

## VOLUNTEER ORIENTATION • LEADER'S GUIDE

Thank you for taking the time to help your volunteers become better equipped to love today's teens. In order to help you do that well, here's an overview of the orientation.

After you press play, the video will run seamlessly through to the end. However, we believe there are some key spots for you to pause the video and engage your team with questions and ideas of how to enact what they're learning in your place of ministry.

### **A) The First Nine Minutes:**

- Intro: Nervous Volunteer Video
- Getting to Knows Teens: Some Foundational Ideas
- Tips for Starting First Conversations

Before you watch the first segment, encourage your team to each grab one nugget of information. At the end of that segment, take time to share those nuggets with each other. It may be something small - maybe even something they were reminded of that they already know - but saying it out loud helps the learning go to a deeper place. And hearing what others have learned may draw attention to something important that may have been missed.

### **B) Section Two: (9:10)**

- Nick's story - how an invested relationship impacted young Nick
- Social Interaction Standards (the "Do's and Don'ts")

After this second segment, make sure you stop again, and get your team to talk about which do's and don'ts relate most closely to your team's ministry setting. This is also a great spot for you (as ministry leader) to highlight social media interaction—and some key do's and don'ts to guide your volunteer.

### C) Section Three: (13:52)

- Guidelines for understanding and dealing with abuse
- Anna's story (Finding Jesus in the middle of the messiness)

After watching this section, take the time to answer any questions your volunteer has about this process. The appendix accompanying this package clearly lays out your responsibilities with a short step by step guide, giving you the steps that must be followed to report allegations of abuse.

This is a good point in your training time to review other information that may be helpful in your ministry context. Here are some videos we encourage your team to view together for issue specific training. All of these and others can be found at [www.lifeteams.ca/video](http://www.lifeteams.ca/video).

**Anxiety: Helping Ease the Strain** (<https://www.youtube.com/watch?v=NnSIFY7G84k>) (4.52min)

**Understanding Self-Harm** (<https://www.youtube.com/watch?v=z7Mnb0Va-GU>) (4.42min)

**Responding to Suicidal Youth** (<https://www.youtube.com/watch?v=X1ls22pJil8>) (3.30min)

**Walking With Youth Who Struggle with Depression** (<https://www.youtube.com/watch?v=xuflFIDc3Wc>) (2.26 min)

We encourage you to check out [www.lifeteams.ca](http://www.lifeteams.ca) for helpsheets and videos on more topics that might be useful to your volunteers in the future. Please encourage your volunteers to sign up on the Lifeteams.ca website for more practical resources, delivered to their inbox every month. You can also forward their contact info directly to [lifeteams@youthunlimited.com](mailto:lifeteams@youthunlimited.com) for ongoing training that continues beyond this session.

### D) Section Four: (23:44)

- Balance and Boundaries as we minister to the spiritual needs of teens
- Talking to Teens about Jesus

After this section, direct your volunteers to the "Starting Faith Conversations" Helpsheets (found at <http://www.lifeteams.ca/faith>). We encourage you to take time to help your team feel equipped to share their own Jesus stories with teens.

### E) Closing:

We know you work with youth because you are passionate about it. We believe the best close to your training time is for you to share a story about a youth in your world—what that relationship has looked like and how you believe working with that youth has brought the teen closer to Jesus. Remind your team of why you do what you do—because your passion will inspire them!

## APPENDIX: REPORTING CHILD ABUSE

Child abuse is the physical or psychological mistreatment of a child by an adult (biological or adoptive parents, step-parents, guardians, other adults). This includes physical abuse, sexual abuse, emotional maltreatment, and exposure to domestic violence.

Neglect refers to situations in which a child's caregiver fails to provide adequate clothing, food or shelter, deliberately or otherwise. The term "neglect" can also apply to the abandonment of a child or the omission of basic care such as medical or dental care.

### DUTY TO REPORT ABUSE OR SUSPECTED ABUSE

Everyone has a duty to report child abuse and neglect under Canadian child welfare laws. Professionals who work with children and youth have an added responsibility to report. Each province has a designated government service to protect children and encourage family stability. <http://cwrp.ca/faqs> will connect you with the numbers you need to call in your province and the process you will need to follow.

You are obliged to report child maltreatment if you know or suspect it is occurring. This is called the 'duty to report'. Every person in Canada has the duty to report known or suspected child maltreatment by law.

Information on the signs of child maltreatment can be found at the [National Clearinghouse on Family Violence](#), operated by the [Public Health Agency of Canada](#). The telephone number is 1-800-267-1291 or (613) 957-2938. You can also call [Kid's Help Phone](#) at 1-800-668-6868. Your local child welfare agency is also a good information source.

### WHAT TO REPORT

You need not have details or proof prior to calling. But you will be asked for as much information about the concern as you can provide. This will include;

- *Your name and phone number (although you may call anonymously if you prefer)*
- *relationship to child*
- *any immediate concerns about the child's safety;*
- *the location of the child;*
- *the child's age;*
- *information on the situation including all physical and behavioural indicators observed;*
- *information about the family, parents and alleged offenders;*

- *the nature of the child's disabilities, if any;*
- *the name of a key support person;*
- *other child(ren) who may be affected;*
- *information about other persons or agencies closely involved with the child and/or family;*
- *and any other relevant information concerning the child and/or family such as language and culture.*

## **AFTER YOU REPORT**

The child protection social worker will:

- *determine if the child needs protection;*
- *contact the police if a criminal investigation is required;*
- *coordinate a response with other agencies, if necessary.*

**If a child is in immediate danger, police should be called to intervene and a child protection social worker should be contacted to determine whether the child is in need of protection**

## **WHAT ARE THE SIGNS OF CHILD ABUSE OR NEGLECT?**

Bruises, scratches, burns and other physical signs may indicate abuse and should be investigated. Other signs are much less obvious. For example, a child who appears withdrawn or emotionally unstable may be showing signs of abuse or neglect. The possibility of child abuse or neglect should be investigated in cases where:

The child:

- *has unexplained or non-accidental marks such as bruises, welts, cuts or burns;*
- *has inappropriate clothing or is inadequately protected from the weather;*
- *consistently is not clean, is unkempt, or "fails to thrive" (this term is used for babies to describe situations such as losing weight, or not reaching developmental milestones like sitting up, walking, and talking at the usual age);*
- *shows sudden changes in behaviour such as frequent absences from school;*
- *tells someone information that indicates abuse;*
- *has sexual knowledge or experience that goes beyond his or her age or stage of development;*
- *has not received help for physical or medical problems that have been brought to the parents' attention;*

- *is always watchful, extremely compliant, passive or withdrawn; or*
- *comes to places early, stays late, does not want to go home or has a consistent lack of supervision.*

### The caregiver\*:

- *shows a lack of concern for the child or takes a dismissive approach to the child's problems;*
- *uses, or asks caretakers to use, harsh punishment if the child misbehaves;*
- *sees the child as worthless, entirely bad, or burdensome;*
- *has inappropriate expectations in relation to the developmental stage of the child; or*
- *looks primarily to the child for care, attention, and satisfaction of emotional needs.*

\*Please note that the term “caregiver” can refer to a birth parent, foster parent, or kin parent.

## WHAT DO CHILD WELFARE WORKERS DO WHEN THEY RECEIVE A CALL REPORTING SUSPECTED CHILD MALTREATMENT?

The child welfare worker will assess the situation to see if the child has been harmed, or is at risk of being harmed, due to abuse or neglect. Most of the time, the child is not removed from the home during the investigation. If investigation shows that the child might not be safe at home, the child welfare worker will take steps to ensure that the child lives in a safe environment while the problems are being solved. If this means that if the child has to be removed from home, the child welfare worker will work with the family to ensure that the child can go home as soon as it is safe to do so. In the vast majority of cases, investigations do not result in the child being removed from the family.

If the child cannot live safely in the family home, the child welfare workers will make arrangements to temporarily or permanently place the child in another home where he or she can be cared for. This is called placing the child “in care.” The first choice for a caregiver in this situation would usually be a kin connection or a foster family.

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Parts of the above content taken from:

<http://www2.gov.bc.ca/gov/content/safety/public-safety/protecting-children/reporting-child-abuse>