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2019-20 YEAR IN REVIEW
FROM A PLAY PARTICIPANT

David
PLAY PROGRAM PARTICIPANT, SOUTHERN ONTARIO

My name is David and I am a youth at a PLAY program in southern Ontario. I have been part of the community for a long time, however I live about 30 minutes outside of the urban city with my adoptive parents. Being so far from my friends and community I sometimes struggle with connecting, however, the PLAY program helps me stay connected. I have been a participant with the PLAY programs for a few years now and what I like most about it is being able to take part in their music program. It was amazing to have [PLAY Community Mentor] Joseph and the Concrete Warriors team here to help build my skills around beat-making and lyric writing. I have used their knowledge to help perfect my skills. I like to use my strength to help other youth find their own strength. Every Saturday I meet with a group of youth to not only teach them the skills around making music but to use this as a coping mechanism to help with their emotions. Music has helped me get through some difficult times and I like to teach the youth to express themselves through music.

I strongly believe that the Right To Play team and our Community Mentors have a strong and lasting impact on the Inuit youth here. The program has been successful in helping youth find their strengths and learn more about the Inuit culture. Saturdays alone brings in over 20 youth each week to gather, help find their skills, and strengthen their Inuit knowledge. Even during this pandemic, the Community Mentor has stayed connected to all of us by setting up video chats and checking in with each youth. The Mentor is setting up virtual Inuktitut [language] lessons (and contests) and getting local artists to continue their workshops weekly with the youth. This is helping our youth stay connected, engaged, and positive during this difficult time.

FROM RIGHT TO PLAY’S CEO

Kevin Frey
CEO, RIGHT TO PLAY INTERNATIONAL

In the 10 years of the PLAY Program, this one has been the most unique. Halfway through the program year, COVID-19 emerged as a force that every person and community around the globe was faced with. Despite the challenges posed to programs and our ability to gather with loved ones in person, the Community Mentors of the PLAY program were not deterred in their commitment to engaging the children and youth in their communities. Community Mentors jumped into action to modify their programs – arts, physical activity, and cultural activities – to be accessible safely online and at a distance. I’m proud to say that the perseverance, creativity, and grit of our Community Mentors meant that our youth reach stayed strong – from 4,882 youth pre-COVID-19, to 4,026 youth reached via modified programming as COVID-19 continued. This Year in Review illustrates the hard work of our partners over this past program year, with celebrated highlights including the following:

- Youth leadership in action: During this past program year, young people organized and ran 83 events for their communities and peers. Inside this Year in Review, you’ll see more stories about young people taking action: from leading their peers in cultural teachings in Ontario; to being a voice for change in Alberta; to utilizing skills and confidence developed through the program in British Columbia.
- The long-term impact of the PLAY program partnerships in community: Jump into the report to read the incredible story of a Community Mentor and his predecessor teaming up to design and secure funding for the revitalization of a youth council that will have positive ripple effects for generations to come.

I am continuously inspired by the vision and drive of our community partners, and will always champion Indigenous children and youth having access to safe spaces to participate in culture, arts, leadership, and of course, play. With your support, we will continue in partnership with First Nation, Métis, and Inuit communities and organizations to amplify young people’s voices and provide support for ongoing self-determination and resilience.
Looking back at events & milestones

**Sep**
Core Programs Launch
in partner communities through After School or Youth Leadership program models.

“I learned how to talk in front of lots of people and to help the new kids who don’t know how to play the games or are too scared to play.”
-Youth Participant, Ontario

**Nov**
Hometown Hockey in Dauphin, Manitoba
engaged 26 youth in a week of hockey tournaments facilitated by a partnership between Right To Play, Rogers and Dauphin River First Nation.

**Jan**
PLAY Remote Trainings
22 CMs from Ontario, British Columbia, Alberta, Yukon and New Brunswick explored strategies for bringing their goals for youth to life in their After School and Youth Leadership programs.

Mohawks of the Bay of Quinte Cheer Clinic
delivered in partnership with Cheer Factory brought together 303 youth that participated in 4 days of cheer training and activities. 3 youth workers were trained as coaches and applied their new skills in a clinic that 21 youth attended.

**Oct**
Fall Community Mentor Training in Gibsons, British Columbia
brought together 28 newly hired & returning CMs from British Columbia, Alberta, Ontario and the Yukon to build networks of support & explore ways to design locally-relevant programs guided by youth voice.

**Dec**
Sea-to-Sky Region Trainings in British Columbia
brought together 25 CMs in Squamish, North Vancouver and Squamish Valley for Right To Play training on the PLAY program, child safeguarding best practices, strategies for youth voice, and managing different behaviours.

**Feb**
PLAY Remote Trainings
brought together 17 CMs for learning on Supporting Positive Behaviour with Canucks Autism Network and 16 CMs for Youth Leadership Opportunities from Ontario, British Columbia, Alberta, Yukon and New Brunswick.

“The techniques we were shown were eye-opening, really got us thinking outside the box and got us to solutions I didn’t think or hear of before!”
-Community Mentor, British Columbia
COVID-19 Modified Programming Begins

Right To Play adapts deliverables to support partners to continue youth programming from a distance. Over 80% of PLAY program partners run modified programs and Community Mentors continue to design and deliver remote programming to children, youth and families.

Digital Games Manual 2.0 Launched

25 new training and education videos that demonstrate games, activities and program planning for CMs, children and youth to use in their program. 15 videos support Coping Skills learning outcomes and 10 videos support Indigenous Language infusion into programming.

Rumie COVID-19 Indigenous Coalition Library

Right To Play joins the Rumie Initiative and over 10 other Indigenous-led and Indigenous-serving organizations to create a COVID-19 Indigenous Coalition Content Library.

Launch of Weekly Modified Resources

include adapted games and activities that can be led by children, youth or parents in the home, as well as weekly challenges that Community Mentors can share with their communities to spark engagement and learning.

Virtual Youth Leadership Symposium

engaged children and youth in interactive sessions to explore and gain skills around building strong communities, self-pride, healthy relationships and more.

Summer Remote Training Begins

brought together 32 CMs from PLAY East and 25 CMs from PLAY West to explore holistic wellness and deepening support for young people, and practical applications for their program.

Summer Programs Wrap Up

across PLAY partner communities. Learn more about what summer programming looked like in communities through Cadence’s story on page 15.

Each student is able to describe each of the four areas [of the medicine wheel] and give real-life examples of how to improve holistically.

- Parent and School Faculty Member, Ontario
CHILDREN AND YOUTH WERE REACHED through regular PLAY programs

children and youth were reached THROUGH MODIFIED PROGRAMMING

of children & youth reached through PLAY programs

ARE GIRLS OR GENDER NON-BINARY

COMMUNITY MENTORS WERE HIRED & TRAINED

COMMUNITIES & URBAN ORGANIZATIONS partnered with Right To Play

**British Columbia (26)**
- Beecher Bay (Sc’ianew) First Nation
- Esk’etemc First Nation
- Gitanyow Human Services
- Gitlaxt’aamiks Village Government
- Hiit’aGan.ìna Kuuyas Naay (Skidegate)
- Hiìye’yu Lelum (House of Friendship) Society
- Kitselas First Nation
- Lil’wat Nation
- Nanoose First Nation, Snaw-Naw-As Health Centre
- North East Native Advancing Society
- Nusdeh Yoh Elementary
- Osoyoos Indian Band
- Saik’uz First Nation
- Saulteau First Nations
- Skeetchestn Indian Band
- Squamish Nation (North Vancouver)
- Squamish Nation (Valley)
- Stswecem’c Xgat’tem First Nation
- Surrey School District #36
- Tahltan Band Council
- Tk’emlúps te Secwépemc
- Tla-o-qui-aht First Nation
- Urban Native Youth Association (UNYA)
- Whe-La-La-U Area Council (Alert Bay)
- Williams Lake Indian Band

**British Columbia (27)**

**Yukon (1)**
- Champagne and Aishihik First Nations

**Alberta (6)**
- Alexander First Nation
- Chiniki First Nation
- Dene Tha’ First Nation (Meander River)
- Driftpile Cree Nation
- Fishing Lake Métis Settlement
- Sagitawa Friendship Society
"The best part of the PLAY program is how we get to play, but also learn the values of the games. For example, one of the most memorable games my Community Mentor facilitates is called Protector Dodgeball. In this game, there is one person in the middle – they’re the victim of the bully. Then there are a couple people around them who are the protectors. Everyone else around the circle are the bullies. The protectors are able to shield the victim from the dodgeball. No matter which role you play in Protector Dodgeball – even if it is the bully – you are learning from it. You learn how to protect your friends and yourself, at the same time. It taught us both sides of the story, and what the victim feels when they get hurt.”

- YOUTH PARTICIPANT, BRITISH COLUMBIA
So that young leaders can...

Build KNOWLEDGE about:
- Mental health & well-being
- Physical health & nutrition
- Leadership
- Culture & identity
- Community support networks

Build SKILLS such as:
- Communication & self-expression
- Teamwork & cooperation
- Empathy
- Decision-making & problem solving
- Critical thinking
- Coping & self-management
- Goal setting

Make CONNECTIONS with:
- Peers
- Elders
- Their Community Mentor
- Service providers
- and other community members

Children & youth feel empowered to share their voices & develop:

- A healthy & active lifestyle
- Healthy & supportive relationships
- A motivation for life-long learning
- Leadership & life skills

Read on to find out more about some of the programming and impact this year in our outcome areas!
COVID-19 RESPONSE

In March 2020, Right To Play & Community Partners (CMs) responded to the fast-changing situation and pivoted from in-person to virtual programs.

Our goal has been to support CMs to create positive, meaningful opportunities for children and youth to continue to play and learn at home, to minimize feelings of isolation and to sustain positive connections.

Below is snapshot of our COVID-19 response to date.

Right To Play:

- Shifted from in-person coaching & support visits to remote coaching & training.
- Created & shared weekly modified program resources to support youth in playing and learning at home.
- Added to the COVID-19 Indigenous Coalition Content Library through the Rumie Initiative.
- Facilitated a virtual Youth Leadership Symposium & mailed activity kits for offline programming.

Community Partners & Mentors:

- Distributed packages with activity instructions, materials, food, recipes, etc.
- Posted challenges & activities to social media sites.
- Hosted group video calls that included sharing circles, fitness sessions, self-care and more.
- Held phone check-ins with individual youth.
- Implemented virtual & safe physically-distanced programming & community-wide events.

Our COVID-19 Response resulted in:

- 80% of Community Mentors designed and delivered modified programming to children, youth & families.
- 67% of children & youth used leadership skills at home or in community during COVID-19.
- 74% of children & youth said RTP activities helped them learn ways to stop the spread of COVID-19.
- 79% of children & youth said RTP activities help them to be physically active at home.

"When the unprecedented COVID-19 epidemic resulted in the closure of our schools and cancellation of extracurricular programs, parents and educators alike were scrambling to find a way to continue education and healthy activities at home. [The Community Mentor] reached out to our family to continue the work we had begun at school through the use of technology such as Zoom to do live interactive lessons which served as a real life line to engage our entire family. In addition to his lessons, he presented an opportunity for us to challenge other families to learn the dance moves [he was teaching] and have fun, breaking down the barriers of isolation and reconnecting with our community. As we continue to adapt to the new challenges we face amid concerns of community spread of the COVID-19, these strategies will become more and more commonplace. I would highly recommend this program for all schools.

- PARENT, ONTARIO"
The PLAY program looks a little different in every community depending on the context, needs and interests of youth. But the data and feedback we collect about the program shows they all have at least one thing in common: a positive impact on participants.

Throughout the 94 community partners that ran the PLAY program across the country this year, youth have been supported on their journey in…

### PLAY’S IMPACT

**232**

Intergenerational Events (IGEs) were planned and led by Community Mentors

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91% of children and youth try something new at the program

9% increase from beginning of program

#### BUILDING NEW CONNECTIONS

**2838**

community members participated in IGEs

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90% of children and youth feel included in the group at program

7% increase from beginning of program

Out of the youth who were surveyed at both the beginning and end of program...

31% of youth’s responses to “I am confident in myself” improved over time

“Before attending this program, [my daughter] didn’t want to attend many outings in the community, she didn’t have many options for positive outlets for her feelings or didn’t necessarily know how to approach other teens for interaction. Now since attending this program, I see her eager to attend functions in the community, having positive ways to express her feelings and emotions, and modelling these tools for her younger brother and cousins.”

- PARENT & TEACHER, BRITISH COLUMBIA
GROWING AS LEADERS & ROLE MODELS

83 Youth Led Events (YLEs) were planned and led by PLAY participants

638 community members participated in YLEs

"I LIKE TO USE MY STRENGTH TO HELP OTHER YOUTH FIND THEIR OWN."
- YOUTH PARTICIPANT, ONTARIO

Out of the youth that were surveyed at both the beginning and end of program...

28% of youth’s responses to "I feel like a leader" improved over time

27% of youth’s responses to "I lead activities for the group" improved over time

"When I was younger, Right To Play gave me an experience to learn various skills amongst event planning, team building, and healthy lifestyles. These are all skills that I have taken with me to post-secondary school and have built my confidence."
- YOUTH PARTICIPANT, ONTARIO

IMPROVING HEALTH & WELLBEING

"STUDENTS WHO WERE EXPERIENCING TROUBLE STAYING MOTIVATED DURING INSTRUCTED GYM ACTIVITIES ARE NOW PARTICIPATING IN PLAY WITH THEIR PEERS AND TEACHERS."
-TEACHER, ONTARIO

329 children & youth participated in 2 Sport for Development clinics

28 community members, teachers and youth workers were engaged at clinics

MB

ON

27 community members engaged

312 youth

1 clinic

"(I) LEARNED LOTS ABOUT DIABETES [AND] WHY EATING HEALTHY AND BEING PHYSICALLY ACTIVE IS IMPORTANT TO HELP PREVENT DIABETES."
- YOUTH PARTICIPANT, ONTARIO

75% of children and youth can usually describe how they are feeling

89% of children and youth try to be physically active daily

88% of children and youth try to eat healthy snacks/meals outside of the program

"I LIKE TO USE MY STRENGTH TO HELP OTHER YOUTH FIND THEIR OWN."
- YOUTH PARTICIPANT, ONTARIO

"When I was younger, Right To Play gave me an experience to learn various skills amongst event planning, team building, and healthy lifestyles. These are all skills that I have taken with me to post-secondary school and have built my confidence."
- YOUTH PARTICIPANT, ONTARIO
A JOURNEY OF SELF DISCOVERY THROUGH PLAY

My name is Jayden. I am 16 years old and I am from a community in southern British Columbia. I was 12 years old when I started to attend the PLAY program in my community.

In my community, the PLAY program is run each day of the week after school, and it gives us youth a safe place to go to do fun activities together. We have healthy snacks and get to do different things, like going out on the land, hearing our traditional stories, playing games in the gym, going bowling or playing pool. By providing a variety of activities, the PLAY program lets youth discover what they’re good at and gives them a chance to learn something new. It’s like telling the youth, “hey, you can do this, you can pursue this.” It’s cool to learn what you’re good at and not good at.

For me, what struck a chord the most was photography. Looking back two years ago, honestly, I hated photography. I just thought, “Why would I take a picture?” But then we had lessons on the basics of photography at the PLAY program, and now I’m very passionate about it.

We had an exhibition a year and a half ago, where we printed and displayed our 10 best photos. That was my first time doing something like that and at first it was nerve-wracking, but ultimately it was fun to plan and set up for the exhibition. I was proud to have sold 4 of my photos!

Since then, I have been teaching myself on YouTube, taking and sharing lots of pictures, and just trying to improve my skills in photography. I’ve been hired by the band to photograph their leadership trips, and by the town to photograph the making of a new mural. I have also started a job so that I can save money to buy myself a camera. I would love to have my own website one day, and my Community Mentor is encouraging me to submit some of my photography to a gallery in a nearby town.

Before joining the PLAY program, I was more closed-minded; I worried a lot. We don’t really live near other people where I live. It is a 10-minute bike ride to get to someone I know, so all the perspectives I had were coming from inside my home. Through the program, I’ve gotten to meet more people and hear a new way of thinking, and have become more open-minded and down to earth. And I’ve become more of myself, more me, and proud of who I am.
Hunter is an 18-year-old youth who first joined his community’s PLAY program in northern Alberta in September 2019. “When I first started attending, I was very shy, I was very quiet, and when I walked into a group of people, I was very timid, and I kind of stuck with the people I already knew,” Hunter recounts. Through the skill-building activities facilitated by his Community Mentor, Skye Durocher, however, he has grown by leaps and bounds. “I’ve noticed a huge change in Hunter over the last 6 months,” says Skye.

Skye’s program is open to ages 9 and up, and many of her activities are focused on communication and strengthening youth voice. “Being able to communicate not only how they feel but things that they want,” she explains. “I feel that a lot of the time, especially youth in Indigenous communities don’t get a voice. And I want them to be able to feel like they can harness their own voice and their own opinions, and be validated in their own thoughts,” she says. “[This is] is important, especially as young adults.”

Hunter explains that the teambuilding activities with all ages of youth at the program have helped him develop confidence, communication and teamwork skills. “Now, I feel like I’m more confident and I can actually approach people […] and have proper conversations without being anxious,” he reflects.

Since joining the program, Hunter has even built the courage and skills to run for vice president of the Youth Council, an elected group of young people that advocates for youth and organizes activities in the community. At first, Hunter had his doubts about applying for the role, but he decided to give it a shot, and was elected by his peers! Since joining, he has helped the youth council secure a $5,000 grant, which they used to create 125 care packages for youth during the pandemic. “He’s definitely accepted every challenge that I’ve given him,” Skye shares. “I think that the program has helped in that aspect of building confidence, […] to make sure that he can apply [the skills] to his actual life.”

For example, Hunter has seen changes in his behaviour in school and at home because of his growth through program. “In school, before I started attending program, I was very quiet and shy and kept to myself,” he shares. “But since I started attending, after a couple months, I started talking more, being more open. […] I’ve started joining more clubs – now I’m a part of Environmental Club at my high school – and I feel like if I didn’t do programming, I wouldn’t have done it because I would have been too shy to introduce myself to a new group of people,” he continues. “Even at home, I’m more talkative now, I love giving my opinions.”

Skye keeps pushing for youth voice and leadership opportunities: “I like to think of myself as a planner. I just plan out everything for them and then they just go with it. It’s been really good to see the different voices and see the youth stand up for themselves.”
My name is Ricky Atlookan and I was a Community Mentor for the PLAY program for five years in my home community of Eabametoong First Nation, Ontario. In my role, I worked towards goals with youth in areas such as leadership, physical activity, healthy relationships and suicide prevention. Now, I am moving on from my Community Mentor role, but am taking so much with me in my next chapter, as one of the Project Coordinators for the “Reversing River” Youth Council.

The Youth Council in Eabametoong has been on-and-off for a while now. Without proper funding and dedicated staff, it was difficult to keep it from fizzling out. Last year, though, I was inspired to work with former PLAY Community Mentor Justin Morris, and Band Councillor Hannah Waswa, to write a grant application to revive the Youth Council in Eabametoong. We are very proud to say we were successful, and we now have 3 years of funding for the revival project!

Our goal for the Youth Council is to create a space where every participant feels welcomed, valued and listened to, and can build healthy connections. When the youth are empowered in this way, we believe it will create a ripple effect and has the potential to disrupt the continuing intergenerational effects of residential schools, Indian day school, and colonialism. Youth will be encouraged to explore new interests, create healthier connections, and lead initiatives as they develop new ideas and personal strengths.

When I first started as a CM five years ago, I was so nervous. I knew that I had to really push myself to come out of my comfort zone. If I were to think of a project like this at that time, I would have just thought “that’s impossible," or I’d feel way over my head. I did not have the abilities – I only had the heart. But since then, I’ve built skills in leadership, facilitation and public speaking. I’ve learned how to lead a consistent program and how to keep participants safe. I’ve improved my ability to connect play with learning through Reflect-Connect-Apply (RCA) discussions – and can now add RCAs to any game or activity.

The Right To Play Trainings were where I was able to learn. Getting the opportunity to facilitate the opening sessions at Trainings allowed me to practice my skills. And every time a fellow CM or a PLAY Program Officer facilitated an activity, I always picked up something that I could use myself.

My new role with the Youth Council has me facilitating all the time, teaching the youth how to be council members and how to run programs. I am putting everything that I know and that I learned through my role as a CM into this project. For example, in my new role, it will be my job to get things ready for the members of the Youth Council. It's about bringing out the potential of what they want the Youth Council to be. But before all that happens, I've got to teach them how to speak in public, facilitate games, run events, budget a program and use their voice. Because of my experience as a CM, I'm able to mentor other youth workers that are developing their own programs, and I have the confidence I need for a role like this.

I believe there is no better time than now to revive the Youth Council. With everything that’s going on with our community and what’s happening all over the world, this project needs to lift people’s spirit, to be a pillar; a team to say “I am here." I know we have a long way to go, but I want to be part of the solution. I’m 100% sure the youth will become better than me at everything I’ve taught them in no time – which always pushes me to do and be more.
After spending this summer contributing to her community’s virtual PLAY summer program, 18-year-old Cadence of Atikameksheng Anishnawbek First Nation in northern Ontario has the self-confidence and digital communication skills to dive in to her first year of college, which will be taking place online this fall. “At first it was kind of nerve-wracking,” Cadence explains about recording videos and speaking in front of people on Zoom. “Now I’m pretty confident,” she says.

A PLAY participant for over 6 years, Cadence keeps coming back because of the program’s inclusivity and focus on teamwork. This summer, she moved from participant to leader, as she joined a team of summer students to design and lead playful, educational remote programming for children, with the support of Community Mentor Allyssa Soucy. Each week, Cadence spread the word on Facebook, distributed materials and created videos for activities youth could do at home to support their spiritual, physical, mental and emotional health. “We covered every part of the medicine wheel teachings,” Cadence shares.

For example, Cadence filmed and edited a video on sacred medicines. “I was surrounded by people who knew some teachings and I gathered all those teachings that I learned and did the best I could to give back that information [to the youth],” she describes. Cadence also made sure to include bloopers in her videos so the youth would know “it was okay to mess up sometimes. It’s important to have some mistakes,” she says.

“I definitely feel a lot less scared talking in groups, especially through Zoom. [...] I am less shy and more open-minded with people.” - Cadence

Cadence also facilitated daily video check-ins to make connections and gather feedback from children and youth in the virtual program. After leading the check-ins, “I definitely feel a lot less scared talking in groups, especially through Zoom. [...] I am less shy and more open-minded with people. I also gained patience,” Cadence reflects.

Allyssa can attest to Cadence building her videography and social media skills, and a better understanding of soft skills like problem-solving and the confidence that’s required in careers like youth work. Through daily sharing circles, Allyssa empowered Cadence and the summer students to think about what they were learning from leading the virtual summer program. “If you’re ever going through hard situations in life, you need to take a step back from everything that is going on that’s stressful and [think]: what am I learning from this?” Allyssa explains.

In reflecting on her experience, Cadence feels prepared for her own remote learning to come in college, and excited in particular about a course in microcomputer applications. Cadence shares, “if you have confidence in general, it helps with almost everything you do in life. [...] The [PLAY] program definitely helped with school this year.”
March 2020 marked the end of Year 2 of the PLAY program’s 3-year strategic plan. We have been working in partnership with youth and communities to improve our approaches to Youth Voice, Trauma-Informed Practice and Community Ownership & Sustainability, so that we can continue to create safe and engaging opportunities for youth to thrive.

Here is some of what we have achieved in the last year…

**Vision:** Enhance opportunities for youth to drive program decisions, assess program outcomes and take on enhanced leadership roles.

*Youth Voice*

48 CMs participated in training sessions at Fall 2019 Trainings in BC and ON designed to increase understanding of how to foster brave spaces, challenge youth and build their skills.

25 CMs participated in remote trainings in Winter 2020 designed to explore creative ways to facilitate youth-led initiatives and create opportunity for leadership in program.

**Vision:** Improve organizational skills, knowledge and expertise in the area of trauma-informed approaches to child and youth well-being to better support PLAY communities and participants.

*Trauma-Informed Practice (TIP)*

41 CMs participated in trauma-informed training sessions delivered at Fall 2019 Community Mentor Trainings in British Columbia and Ontario including Trauma 101, Trauma-Informed Behaviour Management and Save and Inclusive Spaces in Practice.

131 youth participated in mental wellness activities designed through a trauma-informed lens at Youth Leadership Symposiums in British Columbia and Ontario in May 2019.

**Vision:** Refine the ways we support communities in building sustainable programs, ensuring that our approach is intentional and responsive to the needs of individual community partners.

*Community Ownership & Sustainability*

19 CMs participated in specialized trainings focused on building local ownership and sustaining the PLAY program beyond the Right To Play partnership.

12 CMs facilitated in person or remote training workshops to 60+ of their peers, working towards their self-identified goals to train and coach adults.

Developed an *Alumni Network Strategy* that aims to keep passionate former CMs, Supervisors and youth connected, sharing knowledge and resources relevant to youth work and achieving positive outcomes for Indigenous children and youth.

**Resources developed:**
- Sustainability Pathways Toolkit supports partners interested in enhancing the sustainability of their PLAY program
- Taking Care Resource supports Community Mentors in delivering play-based coping skills programming for children and youth

2021 will see a number of other developments including…

- A guiding Trauma-Informed Practice statement for Canada Programs
- Training and resources focused on Trauma-Informed supervision
- Piloting:
  - an alumni Facebook page
  - new PLAY Partnerships Model
  - Youth Employment Project
THANK YOU to our dedicated partners...

**FUNDING PARTNERS**

BC Ministry of Public Safety and Solicitor General  
Bill Volk Celebration Golf Classic  
Brad Duguid  
The Government of Canada  
Chamandy Foundation  
The CIBC Children’s Foundation  
Crown vs. Defence Annual Charity Hockey Event  
Dean Connor and Maris Uffelmann  
Edmonton Oilers Community Foundation  
Eric Tripp & Maria Smith  
The Future Skills Centre  
GoodLife Fitness  
Canada Life  
The Harold E. Ballard Foundation  
Ivari  
John and Tracy Friedrichsen  
KPMG Foundation  
The Lawrence and Judith Tanenbaum Foundation  
LEGO  
Little Ice Tribe  
The Government of Manitoba  
Masterbuilt Hotels  
Microsoft Canada  
MLSE Foundation  
National Bank of Canada  
Nixon Charitable Foundation  
Ontario Ministry of Children, Community and Social Services  
Ontario Ministry of Health and Long-Term Care  
Ontario Ministry of Indigenous Affairs  
Ontario Ministry of Labour, Training, and Skill Development  
Patricia Gouinlock  
PepsiCo Canada Foundation  
Peter Gilgan Foundation  
Peterborough K.M. Hunter Charitable Foundation  
The Public Health Agency of Canada  
President’s Choice Children’s Charity  
RBC Foundation  
Riverside Natural Foods  
Rogers Communications Canada Inc.  
SC Johnson  
Shell Canada  
Stantec  
The Slaight Family Foundation  
Suncor Energy Foundation  
Sun Life Financial  
Thomas Sill Foundation  
The Calgary Foundation- Daryl K. Seaman Canadian Hockey Fund  
The Nuclear Waste Management Organization  
Wheaton Precious Metals  
The Winnipeg Foundation

**IMPLEMENTING PARTNERS**

Andrea Warnick Consulting  
Bereaved Families of Ontario  
The Big Little Caravan of Joy  
Callum Pinkney Photography  
Canadian Lacrosse Association  
Cheer Factory  
Cody McCormick  
CTMS  
Elementary Teachers’ Federation of Ontario  
Indigenous Sport & Wellness Ontario  
Lifeguard Outreach Society  
Lizanne Murphy  
My Turtleneck Design  
Nishnawbe Aski Nation  
The Psychology Foundation of Canada  
Sara Cornthwaite  
Toronto District School Board  
Wasaya Airways

**ELDERS & KNOWLEDGE KEEPERS**

Bear Standing Tall (Onion Lake Cree Nation, ON)  
Debra Trask (West Moberly First Nations, BC)  
Dennis Joseph (Squamish Nation, BC)  
Ernie Sandy (Rama First Nation, ON)  
Gerry Martin (Mattagami First Nation, ON)  
Gloria McGregor (Whitefish River First Nation, ON)  
Joyce Tabobondung (Wasauksing First Nation, ON)  
Laini Lascelles (Delaware of the Thames First Nation)  
Nancy James (Cowichan Tribes, BC)

**PLAY ADVISORY CIRCLE**

Alabama Bressette  
April John  
Candice Assiniwe  
Chelsea Perreault  
Cynthia Wesley-Esquimaux  
Damon Johnston  
Dmitri Ashawasegai  
Gloria McGregor  
Jody Alexander  
Joyce Peters  
Kaitlin Ritchie  
Laura Arndt  
Leonard Genereux  
Mitch Baird  
Nora Boyer  
Yuma Hester