



SCHOOL VISIT INFORMATION PACKAGE

My Visit Date:

Cost of program: \$500.00 – includes a Pizza lunch with beverage

Maximum # of participants: 30

**Please make cheque payable to: Royal Victoria Regional Health Centre
201 Georgian Dr.
Barrie, Ontario
L4M 6M2**

PREPARING STUDENTS FOR THE P.A.R.T.Y. PROGRAM CONTENT

Teachers and students continue to identify the major strength of the P.A.R.T.Y. Program as the opportunity to interact with people personally affected by traumatic injury. The program provides a unique kind of learning experience because of the hospital setting. The day is centred on the theme of prevention; it helps to put a personal face on injury and reminds students that although injury can happen to anyone there are strategies to reduce the likelihood and severity.

TEACHER PREPARATION

Teachers play a vital role in making the P.A.R.T.Y. Program a positive learning experience for their students. Some simple activities before the program day will make students more comfortable with the subject matter and engage in meaningful dialogue with the presenters and one another. Following the presentation, teachers play an equally valuable role: they ask students how they felt about the program and respond to unanswered questions and issues, including sharing local resources.

The following is a list of tips and recommendations for teachers whose students are going to participate in the P.A.R.T.Y. Program:

1) Make sure the right people are “in the know”

- Ensure the principal and other appropriate personnel, staff members, parents and caregivers know about the P.A.R.T.Y. Program agenda and areas of focus

2) Have support on hand

- It would be ideal to include the school nurse, or guidance counsellor at the P.A.R.T.Y. Program or available afterwards for students’ questions
- Consult with colleagues about students who may find the program sensitive because of difficulties they, or someone close to them, is having

3) Become familiar with the details of the P.A.R.T.Y. Program

- How long the day will be?
- How many presenters are there?
- What types of injuries are the presenters talking about?

It is important to go over a few basic ground rules with students before the P.A.R.T.Y. Program takes place.

- Remind students to use respectful language with presenters and injury survivors
- It is important students respect presenters’ and other student’s privacy. That means respecting the confidentiality of people’s personal stories by not discussing them outside the classroom
- Prepare students for different presentation styles. Presenters are sharing their experience, but may not be expert public speakers, or experts on different forms of mental illness.

Remind students that presenters are representing their own perspective and that everyone has a very different experience. Tell students presenters will welcome their questions and truly appreciate their sensitivity and interest.

- Ask students to phrase questions thoughtfully and reflect on presenters' experiences before they ask deeply personal questions. Tell students if they think a question might make a presenter uncomfortable, they could preface their question with a phrase such as "I'm not sure if you'll want to answer this, but..."
- Prepare students for the emotional nature of some of what they may hear. Some discussions may evoke discomfort for some students, and with respect to mental health, may lead them to question their own functioning. Students need to know this is a natural reaction to the discussion. In the discussion, presenters should establish a clear distinction between distress and illness, and clearly define processes for seeking help

TEACHER PREPARATION CHECKLIST

Before the program:

- Prepare students in advance by introducing P.A.R.T.Y. Program agenda in classroom
- Complete the **Pre-Program Student Evaluation** and bring them with you on your school visit
- Establish clear ground rules and expectations for students (e.g., respectful listening, privacy and confidentiality)

During the program:

- Have a guidance counsellor, social worker, or other school staff attend the P.A.R.T.Y. Program, if available
- Observe students' reactions to the material and the speakers
- If you see a student not coping well with the material, please notify a P.A.R.T.Y. Program Team Member (Coordinator or RVH volunteer)

After the program:

- Distribute the provided resources to students
- Follow up with students who express concerns; please forward feedback to RVH Party program coordinator
- Complete the Teacher Evaluation form

P.A.R.T.Y. Program - Barrie

PRE-PROGRAM STUDENT EVALUATION

Today's date: _____ School: _____

Teacher's Name: _____ Subject: _____

Female Male Prefer not to disclose Grade: _____

Birth date (DD/MM/YY): _____

A. Please indicate how much you feel you know about each of the following. Circle the number that best describes your knowledge.

| | None | A little | Some | A lot |
|---|------|----------|------|-------|
| 1. Injury prevention in general | 1 | 2 | 3 | 4 |
| 2. How injury is treated in the hospital | 1 | 2 | 3 | 4 |
| 3. What it is like to live with a permanent injury | 1 | 2 | 3 | 4 |
| 4. Leading causes of traumatic injury | 1 | 2 | 3 | 4 |
| 5. How to help a friend prevent injury | 1 | 2 | 3 | 4 |
| 6. Different training and career paths of healthcare professionals who work with injured people | 1 | 2 | 3 | 4 |

B. Please indicate how much you agree or disagree with the following statements by circling the appropriate number.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| 1. Most people living with traumatic injury can, with treatment, return to productive lives | 1 | 2 | 3 | 4 |
| 2. In most cases, luck will keep people safe | 1 | 2 | 3 | 4 |
| 3. Traumatic injury is something temporary and won't interfere with long-term life plans | 1 | 2 | 3 | 4 |
| 4. Everyone has the same risk for traumatic injury | 1 | 2 | 3 | 4 |
| 5. The best way to prevent injury is to avoid any situation that involves unknown outcomes | 1 | 2 | 3 | 4 |

THANK YOU!