### I. SAFE ENVIRONMENT

- **Emotional Safety**
  1. Positive emotional climate
  2. Lack of bias

- **Healthy Environment**
  1. Free of health and safety hazards
  2. Clean and Sanitary
  3. Adequate ventilation and lighting
  4. Comfortable temperature

- **Emergency Preparedness**
  1. Posted emergency procedures
  2. Accessible fire extinguisher
  3. Visible first-aid kit
  4. Appropriate safety equipment
  5. Supervised indoor entrances
  6. Supervised access to outdoors
  7. All youth supervised

- **Accommodating Environment**
  1. Sufficient Space
  2. Suitable Space
  3. Enough comfortable furniture
  4. Flexible physical environment

- **Nourishment**
  1. Available drinking water
  2. Plentiful food and drink
  3. Nutritious food and drink

### II. SUPPORTIVE ENVIRONMENT

#### Warm Welcome

1. Youth greeted
2. Staff warm and respectful
3. Positive staff body language
4. Family members greeted if present

#### Session Flow

1. Starts and ends on time
2. Materials ready
3. Sufficient materials
4. Explains activities clearly
5. Appropriate time for activities

### III. SUPPORTIVE ENVIRONMENT (continued)

#### Active Engagement

1. Youth engage with materials or ideas
2. Youth talk about activities
3. Balance concrete and abstract activities
4. Tangible products or performances

#### Skill-Building

1. Learning focus linked to activity
2. Staff encourages youth to try skills
3. Staff models skills
4. Staff breaks down tasks
5. Support for struggling youth
6. Staff monitors appropriate challenge

#### Encouragement

1. Staff uses non-evaluative language
2. Staff asks open-ended questions
3. Staff is actively involved

#### Reframing Conflict

1. Staff approach calmly
2. Staff seek input from youth
3. Relationship between actions and consequences
4. Staff follow up

### III. INTERACTION (continued)

#### Belonging

1. Opportunities for youth to get to know each other
2. Inclusive relationships
3. Youth identify with program
4. Public acknowledgement of achievements
5. Intentional opportunities for youth to share family culture

#### Collaboration

1. Opportunities to work collaboratively
2. Interdependent roles
3. Shared goals

#### Leadership

1. Practice group process skills
2. Mentoring opportunities
3. All youth lead

### IV. ENGAGEMENT

#### Planning

1. Opportunities to make plans
2. Multiple planning strategies used
3. Staff provides support for youth planning

#### Choice

1. Content alternatives
2. Process alternatives

#### Reflection

1. Intentional reflection
2. Multiple reflection strategies used
3. Structured opportunity to provide feedback
4. Staff provides opportunities for youth to make presentations to whole group
5. Staff provides support for reflection

### V. ACADEMIC SKILL-BUILDING

#### Targeted Learning

1. Learning objectives linked to activities
2. Staff make connections to school day learning
3. The session includes opportunities to build or improve academic skills.
4. Staff describes a specific way to practice skill-building outside of the session

#### Learning Strategies

1. Staff supports youth to learn how to improve.
2. Staff has youth identify a learning strategy
3. Staff attributes success to youth process