of this initiative

• Participants, Aboriginal Organizations, and Communities who supported our community consultation processes and provided important and valuable feedback

• Children from Nzen’man’ Programs for photos and drawings depicting child friendly communities

It has been an honour to work with a great group of people from many walks of life who support the well-being of Aboriginal children, families, and communities.

It is our hope that this toolkit will inspire Aboriginal communities from across BC to continue to build child friendly communities.

All our relations,

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Lower Nicola Band School Networking Conference
Lower Stl’atl’imx Tribal Council Community Training Program
BC First Nations Head Start Outreach Training
Interior Region ECD Outreach Training
Vancouver Aboriginal Child and Family Services Annual Conference
Cariboo-Chilcotin Zone ECD Planning Meeting
Nzen’man’ Child and Family Development Centre Society Family Drop In

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Preface

The Society for Children and Youth of BC (SCY) has been promoting and developing child and youth friendly practices for over 35 years. After the successful development of a series of Child and Youth Friendly Communities resources (Child Friendly Housing: A Guide for Housing Professionals, Making Space for Children: Rethinking and Re-creating Children’s Play Environments, Making Your Community More Child and Youth Friendly Toolkit- Getting Started and Planning for Action, Making Your Community More Child and Youth Friendly Focusing on the Early Years), the Society received many requests from community members and organizations to further develop the resources to support the cultural diversity of the communities in British Columbia.

With the support of the United Way of the Lower Mainland’s Success by 6 program, SCY along with The Lower Nicola Band School (LNBS), and Sterling Consulting began this Aboriginal Child Friendly Communities initiative in 2007. The process to develop the toolkit involved establishing a project advisory committee, conducting a literature review, facilitating community consultations across BC, and designing of the toolkit along with the development of a resource guide. Approximately 130 Aboriginal participants from across BC provided input and feedback into the research of this toolkit.

We are very pleased to be sharing the first version of the Aboriginal Child Friendly Communities Toolkit: Inclusion of the Early Years with you and your community. We encourage you to review the toolkit and use it to compliment community initiatives already underway or to develop new initiatives that support community based action to improve attitudes toward children, the physical/social/intellectual/emotional/spiritual environments for children, and/or policy affecting the lives of children.

This Aboriginal Child Friendly Communities initiative will continue to evolve as we engage more communities and organizations. We welcome your feedback on the toolkit and hope that you will share your experiences in child and youth friendly community work with us.

--Society for Children and Youth of BC
Project Partners

Society for Children and Youth of BC

SCY is a unique provincial advocacy organization dedicated to improving the well-being of children and youth. Since 1974, SCY has provided a forum for multi-disciplinary exchange and action for organizations and individuals working with and for young people. The Society's purpose is to honor the well-being of children and youth through action by creating environments that foster the safety and healthy development of children and youth. The UN Convention on the Rights of the Child provides the foundation for action on this commitment.

The Society’s Child and Youth Friendly Communities (CYFC) work encourages the development of Child and Youth Friendly Communities and helps community groups achieve this through activities that will improve the safety and well-being of all children and youth in their community. In order to encourage communities to promote child and youth participation, the Society is developing a CYFC network to connect communities and share experiences.

Lower Nicola Band School

LNBS is a First Nation Independent School located in the interior of British Columbia. The mission of the school, “in partnership with First Nations families and community, is to develop each students intellectual, spiritual, emotional, and physical well being within the context of Nlha’7kapmx culture and provincial curriculum”. The Band School is a learning facility where First Nations children have an opportunity to learn about their unique cultural heritage while obtaining the knowledge and skills necessary for life in a multicultural society. The People, the Land and the Culture are integral components in the education of the students.

LNBS serves children and families ranging from K4 to Grade 6. The School also provides a comprehensive First Nation Head Start Program serving children and families ages 0 to 6 from the community.

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Sterling Consulting

Rona Sterling-Collins is owner and operator of Sterling Consulting (incepted in 1996). She is from the Nlha’7kapmx Nation, resides on a small reserve ‘Joeyaska’ near Merritt, BC and is a member of the Lower Nicola Band. She is a Mother of two children. Her son, who is ten, also has autism, which has provided her the opportunity to become very informed and educated on special needs issues. Rona has a Master's Degree in Social Work and works primarily with First Nations communities and Aboriginal organizations in community engagement initiatives to assist in building community capacity.

Romona Baxter served as a Researcher for Sterling Consulting on this particular initiative. Romona is also the Executive Director of the Nzen’man’ Child and Family Development Centre Society in Lytton, BC and is from Skuppah First Nation. She has a Bachelor of Social Work Degree and has worked in the First Nations communities for over twelve years. In addition to dedicating her work to children and families, she is a Mother of two and a volunteer of various community initiatives.
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1. Introduction

Welcome to the Aboriginal Child Friendly Communities Toolkit

This Aboriginal Toolkit Project is a resource for Aboriginal organizations and communities to support groups and communities in determining its effectiveness in being inclusive and child-friendly. The target age range for this project is 0 to 6 year olds, however, the toolkit can be helpful for all ages, families, and communities across cultures.

We have intended to make this toolkit user-friendly and as inviting as possible! It is designed for any Aboriginal communities, including First Nations, Métis, Inuit, and On and Off Reserve Aboriginal communities (regardless of status). The use of the toolkit is not limited to Aboriginal communities, if there are other cultural groups wishing to utilize this toolkit, they are most welcome to do so. Further, the toolkit can be utilized by anyone interested in promoting and building a child friendly community, including individual community members and service providers.

The term ‘community’ can also refer to a group or organization serving Aboriginal people.

Use of the term ‘Aboriginal’ refers to all Aboriginal peoples including First Nations, Status, Non Status, Métis, Inuit, Urban, Residency both on and off Reserve.

The goal is to promote inclusive, child-friendly communities that support and promote the well-being of children holistically: intellectually, emotionally, physically, and spiritually.

The Child Friendly Communities Initiative is about making communities better places for children to grow and develop. The local community plays an important role in molding children’s experiences—particularly those of young children. These early experiences influence how well the child adapts to situations, to people, to learning, and to their culture and identity. The community is a setting that affects the physical, emotional, intellectual, and spiritual development of the child.

While families continue to be the centre for child development, there are ongoing social and structural challenges that Aboriginal children and families face on a daily basis. The early years are an important time for young children to have opportunities in order that they reach their full potential. To a great extent, the community plays a key role in supporting young children and families. Often communities are relied upon to come together to identify and address their particular needs.

This kit is about working to create more opportunities for young children in your community and strengthening community supports for children and their families.

It is our hope that the ideas presented in this toolkit will encourage you to think about how your community could be more child friendly and how you can continue to take steps in that direction.

(Source: Society for Children and Youth of BC Introduction to Making Your Community More Child and Youth Friendly)
This toolkit has seven key sections:

1. Introduction
2. Aboriginal Child Friendly Communities Framework
3. Getting Started
4. Gathering Community Information
5. Assessment Worksheets: How child friendly are we?
6. Needs Assessment and Planning for Action
7. Community Check-Up

This Aboriginal Child and Youth Friendly Communities toolkit includes templates and tools that can be copied and administered.

The idea is for Aboriginal communities, organizations, or Service Providers to identify its strengths in serving the children of the community, and to identify the challenge areas. From that information, an action plan can be developed and implemented. Finally, communities can follow-up and ask itself “How are we doing?” in implementing our action plan.

Comprehensive literature review and a resource guides that identifies service providers and resources specific to children and families are available through the Society for Children and Youth of BC.
The overall intent of designing this Aboriginal toolkit is to better serve Aboriginal children and families by promoting community activities and programs that are inclusive of young children and provide a tool for groups to implement action plans to develop child and youth friendly communities.

As part of this project, Sterling Consulting conducted seven Community Focus Groups across BC in conjunction with the following events:

- Lower Nicola Band School Networking Conference
- Lower Stl’at’limx Tribal Council Community Training Program
- BC First Nations Head Start Outreach Training
- Interior Region ECD Outreach Training
- Vancouver Aboriginal Child and Family Services Annual Conference
- Cariboo-Chilcotin Zone ECD Planning Meeting
- Nzen’man’ Child and Family Development Centre Society Family Drop In (Art Project with children where the children were asked to draw what a child friendly community looked like to them)

Participants of the consultation sessions included the following stakeholders, many of whom were Aboriginal:

- Children
- Youth
- Parents, Caregivers, Extended Family Members
- Elders
- Early Childhood Development Workers and Educators
- Community Service Providers in Health, Education, Social Development and community programming
- Aboriginal Infant Development Workers
- Aboriginal Supported Child Development Workers
- Leaders
The key questions posed at the Focus Group Sessions included the following:

Using the medicine wheel as a draft framework:

a) WHAT activities and supports do children (ages 0 to 6) require educationally/intellectually, physically, emotionally and spiritually?

b) Brainstorm HOW these activities should be implemented. How can communities provide these activities and supports to children?

c) When we think about the implementation of an Aboriginal Toolkit, how we ensure that we are inclusive of urban, rural, remote, isolated Aboriginal communities? What ideas do you have?

d) Discuss how communities can utilize an Aboriginal toolkit (self assessment guide, community asset mapping, work plans, other.....)

e) What do (Aboriginal) child friendly communities look like?

f) What activities and supports do children (ages 0 to 6) require educationally/intellectually, physically, emotionally and spiritually?

g) A key component of the Aboriginal Toolkit will be a self-assessment guide for communities to examine how child friendly and inclusive it is for 0 to 6 year olds. What would you like to see in the self-assessment guide?

Approximately 130 Aboriginal participants from across BC provided input and feedback into the research of this Toolkit.

In addition to the consultation processes, an Advisory Committee was established specifically to support this project. Representatives from the Committee included members of the Society for Children and Youth Board and Staff, Lower Nicola Band School representatives from Management and Board, an urban representative from the Squamish Nation. The Advisory Committee held teleconferences and in-person meetings over the course of the project development.

Development of the toolkit began in January 2008 and finalized for publication and dissemination in Fall 2010.

To protect the confidentiality and anonymity of participants in the consultation processes, all information has been summarized.
Why We Need Child Friendly Communities

“Children have a special place in Aboriginal cultures and are the hope for a strong future for Aboriginal peoples in Canada. Aboriginal children should grow up in an atmosphere that respects their unique history, recognizes their identity and values, and enables them to draw on the inherent strengths of Aboriginal communities and traditions.”

(Excerpt from: Children Are A Gift To Us)

Traditionally, Aboriginal communities have always put children at the centre of the community as they are considered the hearts of the people. However, with the many impacts of colonization, Aboriginal children have also suffered. This project is a gentle reminder to bring our children back to the centre and for communities to consider how best to do that.

According to research: “...the quality of the communities in which families live has a significant effect upon their ability to raise children as they would wish. The more cohesive communities are... the more effective parents are able to perform their child-rearing tasks”.

(Excerpt from NapCan Foundation)

Some Challenges of Aboriginal Communities:

Statistics in Canada show that:

- Three out of five Aboriginal children under the age of six live in poverty (60%)
- 73% of Aboriginal single mothers are poor compared to 45% of non-Aboriginal Single Mothers
- 44% of on-reserve homes are considered to be inadequate in condition
- Average on-reserve income is between $6,400 and $7,900 per year

Total BC Aboriginal Population (on and off reserve):

- 170,025
- 48% of the Aboriginal population is under the age of 24 years

This trend indicates that children and youth make up a large portion of the Aboriginal population. Thus, we have a responsibility to ensure that our communities are child friendly and providing the greatest opportunities possible.
Aboriginal Children in Canada: Stats ages birth to five years (on and off reserve)

- 28% are from single parent families
- 12% live with other people, including relatives (not parents)
- 58% live in low-income households
- 50% of children in care in BC are Aboriginal
- Aboriginal children make up 8% of the children’s population in BC
- One in eight Aboriginal children in Canada have a disability, twice that of the national average
- The rate of deaths from injuries is 3 to 4 times higher for Aboriginal children than for other children in Canada.
- The rate of severe disabilities among Aboriginal children living on-reserves is much higher than those living off-reserve, and more than twice as high as the rate for non-Aboriginal children.

Healthy Communities

Research shows that strong, healthy communities have less child abuse and neglect. The qualities of such communities include:

- Having services and social networks to support children and families
- Involving and respecting its children
- Modeling appropriate parent behaviour
- Having child friendly environments in the community
- Taking pride in its people and culture
- Having early identification and supports

Communities with these qualities provide a web of support across all aspects of a child’s life—enhancing their development and well-being.
“Aboriginal worldview and its integration into programs and services affecting our children, is inherent to children’s well-being.”

(Excerpt from Children Are A Gift To Us)

Sources
BC Stats;
Campaign 2000 Report Card on Child Poverty;
Child Friendly Community Action Kit;
Basic Departmental Data, INAC;
The Well-Being of Canada’s Young Children;
A Statistical Profile on the Health of First Nations in Canada;
Aboriginal Children in Poverty Profile;
Building a Brighter Future for Urban Aboriginal Children;
NapCan Foundation.
2. Aboriginal Child Friendly Communities Framework

Guiding Principles

The following guiding principles have been developed based on previous research of the Society for Children and Youth of BC, research of this project, and feedback from the community consultation sessions.

These principles are offered for communities to utilize as a guide as they continue to develop and engage a ‘child friendly’ community concept.

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<th>Empowerment and Identity</th>
<th>Health and Safety</th>
<th>Parents and Families</th>
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<tr>
<td>• Children are treated with respect and dignity at all times</td>
<td>• Children are empowered and involved appropriately in the family, extended family and community</td>
<td>• Children are protected from danger and harm</td>
<td>• Parents are respected and supported in their role as the primary caregivers of children</td>
</tr>
<tr>
<td>• Respectful relationships between children and adults are fostered and promoted</td>
<td>• Children are empowered and supported in their cultural identity</td>
<td>• The health and well-being of children is a top priority in the community</td>
<td>• Supports and services are available to parents and families</td>
</tr>
<tr>
<td>• Children have access to services and supports that they require for their well-being spiritually, emotionally, intellectually and physically</td>
<td>• Children are provided with opportunities to learn about their culture, traditions, language, way of life and community</td>
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A holistic framework is an ancient symbol that has been used by many Aboriginal Tribes and Nations across North America.

A holistic framework can express a number of different concepts including:

- Four Cardinal Directions (East, South, West, North)
- Four Elements (Air, Earth, Water, Fire)
- Four Races (Red, Yellow, Black, White)
- Four Areas of Development (Spiritual, Emotional, Physical, Intellectual)

A holistic framework is often circular, signifying that there is no end and no beginning and that everything is inter-connected. The circle also signifies ‘balance’ and ‘wholeness’.

For the purposes of this toolkit, we have utilized a holistic framework as an Aboriginal symbol that anyone can relate to as they consider a ‘child friendly community’.

A holistic framework is helpful for communities to consider balance and wellness for:

- The Children
- The Extended Families
- The Families
- The Community

A holistic framework can be adapted by many communities as a helpful planning tool and model that is embraced by many Aboriginal cultures and tribes.

For the purposes of this toolkit, the four colours and four areas of development are as follows:

- Spiritual - North - White/Grey
- Emotional - East - Yellow
- Physical - South - Red
- Intellectual - West - Blue/Black

(Source: As reflected in Canadian Cree Art and Ceremonies, B. Spence)
The Medicine Wheel is widely adopted/accepted as a language for (or way of) speaking about the principle of balance (for example, holistic health)—though generally recognized as being a concept of the Cree People which has been generously shared. It offers a bridge—a meeting point—among Aboriginal Peoples for talking about shared cultural concepts about health and wellness: embracing the mental, physical and emotional as well as spiritual dimensions of health. As such, the Medicine Wheel has been successfully borrowed and adapted by many Aboriginal communities and nations as a model for community planning. It often is found to be a useful tool for describing cultural knowledge and values, because it reflects commonly held principles and therefore facilitates the sharing of resources between different communities and peoples. However there is a great diversity of Aboriginal People and thus Aboriginal cultures in BC and across Canada—and each has their own distinct language and customary ways for speaking to and addressing these same concepts. Given this, the Medicine Wheel is usually one part of a community’s or people’s overall efforts to evolve a way of organizing its work to support and strengthen children and families.

Source: Society for Children and Youth of BC
The Four Areas of Development

This wheel represents the four areas of human development:

Spiritual: Represents one’s spiritual connection, defined individually, including connection to culture and language

Emotional: Represents one’s expression of healthy emotions and having emotional needs being met in a supportive and healthy manner

Physical: Represents one’s physical needs being met on a regular basis in a healthy manner

Intellectual: Represents one’s mental development including age appropriate learning, speech and language development and love for learning
What is a Child Friendly Community?

A child friendly community welcomes and involves children and youth and promotes their well-being and safety. It fosters social responsibility and the notion that “it takes a village to raise a child”.

A child friendly community is one where children are valued, supported, respected, provided for and actively included.

The following pyramid demonstrates how child friendly communities encourage children to reach their potential, participate and be included in the community, are free from harm, live well and have their basic needs met.
A Child Friendly Community is one Where Children:

• Reach their potential—receiving the education and opportunities required to fully develop socially, emotionally, spiritually, culturally, physically and intellectually;

• Participate and are included in decisions (where appropriate), are free to take part and express themselves and to receive information;

• Are free from harm—protected from all forms of abuse and neglect.

• Live well—receiving the basic needs of food, clothing, shelter, and health care.
Common Indicators of a Child Friendly Community

Outlined are some common indicators of a child friendly community:

• Children are listened to;
• Children are integrated into the community;
• Parents have flexibility in work/life balance;
• Early childhood education is appropriate and beneficial for children;
• The whole community is involved in educating children;
• Children are involved and included in community services and programs;
• There are affordable, accessible, child friendly spaces for family activities;
• The community is safe for children and families;
• Traditional and cultural activities are planned for children and families;
• People treat all children with care and respect - Children feel safe and respected;
• Men are involved as positive role models;
• Every local Council has a strategy for the interests of children;
• The role of parents and extended family is acknowledged and celebrated;
• Childhood is viewed as an important part of living and growing!

Source: Child Friendly Community Action Kit at www.napcanfoundation.com (May 12, 2008).
Indicators and the Four Areas of Development

This diagram represents the four areas of development. Within each area are specific indicators of child friendly communities.

**Intellectual**
- Early Literacy Activities
- Developmental Screening and Assessments
- Speech and Language Development
- Structured Play & Free Play
- Opportunities for Learning

**Spiritual**
- Cultural & Traditional Teachings and Activities
- Opportunities for Spiritual Connection
- Traditional Language Opportunities
- Community Gatherings
- Elder Involvement
- Sense of Cultural Identity and Belonging

**Physical**
- Fine & Gross Motor Development
- Physical Fitness & Activities
- Personal hygiene & Wellness
- Health & Safety
- Prenatal & Postnatal Supports
- Nutritional Wellness
- Active participation in family & community events

**Emotional**
- Healthy Relationships & Role Modeling
- Expression of Emotions
- Opportunities for Fun & Creativity
- Family Supports
- Socializing Opportunities
- Sense of Belonging & Identity
3. Getting Started

Who Should Participate?

As you start your assessment on ‘how child friendly is our community?’ you may want to involve various stakeholders of your community.

You can bring together a group of people interested in improving the community for young children and their families. You can utilize an existing group such as a Parent Group or a community group, or you can bring people together for the first time.

Stakeholders might include:

- Parents – Caregivers
- Family Members (siblings)
- Extended Family Members (Aunts, Uncles, Grandparents)
- Elders
- Community Service Providers
- Leaders
- Children and Youth
- Interested Community Members
- Others who may serve as Mentor to your project

You may also want to focus on stakeholders who have a stake in the project:

- People who might care about the same idea
- People who may already be doing work in the field
- People who would be affected by the changes you want to make
- People who are supportive

Task Suggestion:

Write a list of key people who might be interested in working with you on this project. Identify a cross-representation of stakeholders.
The Key Benefits to Working Together

1. Because it’s Good for Children:
   The positive effects of inclusion for children and families is a strong rationale for service providers to work together. When the full continuum of services in the community are utilized, children receive the most benefits.

2. Because it’s Good for Families:
   Families experience an increased sense of community when service providers work together to provide support. Providing a seamless delivery services creates a less stressful situation for children and families. Transitions for children are reduced and their safety and well-being are enhanced. Shared activities provide opportunities to build friendships and make informal connections that support the parenting role.

3. Because it Helps Programs:
   When community programs work together the end result can be a seamless system of services benefiting children and families in the community. The pooling of resources and expertise from various programs in the community can also be a cost effective and efficient means of providing service during a period when many programs are facing budget, funding, space and staffing restraints. It is becoming more important for programs to deter from working in isolation. Quality programming is calling for collaboration among community programs to best fit together their services and resources to meet the needs of children and families.

4. Because it Supports Community:
   Communities can easily become lost in a sea of fragmented and uncoordinated programs that serve young children and their families. Duplication of services stretches already tight resources and gaps in service inhibit the benefits to the community’s children and families. As more programs serving young children and families work together, communities move closer to the establishment of truly coordinated and comprehensive community-based services.

Task Suggestion:
Brainstorm how working together is helpful to children and families in your community
Helpful Hints For Your Working Group

1. Initial Planning:
   • Decide who should be involved, identify key players and be the first to reach out.
   • Decide what you would like to bring to the table for discussion.
   • Do the leg work to get it started.
   • Start with an initial meeting.

2. Group Work:
   • Strive for cooperation and building a trusting relationship.
   • Distribute necessary documentation.
   • Establish common ground.
   • Ask each participant’s expectations and goals in the process, gather information.
   • Establish agreed upon goals.
   • Determine what action steps need to be taken.
   • Establish systems to ensure ongoing communication.
   • Meet regularly.
   • Stay focused on the goals and action plan.

3. Getting the Work Done
   • Assign responsibilities and establish time frames.
   • Share the work. Divide the tasks among the group.
   • Develop a communication system.
   • Document and maintain paperwork.
   • Meet regularly.
   • Celebrate the accomplishments of your goals.
   • Spread the word about the joint efforts, put in the newsletter, provide a summary of the work to others.

4. Implementation
   • Evaluate your efforts. Get input from each participant on the successes and areas for improvement. Come to an agreement on what will happen next.
   • Begin implementation of your new goals.
   • Check in from time to time to see how things are going. Adjust work plans accordingly.
Overcoming Challenges

To overcome challenges that may present themselves, people who are involved might consider the following:

- Defining who will do what;
- Generating new collaborative ideas;
- Avoiding duplication of effort;
- Eliminating “my territory” and “your territory” syndrome;
- Providing increased continuity and fewer transitions for children.

Other ways to overcome challenges are to define some working ground rules among the group. Suggestions include:

- Be willing to listen and to understand the needs and goals of others;
- Respect the operating procedures of other individuals and organizations;
- Keep in mind the vision of quality services for children and families;
- Be flexible enough to accept numerous paths to the goal;
- Be willing to let go of some of the decision-making power;
- Be the first to offer to share a resource, assist in an activity, or try a different way;
- Let someone else take the lead in carrying out an activity;
- Give others the credit for having accomplished an objective or achieved a success;
- Reach out to a counterpart in another agency. Invite him/her to participate in an upcoming activity or planned event.

4. Gathering Community Information

Community Consultation Ideas

There are a variety of ways to gather community information. You can host a variety of community consultation sessions to conduct an assessment of how child friendly your community is and come up with an action plan.

You may want to form a working group of interested people to help you with this project.

You want to target people who are committed to working together for the benefit of children and families. With a strong core group, you can always add more people, but you will have a core group to work with.

Community consultation sessions could include:

- Community Forum
- Public Meeting
- Focus Groups
- Community Asset Mapping
- Surveys
- Interviews

The assessment worksheets provided in section 5 might be utilized as part of the community consultation processes.

Task Suggestion:
Write a list of potential stakeholders who could be involved
Community Forums, Public Meetings, Focus Groups

You may want to host open community forums or public meetings to discuss ways that the community can support young children and families.

**Ideas:**

1. Provide a luncheon or a dinner
2. Offer incentives or door prizes
3. Provide transportation
4. Provide child care
5. Keep the agenda simple
6. Consider the best way to advertise your session (letters, telephone, personal contact, newsletter, etc.)
7. Consider inviting guests to share success stories
8. Consider what questions you will ask
9. Ensure the information is recorded
10. Ensure the information is distributed afterward
Overcoming Challenges

What is Community Asset Mapping?

Asset mapping is a new approach to planning that provides communities with the opportunity to look at how they might use their strengths to build capacity, to develop a program or to overcome problems or areas of concern.

Community Asset Mapping:
Steps To Community Asset Mapping

Step 1  Introduce the Asset Mapping Approach (to your working group, to a community session, other)

Step 2  Identify the assets (resources) needed to develop a child-friendly community (Brainstorm activity)

Step 3  Build an Asset Map by identifying assets/resources available within the community.

Assets can include any of the following:

- Professional assets such as long-term staff, teachers, early childhood educators, health care professionals, community service providers, tribal police, counselors, etc.
- People assets such as leadership, elders, volunteers, community members, parents, family members, or folks in the community who are a resource and strength
- Community assets such as child care programs, education and training programs, successes in programs and services, communication system, financial resources
- Physical assets such as schools, health centres, spiritual or healing lodges, churches, community centres, halls, playgrounds, arenas, hunting and fishing grounds, etc.
- Economic assets including any businesses or services that provide economic opportunities for community members

Assets should also include things that your community does to support:

- The emotional needs of children, families and the community
- The physical needs of children, families and the community
- The intellectual needs of children, families and the community
- The spiritual needs of children, families and the community
Step 4 From the Asset Map, determine the key assets that could be used to develop a community action plan to become more child friendly (select assets from each category)

Step 5 Determine goals for the community action plan (utilize community action plan worksheet as a guide)

Step 6 Complete the information to fulfill each of the goals (time-line, who will be responsible, priority level, next steps)

Step 7 Create a plan to become more child friendly that identifies additional resources necessary to be successful
This is a sample community asset wheel that can be utilized as a guide by the working group. Put your responses on a separate flipchart or poster size paper.

Surveys

A survey is a structured way of gathering information from your participants that provides the same format to each person involved. Surveys tend to work best when they are administered by someone that people trust.

Idea:
1. Develop a survey tool or questionnaire
2. Consider the questions that you will ask
3. Pilot the survey—questionnaire
4. Distribute—administer the survey—questionnaire
5. Collect Data
6. Collate and analyze your data
7. Prepare a summary of results
8. Offer incentives to participants
9. Ensure the summary is distributed afterward
Overview

The purpose of the Aboriginal Child Friendly Communities Project is to enhance our community services to be inclusive and child friendly for the 0 to 6 year olds. We want to promote the well-being of the children holistically (spiritually, intellectually, emotionally and physically). We want our community to a better place for children to grow and develop. The early years and experiences of children influence how well the child adapts to situations, to people, to learning, to their culture and identity.

This project is about working to create, in our community, more opportunities for young children and strengthening community supports for children and their families.

We are requesting your input and feedback into how we can continue to strengthen our community to be inclusive and child friendly. The information will be summarized to protect the anonymity of participants.

1. What activities and supports do children (ages 0 to 6 years) require to support their development intellectually, physically, emotionally and spiritually?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

2. Provide ideas on how these activities could be implemented in our community?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
3. What services and programs are in place to support and serve children and families?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What does the community need to develop or improve for children and families?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. How can we ensure that the health and well-being of children is a top priority in our community?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. How can we ensure that children’s cultural and traditional identity is supported?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you! Please return this form to:
Interviewing people one to one or in small groups is a great way to gather information and get feedback.

**Ideas:**

1. Consider how many people you want to interview (i.e. 10 to 15 people)
2. Consider the length of the interview (i.e. 30 minutes each)
3. Who will conduct the interviews?
4. What questions will be asked? (Open-ended questions are best)
5. Where will the interviews be conducted?
6. Consider child care and transportation
7. Provide a summary of the results to the participants afterward

**Sources:**
S. Littlechild, Community Assessment Toolkit
Self Help Resource Association of BC, Youth Action Toolkit
5. Assessment Worksheets: How Child Friendly are We?

Using the Assessment Worksheets

Summarizing the Community Information

The information gathered from the community consultation processes can be analyzed, collated and summarized in the guiding principles and assessment worksheets provided in this section.

Completing the worksheets will assist your community in identifying needs and developing an action plan that includes setting out goals, activities, time lines and other factors in planning.

The worksheets are based on the four key areas of development and balance:

- Spiritual
- Emotional
- Physical
- Intellectual

Each worksheet focuses on one of these key areas of development and provides a list of related strategies that you can use to evaluate your community’s child friendliness. The last column in the worksheets is for you to list your community's strengths/assets.

The worksheets are set out as a guide and can be used together or separately if there are specific development and balance areas the community would like to focus on.
## Guiding Principles Worksheet

<table>
<thead>
<tr>
<th>Guiding Principles</th>
<th>What This Means For Our Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect and Dignity</strong></td>
<td></td>
</tr>
<tr>
<td>• Children are treated with respect and dignity at all times</td>
<td></td>
</tr>
<tr>
<td>• Respectful relationships between children and adults are fostered and promoted</td>
<td></td>
</tr>
<tr>
<td>• Children have access to services and supports that they require for their well-being spiritually, emotionally, intellectually, and physically</td>
<td></td>
</tr>
<tr>
<td><strong>Health and Safety</strong></td>
<td></td>
</tr>
<tr>
<td>• Children are protected from danger and harm</td>
<td></td>
</tr>
<tr>
<td>• The health and well-being of children is a top priority in the community</td>
<td></td>
</tr>
<tr>
<td><strong>Empowerment and Identity</strong></td>
<td></td>
</tr>
<tr>
<td>• Children are empowered and involved appropriately in the family, extended family, and community</td>
<td></td>
</tr>
<tr>
<td>• Children are empowered and supported in their cultural identity</td>
<td></td>
</tr>
<tr>
<td>• Children are provided with opportunities to learn about their culture, traditions, language, way of life, and community</td>
<td></td>
</tr>
<tr>
<td><strong>Parents and Families</strong></td>
<td></td>
</tr>
<tr>
<td>• Parents are respected and supported in their role as the primary caregivers of children</td>
<td></td>
</tr>
<tr>
<td>• Supports and services are available to parents and families</td>
<td></td>
</tr>
</tbody>
</table>
Note: the colour black can also be utilized in place of the colour blue in the West. This would be an individual preference and choice. Because this framework is reflecting the child’s development, we have utilized the colour blue, as black is considered a powerful colour.
Intellectual Component Overview

- Early Literacy Activities
- Opportunities for Learning
- Developmental Screening and Assessments
- Free Play
- Speech and Language Development
## Intellectual Component Worksheet

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults talk and interact with children regularly and age appropriately</td>
<td>□ Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Somewhat Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Adults respond to babies and play simple games</td>
<td>□ Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Somewhat Child Friendly</td>
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<tr>
<td></td>
<td>□ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Adults read to children and help them with new words</td>
<td>□ Very Child Friendly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Somewhat Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Adults help with memory skills, listening skills and expression</td>
<td>□ Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Somewhat Child Friendly</td>
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<tr>
<td></td>
<td>□ Not Child Friendly</td>
<td></td>
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<tr>
<td>Adults use gestures with words</td>
<td>□ Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Somewhat Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Not Child Friendly</td>
<td></td>
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<tr>
<td>Children have opportunities for structured play through an early childhood education program</td>
<td>□ Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Somewhat Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>□ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Structured Play and Free Play</td>
<td>Strategies</td>
<td>Ratings</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td></td>
<td>Structured play has adult facilitation (learning stations, activity sheets, circle time)</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
</tr>
<tr>
<td></td>
<td>Free play allows for children to play and socialize with other children</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities for Learning</th>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have opportunities for learning on a daily basis</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families provide children with learning opportunities in the home environment</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The community provides learning opportunities through recreation programs, early childhood education programs, social and community events, summer activities, cultural and language activities</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Literacy Activities</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Children have access to age appropriate toys and books</td>
<td>☐ Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>☐ Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>☐ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children have opportunities for singing, music, counting, ABC’s, matching, puzzles and other early literacy materials and activities</td>
<td>☐ Very Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>☐ Somewhat Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>☐ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Developmental Screening and Assessment</td>
<td>Screening and assessments are offered by Service Providers on a regular basis</td>
<td>☐ Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>☐ Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>☐ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The child’s developmental needs are being met</td>
<td>☐ Very Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>☐ Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>☐ Not Child Friendly</td>
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<tr>
<td></td>
<td>Screening and Assessment processes involve the parents</td>
<td>☐ Very Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>☐ Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>☐ Not Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td>Follow up processes are implemented for children with Special Needs</td>
<td>☐ Very Child Friendly</td>
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<td></td>
<td></td>
<td>☐ Somewhat Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>☐ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>![Checkbox] Very Child Friendly</td>
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<td></td>
<td></td>
<td>![Checkbox] Somewhat Child Friendly</td>
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<td>![Checkbox] Not Child Friendly</td>
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<td></td>
<td></td>
<td>![Checkbox] Very Child Friendly</td>
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<td></td>
<td></td>
<td>![Checkbox] Somewhat Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>![Checkbox] Not Child Friendly</td>
<td></td>
</tr>
</tbody>
</table>
Spiritual Component Overview

- Cultural and Traditional Teachings and Activities
- Sense of Cultural Identity and Belonging
- Opportunities for Spiritual Connection
- Elder Involvement
- Traditional Language Opportunities
- Community Gatherings
## Spiritual Component Worksheet

<table>
<thead>
<tr>
<th>Cultural and Traditional Teachings and Activities</th>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have access to age appropriate traditional and cultural teachings and activities</td>
<td></td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Children have opportunities to learn traditional singing, music, drumming, arts, crafts and other cultural activities</td>
<td></td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Children have opportunities to learn about and participate in rites of passage ceremonies</td>
<td></td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities for Spiritual Connection</th>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have opportunities to learn for spiritual connection of the family's choice, including traditional spirituality and ceremonies</td>
<td></td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Children have the opportunity to get on the land, pick berries, medicines, learn about animals, plants and mother earth</td>
<td></td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Community Gatherings</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>Children and their family have opportunities to attend community gatherings and functions that support and promote the traditional, cultural and spiritual well-being of the community members</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children have the opportunity to learn the protocols of gatherings, ceremonies, potlatches</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elder Involvement</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
</tr>
<tr>
<td>Children have opportunities for learning informally from Elders of the family and community</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children have opportunities to have healthy relationships with Elders that support the child’s cultural and spiritual identity</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of Cultural Identity and Belonging</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
</tr>
<tr>
<td>Children have opportunities for learning about his/her cultural identity</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Language Opportunities</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
</tr>
<tr>
<td>Children have the opportunity to learn about their traditional language</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Language Opportunities</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
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</tr>
<tr>
<td></td>
<td>Children have access to visual and verbal traditional language aides (i.e. flash cards, tapes, CD’s, Elders, etc)</td>
<td>Very Child Friendly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Families are supported in learning their traditional language</td>
<td>Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>Not Child Friendly</td>
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<tr>
<td></td>
<td></td>
<td>Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Child Friendly</td>
<td></td>
</tr>
</tbody>
</table>
Emotional Component Overview

- Family Supports
- Socializing Opportunities
- Opportunities for Fun and Creativity
- Expression of Emotions
- Healthy Relationships and Role Modeling
- Sense of Belonging and Security

Emotional
### Emotional Component Worksheet

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
</table>
| Children are nurtured in healthy relationships (family and community service providers, educators, etc) | □ Very Child Friendly  
□ Somewhat Child Friendly  
□ Not Child Friendly |                                         |
| Children have positive role models in the family and in the community     | □ Very Child Friendly  
□ Somewhat Child Friendly  
□ Not Child Friendly |                                         |
| There is a balance between children and adult interactions and activities  | □ Very Child Friendly  
□ Somewhat Child Friendly  
□ Not Child Friendly |                                         |
| Children learn to express their emotions in a healthy way                  | □ Very Child Friendly  
□ Somewhat Child Friendly  
□ Not Child Friendly |                                         |
| Children can express a sense of personal well-being                       | □ Very Child Friendly  
□ Somewhat Child Friendly  
□ Not Child Friendly |                                         |
| Children are comforted by significant others when they are upset           | □ Very Child Friendly  
□ Somewhat Child Friendly  
□ Not Child Friendly |                                         |
<table>
<thead>
<tr>
<th>Expression of Emotions</th>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children can learn from their mistakes in a positive way</td>
<td>Very Child Friendly</td>
<td></td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<tr>
<td></td>
<td>Children take responsibility for their own behaviour and actions, age appropriately</td>
<td>Very Child Friendly</td>
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<td></td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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</tr>
<tr>
<td>Opportunities for Fun and Creativity</td>
<td>Children have opportunities for age appropriate fun activities</td>
<td>Very Child Friendly</td>
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<td></td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<tr>
<td></td>
<td>Children have opportunities for self expression and creativity</td>
<td>Very Child Friendly</td>
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<td></td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<tr>
<td></td>
<td>Children have opportunities to explore natural wonders in a variety of settings</td>
<td>Very Child Friendly</td>
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<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Family Supports</td>
<td>Children and their family have supports available to them through community programs such as Parent-Child Programs, Parent Support Groups, Parenting Programs</td>
<td>Very Child Friendly</td>
<td></td>
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<td></td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<tr>
<td></td>
<td>The parents have access to a range of services that address special needs (Services, Supports, Therapies, etc)</td>
<td>Very Child Friendly</td>
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<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>Not Child Friendly</td>
<td></td>
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<tr>
<td>Socializing Opportunities</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
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<tr>
<td></td>
<td>Children have opportunities to socialize with other children in the same age range</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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<tr>
<td></td>
<td>Families have opportunities to socialize with other parents and families</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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</tr>
<tr>
<td>Sense of Belonging and Identity</td>
<td>Children’s sense of belonging and identity is supported and reinforced by adults in a positive manner</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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<tr>
<td></td>
<td>Children are loved and nurtured by the family, extended family and community</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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<tr>
<td>Other</td>
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<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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</tbody>
</table>
Physical Component Overview

- Fine and Gross Motor Development
- Physical Fitness and Activities
- Personal Hygiene and Wellness
- Nutritional Wellness
- Prenatal and Postnatal Supports
- Health and Safety
- Active Participation in Family and Community Events

Physical
## Physical Component Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fine and Gross Motor Development</strong></td>
<td>Children have access to activities to support their fine motor development (activities for fingers, hand movement, toe and foot movement)</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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<td></td>
<td>Children have access to activities to support their gross motor development (larger muscle activities)</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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<tr>
<td><strong>Physical Fitness and Activities</strong></td>
<td>Children have opportunities for regular physical fitness and activities that are age appropriate</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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<tr>
<td></td>
<td>Families are supported in having a healthy and active lifestyle (regular recreational and community activities are available)</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
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<tr>
<td><strong>Personal Hygiene and Wellness</strong></td>
<td>Children learn about personal hygiene and wellness in an age appropriate manner (i.e. hand washing, teeth brushing, dental hygiene, etc)</td>
<td>□ Very Child Friendly □ Somewhat Child Friendly □ Not Child Friendly</td>
<td></td>
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<tr>
<td>Personal Hygiene and Wellness</td>
<td>Strategies</td>
<td>Ratings</td>
<td>Identify Your Activities</td>
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<td></td>
<td>Families have regular health screens and health visits from Community Health Professionals</td>
<td>Very Child Friendly</td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<td></td>
<td>Children have regular dental check ups</td>
<td>Very Child Friendly</td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<tr>
<td>Health and Safety</td>
<td>Children's health and safety is always taken into consideration</td>
<td>Very Child Friendly</td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<td></td>
<td>Children have access to proper car seats and booster seats</td>
<td>Very Child Friendly</td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<td></td>
<td>Family homes have child-safe outlets and child-safe environments</td>
<td>Very Child Friendly</td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<td></td>
<td>Children have access to a regular family doctor and proper health care</td>
<td>Very Child Friendly</td>
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<td>Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>Not Child Friendly</td>
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<tr>
<td></td>
<td>Children and families have visits from community service providers who have child friendly staff</td>
<td>Very Child Friendly</td>
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<td></td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<td></td>
<td>Children and families have access to community service providers who have child friendly offices</td>
<td>Very Child Friendly</td>
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<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<tr>
<td><strong>Health and Safety</strong></td>
<td><strong>Strategies</strong></td>
<td><strong>Ratings</strong></td>
<td><strong>Identify Your Activities</strong></td>
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<tr>
<td>Children and families have housing that meet standards</td>
<td></td>
<td>Very Child Friendly</td>
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<td></td>
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<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Prenatal and Postnatal Supports</strong></th>
<th><strong>Strategies</strong></th>
<th><strong>Ratings</strong></th>
<th><strong>Identify Your Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children and their families have access to prenatal and postnatal supports on a regular basis</td>
<td></td>
<td>Very Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td>Not Child Friendly</td>
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<tr>
<th><strong>Strategies</strong></th>
<th><strong>Ratings</strong></th>
<th><strong>Identify Your Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Families receive visits and information on their babies development from service providers</td>
<td></td>
<td>Very Child Friendly</td>
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<tr>
<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td></td>
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<td>Not Child Friendly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Breast-feeding is promoted with Moms</strong></th>
<th><strong>Strategies</strong></th>
<th><strong>Ratings</strong></th>
<th><strong>Identify Your Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mothers are supported by community service providers in having healthy pregnancies</td>
<td></td>
<td>Very Child Friendly</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td></td>
<td>Not Child Friendly</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Nutritional Wellness</strong></th>
<th><strong>Strategies</strong></th>
<th><strong>Ratings</strong></th>
<th><strong>Identify Your Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children are provided with healthy and nutritional foods to meet their developmental needs</td>
<td></td>
<td>Very Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td></td>
<td></td>
<td>Not Child Friendly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Families have opportunities to learn about nutritional wellness and its role in the development and well-being of their children</strong></th>
<th><strong>Strategies</strong></th>
<th><strong>Ratings</strong></th>
<th><strong>Identify Your Activities</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Very Child Friendly</td>
<td></td>
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<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<td></td>
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<td>Not Child Friendly</td>
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</table>
## Nutritional Wellness

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals and snack times are utilized as opportunities to share, learn and socialize about food with children</td>
<td>Very Child Friendly, Somewhat Child Friendly, Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Children learn about the importance of drinking water</td>
<td>Very Child Friendly, Somewhat Child Friendly, Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Use of traditional foods by children and families is encouraged</td>
<td>Very Child Friendly, Somewhat Child Friendly, Not Child Friendly</td>
<td></td>
</tr>
</tbody>
</table>

## Active Participation in Community Events

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Ratings</th>
<th>Identify Your Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have opportunities to participate in regular family and community events that support their physical well-being (i.e. recreational and sporting opportunities)</td>
<td>Very Child Friendly, Somewhat Child Friendly, Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Community workshops and health fairs are hosted by service providers for families</td>
<td>Very Child Friendly, Somewhat Child Friendly, Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Linkages among community service providers is promoted to support families</td>
<td>Very Child Friendly, Somewhat Child Friendly, Not Child Friendly</td>
<td></td>
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<tr>
<td>A community resource directory is available for families</td>
<td>Very Child Friendly, Somewhat Child Friendly, Not Child Friendly</td>
<td></td>
</tr>
<tr>
<td>Active Participation in Community Events</td>
<td>Strategies</td>
<td>Ratings</td>
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<td>-----------------------------------------</td>
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</tr>
<tr>
<td>Family activities are offered in the community (i.e. family camping, picnics, celebrations, recreational events, etc)</td>
<td></td>
<td>Very Child Friendly</td>
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<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<tr>
<td></td>
<td></td>
<td>Not Child Friendly</td>
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<tr>
<td>Other</td>
<td></td>
<td>Very Child Friendly</td>
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<tr>
<td></td>
<td></td>
<td>Somewhat Child Friendly</td>
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<tr>
<td></td>
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<td>Not Child Friendly</td>
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</tbody>
</table>
6. Needs Assessment and Planning for Action

Analyze the Results

After completing the community consultations and assessment worksheets, the summary information can be used to:

- Identify general areas of concern: key aspects of the community that are not child friendly (e.g. playgrounds, services, transportation)

- Select the areas of development and balance to focus on: spiritual, emotional, physical and intellectual

- Identify specific community problems/needs

- Generate ideas for action

- Develop an action plan

This section provides tools to assist with identifying opportunities for communities to build on their strengths, improve their child friendliness and to develop an action plan. It would be helpful if your working group could do the summary, prioritizing and action planning together.
### Worksheet Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Example: Emotional – Socializing Opportunities</td>
<td>We have a daycare and a head start program in our community, which allows children to socialize.</td>
<td>It is challenging to get our parents to attend the centres to come and socialize.</td>
<td>Offer a home visiting – outreach program with drop in where parents attend with child, allowing socializing for both children</td>
</tr>
</tbody>
</table>

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### Additional Rows (Empty)

<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Ideas</th>
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</thead>
</table>

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<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Ideas</th>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Ideas</th>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Ideas</th>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Ideas</th>
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<table>
<thead>
<tr>
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<th>Challenges</th>
<th>Ideas</th>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Strengths</th>
<th>Challenges</th>
<th>Ideas</th>
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</thead>
</table>

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An Action Worksheet is attached on the next page. Action planning is an opportunity to move from identification of problems to identification of solutions.

**Ideas**

- As a working group, you may want to complete the action worksheet together, allowing everyone to participate in the brainstorming.

- The group may have many ideas including those that have been generated from the community consultation sessions. It is important to set priorities for action by determining which ones are high priority, medium priority and low priority.

- It is also important to identify a time line for each action item (activity), and identify who will be responsible to ensure the activity is carried out.

- It will be helpful for the working group to continue to meet regularly to follow up on the action plan and determine how will the activities are going.

- After the action plan is developed, determine who is going to distribute it and how the group will follow up. Consider: who will follow up to ensure that next steps have been taken? When will you meet again as a group? What else needs to be done?

- Are there other people or groups in the community who might be interested in collaborating or partnering in the action planning?

- What can each member of your working group do right away (i.e. today, tomorrow, next week) to enhance the child friendliness of your community?

- At the end of the planning session, discuss what you have achieved. Take a few moments to congratulate yourselves—you’ve made a great start to improving the child friendliness of your community!

Source: Making Your Community More Child and Youth Friendly, Planning for Action, Society for Children and Youth of BC
<table>
<thead>
<tr>
<th>Action Items Activities</th>
<th>Priority H/M/L - (High, Med, Low)</th>
<th>Next Steps How are we going to do it?</th>
<th>Time Frame By when?</th>
<th>Responsibility Who will do it?</th>
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<tbody>
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</table>
7. Community Check-up

How Are We Doing With Our Action Plan?

Once you have implemented your community action plan, it will be helpful to have regular meetings with your working group to ‘check in’ to find out how the action plan is doing.

This is considered an informal evaluation to consider how things are going. Informal evaluations are simply a way to ask yourselves the following questions:

1. How are we doing with our action plan?
2. What is working well?
3. What isn’t working?
4. Is there something we can change or improve?
5. What successes can we celebrate?
6. Who can we show appreciation to?
7. Are the children and families noticing any changes?
8. Are we more ‘child friendly’ as a community?
9. Are we working together?

After answering these questions, your group may want to:

• Update your child friendly work plan
• Update your community plan
• Set new goals
• Continue to work on your plan
• Meet regularly
• Celebrate your accomplishments!

This toolkit is designed so that communities can utilize it in the manner that best meets their own needs.
Organizational Information

This next section provides information for organizations and programs to consider as they assess their own child-friendliness. Communities are not expected to complete this section as part of the toolkit, it is simply presented as information for communities to utilize as they wish.

Reviews

Your community may want to follow up with more structured evaluation processes that can include:

a) Performance Reviews of Service Providers

b) Program Review or Organizational Review

In addition, your programs may also want to review policies to include components specific to supporting children and families. As well, job descriptions of service providers is another avenue to ensure that service providers are supporting children and families. Lastly, budgets is an area that should not be overlooked when considering how communities can support children and families.

Performance Reviews

Performance reviews should be conducted annually (and after three month probationary periods) for all staff. Staff performance reviews is an important process to assist the employee and the administration in determining the areas of strength of the employee, the challenges, how well the work plan is being met, and identify action steps for implementation

Staff performance reviews give the administration the necessary information to determine possible salary increments, possible bonuses, forms of support required for the employee, etc

Program or Organizational Evaluations

Program or organizational evaluations are conducted by an external party hired by the administration to undertake a review of various aspects of the administration’s operations. All organizations should undergo an external review from time to time. The process is integral to management, governance and administration and how the three work together. The evaluation should be precise, systematic and non intrusive as possible. Evaluations ensure accountability.
Effective evaluations consider:

1. How the organization has been performing over a period of time;
2. The strengths of the organization;
3. Areas for improvement and development;
4. How well the strategic plan (goals) have been implemented;
5. Organizational processes: effectiveness of policies, lines of authority, work plans, goals and objectives, working relationships, etc.

Policies

Policies of the administration should support the work environment and provide clear direction and expectations of staff. Policies should be revisited from time to time, with input from staff and ratified by the leadership. Policies should not be construed negatively, but rather as a form of providing clarity and support to staff in the workplace.

Roles and Responsibilities

Having clearly identified roles and responsibilities supports the administration and staff to identify each person’s job. Roles and responsibilities are most often identified in a job description at the commencement of employment. Job descriptions should be revisited and updated from time to time by the employee and administration.

For leadership, boards and committees, the roles and responsibilities are often identified in a set of ‘Terms of Reference’.

Budgets

Solid financial management of budgets is an important aspect to accountability. A financial planning framework should support the Administration. Financial planning should include annual budget forecasting for each program area that can be connected directly to the Departmental work plans so that the budget supports the goals to be undertaken.

As you can see, there are a number of ways to ensure the services, programs and community as a whole are supporting young children and families.

In essence, a child friendly community is an important avenue to being truly accountable to the future generations: our children.  Source: Accountability Overview, R. Sterling-Collins.
Additional Resources

Literature Review

The concept of developing such a toolkit within the context of Aboriginal communities is relatively new. In our research, we have yet to come across an Indigenous framework for such an undertaking. To assist in the development of the “Aboriginal Child Friendly Communities Toolkit Project – Focus on the Early Years”, a literature scan has been completed with the intent of exploring and learning more about:

1. Indicators of Aboriginal Child friendly communities
2. Demographics and Issues Facing Aboriginal Children and Families in BC
3. The UN Convention on the Rights of the Child
4. Developmental needs of children between the ages of birth and six years old

Resource Guide

To compliment the Aboriginal Child Friendly Communities Toolkit, we gathered a number of resources that Aboriginal communities and organizations may find helpful as they begin to explore and determine their effectiveness in being inclusive and child friendly.

The resources are organized into the following themes:

- Rights of Children and Best Practices
- Community Development and Planning
- Programs and Organizations
- Child Development and Well-being

The Literature Review and Resource Guide are available through the Society for Children and Youth of BC (www.scyofbc.org).
References


Child Friendly Community Action Kit at www.napcanfoundation.com (May 12, 2008).

Department of Indian Affairs and Northern Development (2003) Basic Departmental Data; 2002. Ottawa: INAC.


Personal Communication with B. Spence, 2008.


Society for Children and Youth of BC Background information, Toolkits, Working Documents.


Join our Network

Join SCY’s Child Rights Network to learn about ways you can help children and youth in BC. We will send you our regular newsletter, which will keep you informed on child rights issues, policy, legislation, events, and ideas on how you can make a positive difference for children and youth.

Membership in our network will help you:

- Connect to other CYFC professionals and community members
- Share experiences
- Help promote child friendly communities

email info@scyofbc.org or visit us at www.scyofbc.org to join us.
Feedback Sheet

Your feedback is important to us. We would like to know how helpful this toolkit has been to you and your community. If you have any suggestions about how this toolkit could be improved, please let us know, we are open to ongoing improvements.

1. Your Role:
   - [ ] Parent
   - [ ] Service Provider: (title) ________________________________
   - [ ] Elder
   - [ ] Leader
   - [ ] Other: _________________________

2. How did you utilize this toolkit (please check those that apply to you)?
   - [ ] Read it for my knowledge and learning
   - [ ] Utilized it within my Department or Organization
   - [ ] Used it for Presentations/Workshops
   - [ ] Used it to build a more child friendly community
   - [ ] Used it with parents
   - [ ] Other: _____________________________________________

3. How helpful was this toolkit in terms of generating interest in becoming a more child friendly community?
   - [ ] Very helpful
   - [ ] Somewhat helpful
   - [ ] Not helpful

4. How helpful was the content in terms of providing practical information and worksheets?
   - [ ] Very helpful
   - [ ] Somewhat helpful
   - [ ] Not helpful

General Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you! Please return this form to:
Society for Children and Youth of BC
e-mail: info@scyofbc.org | fax: 604.822.9556
Aboriginal Child Friendly Communities Toolkit: Inclusion of the Early Years

This Aboriginal Toolkit Project is a resource for Aboriginal organizations and communities to support groups and communities in determining its effectiveness in being inclusive and child-friendly. The target age range for this project is 0 to 6 year olds, however, the toolkit can be helpful for all ages, families, and communities across cultures.

We have intended to make this toolkit user-friendly and as inviting as possible! It is designed for any Aboriginal communities, including First Nations, Métis, Inuit, and On and Off Reserve Aboriginal communities (regardless of status). The use of the toolkit is not limited to Aboriginal communities, if there are other cultural groups wishing to utilize this toolkit, they are most welcome to do so. Further, the toolkit can be utilized by anyone interested in promoting and building a child friendly community, including individual community members and service providers.