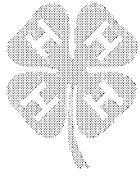




Youth Development Foundations For 4-H Camp Staff: A Training Manual

By: New York State 4-H Camping Program
and Sally “Cecil” Crosiar

Cornell Cooperative Extension, 2003



Youth Development Foundations For 4-H Camp Staff:



Some Assembly Required

If using a 3-ring View Binder:

Slide the unpunched colored front cover into the outside pocket of the binder.

Cut out the strip on the left and slide it into the spline pocket of the binder.

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Sally Crosiar is Co-Author of this publication, *Youth Development Foundations for 4-H Camp Staff*. Sally is owner of Healthy People: <http://www.healthypeoplelearn.com>. Thanks to Karen Siekmann-Marshfield, Jim Rice and Joan Lawrence for their editing expertise.



About This Manual

This training manual was designed by camping and youth development professionals who understand how challenging it can be to help young camp staff* learn to effectively work with campers. Our intent is to:

- Provide a template that inexperienced camp directors might use to design their camp staff training programs
- Offer easy to use and proven lesson plans that will save experienced camp directors time as they plan camp staff training
- Increase the amount and quality of youth development training during camp staff training
- Provide research-based learning to add depth and breadth to youth development learning during camp staff training programs

It's important to accomplish many things in the limited time you have available for camp staff training. You must get your staff ready to:

- Meet the challenges of keeping children safe and healthy while they are at camp- and you must meet the health and safety requirements that are prescribed by law
- Work as a team
- Act according to the special purpose, philosophy, policies, and procedures of your camp
- Know what you expect and to whom they can turn for support

And inevitably, there are bunk beds to move, mattresses to count, equipment to ferret out from winter storage spots, lesson plans to prepare, supplies to gather, and all the other myriad details that must be done to get camp ready for campers to arrive.

All these things are important. All of them take time in a camp staff training program. But, that's not all you need to accomplish in the time you have allotted toward camp staff

*Staff - In most cases throughout this manual the word staff is interchangeable with counselor, core staff, management staff, etc.



training. Staff must also learn about children and their unique role in influencing children's lives. They need to learn:

- How to communicate effectively with campers and others on the staff team, regardless of differences in culture or style
- How to provide excellent customer service that delights campers *and* their parents
- How to help children learn valuable skills in fun and stimulating ways
- How to play with kids and how to be a leader of fun
- How children develop and what's reasonable to expect at different stages of development
- How the context of children's lives - in their families, schools and communities as well as in the camp community - affects how children develop
- What children need to develop in healthy, positive ways and how to create those opportunities at camp
- How to understand, prevent, and deal with challenging behavior
- How to engage campers in making decisions about their camp experience

This manual provides learning sessions to help staff learn about all these topics. Learning sessions vary in time from 30 to 90 minutes, and may contain background information, overheads, and/or handouts to help you engage staff in the topic with a minimum of preparation.

There's much more here than you'll probably be able to use in one season's camp staff training. Pick and choose the topics that best fits your particular staff - their experience level, their needs, their challenges.

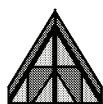
The Learning Sessions are numbered 1 through 18, for convenience and ease of use - not necessarily based on the sequence in which they should be presented. There are several Learning Sessions that build on each other. Session 10, What Kids Need, should precede Session 7, Creating Opportunities for Campers to Learn Life Skills and all the sessions in the Managing Challenging Behavior Section. Except for these Learning Sessions, use the remaining in whatever sequence you believe is best for your staff and that fit into your overall camp staff training program.



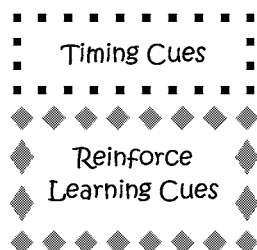
Many of the Learning Sessions contain interactive and/or experiential group activities that can do double duty. They can present youth development information as well as develop your staff into an effective team. This is particularly true if you give careful attention to how you form small groups throughout your training. For effective teamwork, it's important that each staff member has had the chance to interact with every other staff member by the time staff training concludes. Some suggestions for forming groups include: mixing veteran and new staff, creating sub-teams that will stay together throughout camp, mix across instructional or sub-team areas, mix quiet and more outgoing staff, and so forth.

To make them easier for you to use, all of the Learning Sessions are written in a similar format.

- A box in the left column of the Rationale page lists learner outcomes, background sheets, handouts, and materials needed in that session as well as the resources on which the Learning Session is based.
- The Rationale gives reasons why camp staff will benefit from learning about the topic and frequently offers research-based information about the topic.



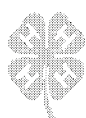
- Cue Cards give the facilitator a quick overview of the Learning Session order of activities. Cue Cards are labeled with the **tent icon**.



- The Learning Session tells what you need to say and do to present the topic. Visual cues in the left margin give suggestions about time parameters (**dotted border**) and opportunities to reinforce learning from other sessions (**diamond border**).



- Background Sheets give the facilitator extra information on the topic, provide notes to share with staff, or give examples to illustrate points about the topic. Background Sheets are labeled with the **cabin icon** and are numbered with the Session number and the sequence in which they appear within the session. Example: 1-1, 7-3, and so forth.





- Overhead Masters have the **tree icon** and are numbered in a similar way as Background Sheets. Overhead masters can be used to make overheads or be transferred to newsprint or chalkboard.



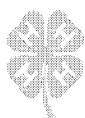
- Handouts have the **star icon** and are numbered in a similar way as Background Sheets and Overhead Masters. Handouts provide information that staff might refer to throughout training and/or the camp season. We recommend that you duplicate the handouts and include them in your Camp Staff Manual.
- The basic information in Learning Sessions in 9, 10 and 11 is a necessary starting point, followed by some of the Understanding and Managing Challenging Behavior at Camp, beginning with Learning Session 12.
- At the end of each Learning Session, you are reminded to refer staff to the Turn Learning Into Action Handout 1. Place several copies of Handout 1 in the Camp Staff Manual right behind the week's schedule. Then, at least daily, refer staff to Handout 1 and ask them to personally reflect on what they have learned, how that learning is relevant to their camp responsibilities and how they will commit to apply the information in their work at camp. Handout 1 is designed to reinforce the kinds of questions that are useful to debrief experiential learning, so it's a great opportunity to model, asking staff these kinds of questions as you help them debrief their learning experiences at camp staff training. Encourage staff to record their learning and goals on a separate sheet for each Learning Session. You might even choose to ask staff to refer back to Handout 1 when you conduct mid- or end-of-season performance appraisals.



Sample Resident Camp Staff Training Schedule



Monday	Tuesday	Wednesday	Thursday	Friday
Arrive, settle in Camp Tour/Hazard Hunt Get Acquainted/Team Building (Use activities from Experiential Education and Leading Fun) Meal Times: Hoppers	Breakfast → Flag Raising → 6 Experiential Education (55 mins.)	11 Eco-Model (60-90 min) Program Planning Meal Times: Songs	14 Respectful Intervention Tools (70 min) Health & Safety Plan, Emergency Procedures, lost camper, intruder, etc. Meal Times: Songs	Tour of Instruction Classes Safety/Learning/Cooperation Needs 16 Managing Stress—Theirs & Ours (85 mins)
Lunch →				
2 A Great Counselor Is (50 min) Hazard Hunt Review Staff Manual Paperwork Program Planning Meal Times: Songs	9 How Children Develop (65 mins.) 10 What Kids Need (70 mins.) Meal Time: Songs	12 Anticipating Needs to Prevent Challenging Behavior (75 mins.) Chain of Command 13 Cooling Program Hot Sports (60 mins.)	5 Child Abuse (35 mins.) Program Planning 18 Engaging Camper Decision Making (70 mins.)	Staff Supervisory Meeting, Evaluations, Goals, etc. 4 Serving Camp Customers (80 mins.) Registration Practice Cabin Assignments Prep for coming week Loose Ends
Supper →	17 Diversity (60 mins.)		Campout	
Flag Lowering → 1 Balance Personal & Staff Team Needs (75 min)	Fire Drill/Lightning Safety, Camp Evacuation Plan Program Planning Campfire	Program Planning		
Lock Up/Lights Out →				

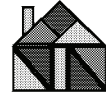


Sample 6-Day Resident Camp Staff Training Schedule

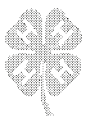
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Arrive, settle in Camp Tour/ Hazard Hunt Get Acquainted/Team Building (Use Activities from Experiential Education and Leading Fun) Meal Times: Hoppers	Breakfast → Flag Raising → 6 Experiential Education (55 mins) Meal Times: Manners	11 Eco-Model (60-90 mins.) Program Planning Meal Times: Songs	14 Respectful Intervention Tools (70 mins.) Health & Safety Plan, Emergency Procedures, lost camper, intruder, etc. Meal Times: Songs	Lesson Planning Creating Opportunities to Teach Life Skills (50 mins.) Meal Times: Conversation	Tour of Instruction Classes Safety/Learning/ Cooperation Needs
Lunch →					
2 A Great Counselor Is (50 mins.) Hazard Hunt Review Staff Manual Paperwork Program Planning Meal Times: Songs	9 How Children Develop (65 mins.) 10 What Kids Need (70 mins.) Meal Times: Songs	12 Anticipating Needs to Prevent Challenging Behavior (75 mins.) Chain of Command 13 Cooling Program Hot Spots (60 mins.)	5 Child Abuse (35 mins.) Program Planning 18 Engaging Camper Decision Making (70 mins.)	Staff Supervisory Meetings, Evaluations, Goals, etc. 4 Serving Camp Customers (80 mins.) Lesson Planning and Preparation	Registration Practice Cabin Assignments Prep for coming week Loose Ends Rest and Prepare Self
Supper →	17 Diversity (60 mins.)			Campout	
Flag Lowering → 1 Balance Personal & Staff Team Needs (75 mins.) Lock Up/Lights Outs	Fire Drill/Lighting Safety, Camp Evacuation Plan Program Planning Campfire	Program Planning		16 Managing Stress- Theirs & Ours (85 mins.)	



Sample Day Camp Staff Training Schedule



Monday	Tuesday	Wednesday
<p>Arrive, settle in Camp Time/Hazard Hunt Get Acquainted/Team Building (Use activities from Experiential Education and Leading Fun)</p> <p>Meal Times: Hoppers</p> <p>Lunch →</p> <p>2 Great Counselor Is (50 mins.) Hazard Hunt Review Staff Manual Paperwork Program Planning Meal Times: Songs</p> <p>Supper →</p> <p>Flag Lowering →</p> <p>1 Balance Personal & Staff Team Needs (75 mins.) Lock Up/Lights Out →</p>	<p>Breakfast →</p> <p>Flag Raising →</p> <p>6 Experiential Education (55 mins.) Meal Times: Manners</p> <p>9 How Children Develop (65 mins.)</p> <p>10 What Kids Need (70 mins.) Meal Times: Songs</p> <p>17 Diversity (60 mins.)</p> <p>Fire Drill/Lighting Safety, Camp Evaluation Plan Program Planning Campfire</p>	<p>11 Eco-Model (60-90 mins.) Program Planning Meal Times: Songs</p> <p>12 Anticipating Needs to Prevent Challenging Behavior (75 mins.) Chain of Command</p> <p>13 Cooling Program Hot Spots (60 mins.)</p> <p>Cook out</p> <p>Program Planning</p>





Youth Development: A Conceptual Framework

The field of Youth Development is based on the belief, which is upheld by an emerging body of research, that a “positive, holistic approach to child-rearing, one that builds on the strengths and meets the basic needs of every child, has been most effective in reclaiming the troubled and helping all children reach courageous and responsible adulthood.”¹

Youth development:

- ◆ Considers the whole young person, not just a single characteristic or problem
- ◆ Is dependent on family, community, and societal influences
- ◆ Is focused on positive outcomes we want for young people rather than negative outcomes we hope to prevent
- ◆ Is natural, evolving, and complex
- ◆ Is supported through involvement with people and environments that offer intellectual, spiritual, and emotional nurturing
- ◆ Encourages young people to take charge of their destiny through learned decision making, an enhanced understanding of the choices available to them, and support to deal with the consequences of those choices
- ◆ Must consider young people as individuals who have different skills and abilities, different starting points based on economic circumstances, family or personal differences, and who mature at his or her own pace²

Because Youth Development is all these things and more, it can be challenging to grasp how it all comes together. Cathann Kress, Cornell Cooperative Extension 4-H Youth Development, designed the Conceptual Framework for Understanding Youth Development on which this training manual is based.

¹ *A Facilitator's Guide to the Video Series RECLAIMING YOUTH AT RISK: Our Hope for the Future* (Bloomington, IN: National Educational Service, 1996), p 3.

² Cathann Kress Cornell Cooperative Extension 4-H Youth Development, 1999





Using the model of the house and working from the ground up, we see that our understanding of youth begins with understanding basic child and youth development - how kids grow in physical, cognitive, and psychosocial ways.

At the next level, we must understand what children need. This framework combines Maslow's Hierarchy of Needs and The Circle of Courage. Based on the key principles of Native American philosophies of child-rearing that are consistent with those of current research, the Circle of Courage says that "humans universally value belonging, mastery, independence, and generosity. These values are rooted in powerful, biologically based needs for attachment, achievement, autonomy, and altruism." ³

The next level in the framework of Youth Development is developing competencies, often known as life skills. Once we meet children's basic needs, we have a responsibility to help children learn how to meet their *own* needs in positive ways and to develop the skills and competencies that will help them do that. Life skills tend to be transferable in that they can be applied to more than one need or different needs under different circumstances.

And finally the roof on our house represents the context - what Urie Bronfenbrenner, Professor Emeritus of Cornell University, called the Ecology - in which a child lives. In a sound and well-cared for house, the roof protects everything underneath it, much as a healthy community invests in caring for its children. A house which must contend with poverty, racism, poor schools, and other challenges may have a roof which cannot protect the house beneath. An unattended leak in that roof can cause damage all the way to the basement level. Children who are exposed to lead poisoning in their homes and communities have - to continue the metaphor - experienced a leaky roof that affects their basic physical and cognitive development.

³ "Fixing Flaws or Building Strengths? *Reclaiming Children and Youth*, (Bloomington, Indiana: National Educational Service, Summer, 1995) p. 5.





In the most simple terms, Youth Development is a combination of meeting the needs of youth and providing opportunities for them to build competencies and skills, floors one and two in our Conceptual Framework. In order to do the work of meeting needs and building competencies in youth, we must have a foundational understanding of child development as well as an overall understanding of how a child's social environment affects his or her development - all the way from the basement to the roof.

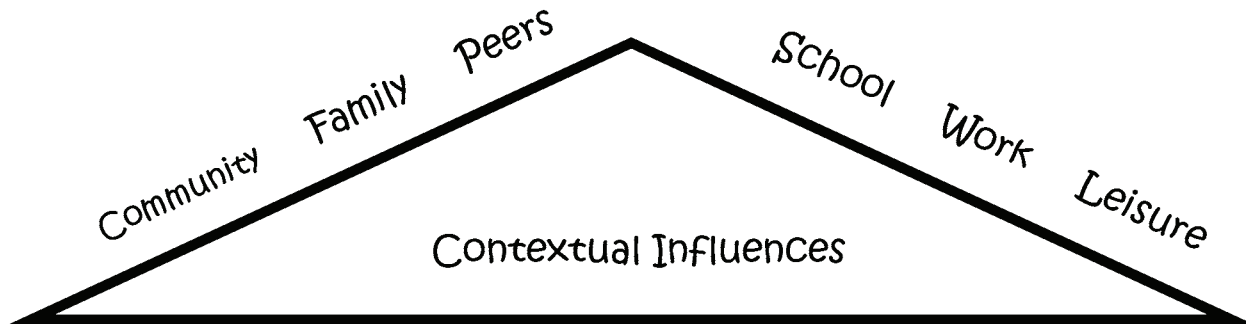
Overhead 1 is provided to help your camp staff see the big picture of Youth Development.

Background Sheet 1 lists the Learning Sessions in this manual that correspond to the Youth Development topic or topics addressed. Use this sheet to plan which sessions will best meet the needs of your camp staff in a given year.





Youth Development Conceptual Framework: To Meet Needs and Build Skills



Search Institute Positive Youth Development Model

Ecological Model

Competencies/Life Skills

- | | |
|-----------------------|----------------|
| 1. Health/Physical | 4. Vocational |
| 2. Personal/Social | 5. Citizenship |
| 3. Cognitive/Creative | |

Circle of Courage

Maslow's Hierarchy

Needs

- | | |
|----------------------------|------------------------------------|
| 1. Psychological | 5. Competency/Mastery |
| 2. Safety & Structure | 6. Independence/Control one's life |
| 3. Belonging/Membership | 7. Self-worth/Contribution |
| 4. Closeness/Relationships | 8. Capacity to Enjoy Life/Fun |

Cognitive Changes

Psychosocial Changes

Biological and Physical Changes

Developed by: Cathann Kress, PhD., Director, Youth Development CSREES/USDA



How We Connect with the Youth Development Framework

Sessions That Focus on Contextual Influences:

- 11 An Ecological Model for Youth Development
- 2 A Great Counselor Is...
- 5 Child Abuse Issues for Camp Staff
- 17 Diversity

Sessions That Focus on Building Competencies and Life Skills:

- 3 Be A Great Communicator
- 6 Experiential Learning
- 7 Creating Opportunities to Learn Life Skills
- 15 Managing Conflict at Camp
- 16 Managing Stress at Camp
- 18 Engaging Camper Decision Making

Sessions That Focus on Meeting Children's Needs :

- 1 Balance Personal and Staff Team Needs
- 10 What Kids Need
- 4 Serving Our Camp Customers
- 7 Creating Opportunities to Learn Life Skills
- 8 Leading Fun with Children
- 12 Anticipating Needs to Prevent Challenging Behavior
- 13 Cooling Program Hot Spots
- 14 Respectful Intervention Tools
- 15 Managing Conflict at Camp
- 17 Diversity
- 18 Engaging Camper Decision Making

Sessions That Address Biological, Cognitive, and Psychosocial Development:

- 9 How Children Develop





Camp Staff: A Unique Audience for Training

Who should deliver Youth Development Training?

Camp Staff Training is your opportunity to set expectations and invite staff to become excellent members of your team. You're responsible for the team's actions and you are responsible to set the expectations.

However, sometimes staff will more readily respond to someone in a different role. It's difficult to be a prophet in your own back yard, and finding some other credible and engaging person *who will carry your message* can frequently be an effective training strategy.

Use the following checklist when working with a guest trainer so you can prepare him or her to effectively carry your message and deliver the learning session you want to be delivered.

- Have I found an expert who understands the topic as it applies to our camp program? Have I checked references?
- Have I clearly communicated my expectations: what I want my staff to learn, skills I want them to practice, outcomes that will make me feel that their learning has been successful?
- Have I clearly communicated any morale or teamwork issues that might affect the learning session or that I want the learning session to address?
- Have I clearly communicated my understanding of the needs of the staff and of the children who attend our camp?
- Does the presenter know the date, time, and location of the learning session? Have I sent him/her directions to camp?
- Do I know the presenter's needs for equipment, space setup, time, and so on, and can I have everything ready when the guest arrives?
- Have I arranged to be present when the guest presents—regardless of other preparation that needs to happen before camp opens—so that I am prepared to reinforce the learning that occurs?





- Have we agreed on a fee or a voluntary presentation? Have we agreed on who will duplicate handouts?
- Have we paid and/or thanked the presenter for his/her talent and time?
- Have I seen the results I wanted?
- Have I recommended this speaker to other camp directors?

Retention Requires Attention

If you want your staff to really “get” youth development concepts, you’ll have to grab—and keep—their attention. And keeping their attention can be challenging because:

- ◆ Camp counselors expect camp to be fun - and the learning better be fun too, or they’re mentally “outta here”.
- ◆ The environment—camp lodge or learning center—is usually designed for children and is often not physically comfortable for long periods of time.
- ◆ Camp staff frequently operate on the time clock of late adolescence which means they may be wide awake at midnight and doze off anytime they sit still for longer than three minutes during the day.

For these reasons, most of the learning in this manual is experiential or interactive. It requires staff to do, to reflect on what they learned in the doing, and plan how they’ll apply that learning as they work with campers.

Make use of various learning and personality styles and address multiple types of intelligences to help grab and keep staff attention. When you vary approaches, you help staff more fully attend to the messages you’ll deliver, and you also model approaches they can use when they’re working with campers.





Expand Staff Comfort Zones—Gently

Staff - especially new staff - may be quite nervous at the beginning of camp staff training. They want to belong to the group, but they haven't yet learned expectations, routines, and people. Help create an atmosphere of trust - just like the atmosphere you want staff to create with campers.

- Establish non-critical ground rules.
- Teach the group how to provide support for one another. Assign experienced staff to new staff in a buddy system.
- Be attentive to circumstances that might cause discomfort. Explain inside jokes, demonstrate routines, model positive and cordial behavior.
- Plan something for staff who might arrive early. Prepare a list of simple tasks - counting bunks in cabins, organizing staff shirts, and so forth - and enlist help as staff arrive.
- Use care to avoid putting anyone down, even unintentionally.





Learning and Personality Styles

People frequently prefer using one of their senses over the others when learning. They may remember what they see, hear, say, or do or feel with their bodies. Good presenters offer information in more than one way so learners have a greater chance to retain that information - in the way that works best for them.

- Use posters, newsprint, or overheads in combination with speaking
- Have staff talk about and process information in their own words
- Get them to move around and/or associate various movements with particular pieces of information

Use what you learn about your staff members' personality styles in Learning Session 1 to tailor your training to those styles and work toward individual staff members' strengths. For instance:

- A counselor in the Gold group will appreciate very clear-cut and precise guidelines for doing an activity
- A counselor in the Orange group will become impatient with specific direction and will want to get out there and do it for him or herself
- A counselor in the Blue group will do almost anything as long as there is a relationship benefit and s/he feels helpful
- A counselor in the Green group will be concerned about doing something right and will appreciate the chance to think through all angles of a problem before having to actually tackle it
- Each color group has its strengths, and you'll get further faster if you work with individual strengths rather than require that staff simply adjust to your particular preference and style





Addressing Multiple Intelligences

While school tends to favor students who are strong in language and linear thinking, camp offers great opportunities for other types of intelligence to shine—for both campers and staff. Use staff training sessions to model a variety of ways to help people learn by addressing different types of intelligences as identified by Howard Gardner of Harvard University:

VISUAL/SPATIAL - children who learn best visually and organizing things spatially like to *see* what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.

VERBAL/LINGUISTIC - children who demonstrate strength in the language arts - speaking, writing, reading, listening - are often successful in traditional classrooms. They enjoy a camp library, storytelling, and games that involve word play.

MATHEMATICAL/LOGICAL - children who display an aptitude for numbers, reasoning and problem solving also typically do well in traditional classrooms. They like to learn in logical sequence.

BODILY/KINESTHETIC - children who experience learning best through activity - games, movement, hands-on tasks, building - are often labeled "overly active" in traditional classrooms where they were told to sit and be still! They can thrive in camp's active environment.

Source: Multiple Intelligences Immersion website: <http://surfaquarium.com/>





MUSICAL/RHYTHMIC - children who learn well through songs, patterns, rhythms, instruments and musical expression can be overlooked in traditional classrooms. They enjoy camp's musical traditions and like learning with rhythm or rhyming

INTRAPERSONAL - children who are especially in touch with their own feelings, values and ideas may tend to be appear reserved. They like to use their intuition to relate what they learn to their own lives.

INTERPERSONAL - children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner may have typically been identified as "talkative" or " too concerned about being social" in a traditional setting. Camp gives them lots of opportunity to enjoy social activity.

NATURALIST - children who love the outdoors, animals, field trips love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children, but camp is a natural home for them.

EXISTENTIALIST - children who learn in the context of where humankind stands in the "big picture" of existence ask "Why are we here?" and "What is our role in the world?" They like to explore big, philosophical questions.

Address as many of the intelligences in your staff training as possible. It's your chance to help staff to shine in new ways, and they will learn ways to help campers shine as well.





Elements of Quality Training

Make It Purposeful

- Staff understand the goals of each session
- Staff believe each session is relevant to their work at camp
- The facilitator helps staff connect all their activities back to individual session goals as well as camp life
- Involve staff in tasks that help create community and help them take responsibility for their own learning
- Solicit help to organize handbooks, to choose learning topics for a given year, to plan and lead activity breaks

Make It Organized

Model respect for staff members' time by:

- Sticking to beginning and ending times
- Providing regular stretch, activity, and food breaks
- Providing structure so the group can stay on task - even when the task is a process
- Providing all the necessary materials in an organized manner

Lead by Example

- Treat staff as you want them to treat campers and each other
- Use active listening, respectful messages, encouragement, positive conflict resolution skills, and so on, in all your interactions with staff whether in a formal session or in less formal contact
- Use group sessions to share tools and strategies that participants can use with campers

Share the Limelight

- Ask specific staff members to lead certain learning sessions, demonstrate routines, and so forth - giving them lots of preparation time and clearly communicating your expectations

Leave Them Wanting More

In the time you have, you'll never be able to teach as much as you'd like staff to know.

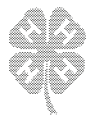
- Focus on essential information, using sessions to whet the appetite for staff to keep learning
- Provide resources such as books, videos, and point staff to other organizations so they can continue learning
- Ask certain staff members to become “experts” in a topic—and give them support to share essential information

Make it Fun!

Use staff training to refresh, refuel, and re-create yourself as well as staff. Recruit help from experienced staff to help build a community of caring and fun by:

- Validating participants
- Providing special refreshments
- Making your training site visually attractive
- Playing fun music
- Sharing humorous anecdotes that relate to the session's purpose
- Having fun yourself!
- Encouraging group members to do all of the above!





Turn Learning Into Action

Use the questions below to capture the learning from each session and create goals for their own growth during the camp:

Learning Session #: _____ Title: _____

What did I learn? What idea stands out for me?

So, How does that learning relate to life and my work at camp?

Now, What action will I take to apply that learning in my work at camp?

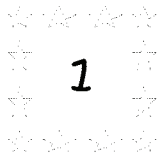




Understanding Self

Learning Sessions

1	Balance Personal and Staff Team Needs	75 Minutes
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Balance Personal & Staff Team Needs

Introduce Personality IQ

5 Minutes

- Purpose is to understand your own needs as well as those around you—so everyone can use their strengths, appreciate each other, and work well together
- Personality IQ identifies four color styles
- We all have all four styles and can learn to operate from each style, but most have a dominant style that we prefer
- An effective team has all four styles represented

Do the Personality IQ

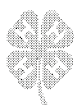
15 Minutes

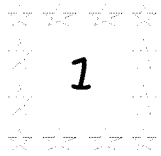
- Ask staff to follow directions on the Personality IQ folder
- Clarify as necessary and coach staff, anticipating that some will finish more quickly than others

Form Color Groups

5 Minutes

- Ask for show of hands to see how many of each dominant color style are represented
- Have staff form groups of like color styles. Manage group size by splitting large groups into two or asking staff to be in a group that represents their secondary color when it is close to their dominant color style





Balance Personal & Staff Team Needs (Con't.)

Groups Define Color Style Characteristics 15 Minutes

- Ask groups to respond to the following questions, writing responses on newsprint.
 - What brings your group joy?
 - What causes your group frustration?
 - What are your group's strengths?
 - What does your group need to work effectively at camp

Color Group Presentations 20 Minutes

- Ask groups to share responses in order to teach other color styles how to work effectively with them

Experiential Learning 5 Minutes

- Ask groups “so what” questions to help them reflect on how color styles affect their camp work

Color Group Presentations 20 Minutes

- Ask groups to consider how children of their personality style might be challenged and how they might be helped when they come to camp
- Groups share

Personal Reflection 5 Minutes

- Ask staff to reflect on what they learned and how they will use that learning in camp.
- Encourage staff to capture their learning on the Turn Learning Into Action Handout 1





Balance Personal and Staff Team Needs

Time: 75 minutes

Learner Outcomes:

Participants Will:

- Recognize and express personal style preferences
- Increase awareness of other style preferences
- Appreciate how style differences contribute to team strength
- Create plan to employ strengths and avoid unnecessary conflicts

Background Sheets

- 1-1 About the Analyzer's Style
- 1-2 About the Peacemaker's Style
- 1-3 About the Activator's Style
- 1-4 About the Organizer's Style

Handouts

Personality IQ™ folders **

Materials

Timer
Newsprint
Markers

Preparation:

**** Order Personality IQ™s from: Training Insights, 1600 Hover Street, C-3, Suite 110, Longmont, CO, 80501, 1-800-779-9779**

- Order enough Personality IQ™ folders so that each camp staff member has one
- Review the scoring directions carefully so you can help camp staff complete the process
- Do the test yourself and be ready with personal and camp-life examples of how styles work differently

Rationale

People are different. We like different things. We work more effectively under different circumstances. We get frustrated by different things, and we express that frustration differently. In any group, individuals show a variety of styles in the way they communicate, solve problems, get energized (and re-energized), and work together as a team.

Effective teams recognize individual differences as strengths that can contribute to the team. Effective team members understand their own needs and strengths and know who else on their team might be skilled in areas in which they are not. Effective team members can put words to their needs and ask appropriately for the help they need. Effective team members anticipate the needs of other team members and are ready to offer the help they may request.

Effective team members have high levels of self-awareness. They understand their own style, what gives them joy, what causes frustration and what they need to work effectively.

Self-awareness is a foundational skill for anyone who works with children. Kids require full attention from staff who know themselves well and who can meet their own needs without diverting their attention from the children in their care.

Children also have their own styles and preferences. Learning about personality styles may help camp counselors better predict how to work with individual children.

Using the Personality IQ™ instrument is fun! It's a simple and interesting tool to help camp staff learn about themselves and others and help them prepare to be more effective team members who can work more effectively with children.



Learning Session

Introduce
Personality
IQ™
5 Minutes

Say, “Ever since Ancient Greece, people have recognized that individuals operate differently - with different personality styles. And almost since that time, there have been tests to try and help people figure out their own styles as well as learn to work well with the styles of other people. We’re going to take such a test now - a test called the Personality IQ.

The Personality IQ™ is an indicator of four basic and different styles of being. This particular test uses four colors to represent these four different styles - blue, gold, green, and orange. The colors have nothing to do with which is your favorite color - they’ve just been assigned to these four different styles.

Each of us has some of all these colors in our personality. But most of us have more of one than the others. We call that our dominant style. It doesn’t mean that we can’t act like a blue if our dominant color is orange. Of course we can. It just means that unless we think about it and when we’re under stress, we’re more likely to act like our dominant color.

No one color is better than the other. And on a team it’s very helpful to have a variety of different colors so that between us, we have all the personality traits that we need to get the job done. “

Do the
Personality
IQ™
15 Minutes

Distribute the Personality IQ™ folders and ask people to follow your directions. It will help if you read the instructions aloud and since people complete each task at different rates, it will also help if you post the directions on newsprint. Be prepared to answer questions. Commonly asked questions are:

- What if more than one word describes me?
Choose the one that comes closest to describing you.
- What if none of these words describes me?
Choose the one that comes closest to describing you.

Tell people that you know it can be difficult to choose. Ask them to do the best they can to choose the words that most truthfully describe them and try to avoid choosing words that describe how they would like to be.

Be on hand to coach staff as they use the Personality IQ™ instrument. Tell them to follow the directions on the instrument to add their totals for the Word Choice and then put their totals into rank order. When they finish with that step, tell them to move on to steps 2, 3, 4, and 5. Again, refer them to the directions on the instrument and circulate to clarify those directions as needed. Anticipate that some people will take longer to complete the steps than others.



Form Color
Groups
5 Minutes

Ask for a show of hands. How many staff are of each color? How many are very close in their first and second color? How many are close in three colors? Is anyone close in all four?

Explain that even though we share some similar characteristics with those who are the same color, we're still not exactly the same. We're influenced by many things - including our second and sometimes third or fourth colors - as well as by different situations. Say, "To suggest that all golds are alike would be just as silly as saying that all 8-year-olds are the same. We are all unique individuals made up of many characteristics."

Groups Define
Color Style
Characteristics
15 Minutes

"However, we often do find that people who have similar personality styles do have some things in common. So right now we'd like you to get into groups by color. Blues in this corner, Greens here, Oranges over there, Golds over there."

Give each group newsprint and markers and ask them to respond to the following questions which you have posted so that all groups can see them.

- What brings your group joy?
- What causes your group frustration?
- What are your group's strengths?
- What do members of your group need to work effectively at camp?

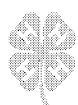
Color Group
Presentations
20 Minutes

Tell the groups that at the end of 15 minutes they will need to help the rest of the staff understand how to work well with their particular color style. In order to do that, they'll need to be able to clearly express their answers to the above questions.

Using a timer, monitor the groups' progress. Warn them when they have 5 minutes left and when they have only one or two minutes left. Use your judgment and allow more or less time depending on how fast the groups perform the task. It is likely that you will need to give them additional time to plan how they want to teach the rest of the group about who they are. Suggest that they can do a skit or role play and tell them that they will have 3-5 minutes to tell the rest of the staff everything they need to know in order to work effectively with them.

Call groups back together and ask one of the groups to volunteer to go first. Listen closely and be prepared to reinforce their points and/or ask them questions to show other common characteristics. Use Background Sheets 1-1 through 1-4 to help you know the points to emphasize for each style.

Say "Now that we know these things about each other, we can use them to work more effectively as a team. It's good that we have all these strengths on our team. And when we know what causes each other stress, we can try to avoid doing that to each other because we know that we're all more fun to be around when we're not overwhelmed and frustrated."





Ask the following questions and lead discussion about as many of the questions as you have time for.

- So how do you think understanding ourselves better will help us work more effectively with each other?
- So how could it help us work better with campers?
- Now what do we need to do as a team to be sure that all of us feel comfortable and able to work at our best?

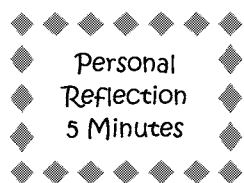


Ask the group to go back to their color groups and think about challenges that children of their personality style might feel when they come to camp.

- What might scare, bore, or excite them?
- What would be the most helpful thing staff could do to help campers of their color style have a good time at camp?

Ask them to record their responses on newsprint and be prepared to help the rest of the staff understand campers of different personality styles.

As they did before, ask groups to help the rest of the staff understand how they can help children of their color style have a positive youth development experience at camp.



Conclude by saying, “We’ve had a lot of fun exploring our differences - and they are important. But we also need to remember that even though we are different, we share a common goal: to work effectively together and to help children have a positive camp experience. To do these things, we need *all* four color styles and we need *all* of our talents. Let’s be sure to appreciate each others’ individuality and strengths just as we need to appreciate each individual camper.”

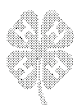
Ask staff to turn to their Turn Learning Into Action Handout 1 and reflect on what they learned, how it relates to their camp experience, and what goals they might set as a result of their new knowledge.





Training Tips

- When you ask color groups to form, it may help if you place Oranges in the furthest corner because they tend to be the loudest group
- Usually the group splits fairly evenly between the colors. If it doesn't, use the following ideas to keep the groups of manageable size:
 - If one color has fewer than 3 or 4 people, ask someone whose secondary color is close to join the group. For example. If there are only 3 Greens, ask someone whose second color is Green and the point spread between his/her first and second color is small to join the Greens
 - If one or more color has very large groups, consider breaking those groups into two sub-groups so that all members of the group will have a chance to participate fully in the next activity
- It will probably be helpful to take a break between exploring personal color styles with staff and applying that information to working with children. You may choose to hold the discussion about children until another time or even another day of staff training, or to weave it into the session What Kids Need or the Ecological Model of Youth Development
- Keep the lists generated by the color groups posted throughout camp staff training, and consistently reinforce the learning by showing appreciation for each style. The danger of personality typing is that it can be used to divide instead of unify. Be sure, by your own attitude and by your choice of appreciative language, that you emphasize the importance of having *all* color styles represented on staff and that only by making use of all staff members' strengths can the team be fully effective





About the Analyzer's Style

“Green” individuals often make the right decisions - because they look at the situation from all angles before they decide. They like lots of information and they’re skilled at analyzing this data. They like rules to make sense and they value competence in themselves and in others.

Greens Need

- Challenge
- Autonomy
- Truth and factual information
- Accuracy
- Time
- Opportunities to ask questions

Greens Are Frustrated By:

- Lack of control
- Lack of independence
- Incompetence
- Overly emotional displays
- Limited chance to use and show what they know
- Small talk
- Social functions with no higher purpose
- Subjective decisions that don’t make sense
- Illogical decisions
- Lack of time to gather facts before a task is completed.

This Background Sheet has been provided for trainer use only. Taking the Personality IQ test and using the packet's information, will give your staff a concrete picture of their personality style which will aid their learning. We do not recommend that you use the above information to have staff self-determine their personality styles as the Personality IQ test packet is more accurate and more concrete.

This information has been adapted with permission from the Basic Training Manual of Certification of Trainers for Personality IQ, (Boulder, CO: International Training Insights, 1994) International Training Insights, 1600 Hover Street, C-3, Suite 110, Longmont, CO, 80501, 1-800-779-9779. When you order the Personality IQ test packet for staff members, Training Insights will, at no charge, provide additional handouts on communication and leadership skills.





About the Peacemaker's Style

People whose dominant color style is “Blue” tend to be very focused on people. They value harmony, compassion, and helping other people. They are skilled at offering sincere encouragement and support. They are uncomfortable with conflict and will work hard to prevent and/or avoid confrontations. They like to be appreciated for the warm human beings they are.

Blues Need

- Understanding
- Harmony
- Love
- Acceptance
- Honesty
- Inspiration
- Empathy

Blues Are Frustrated By:

- Broken promises
- Negative criticism
- People talking about them behind their back
- Conflict and confrontation
- Lying and rejection
- Lack of social opportunities
- Focus on systems rather than on people
- Conformity that doesn't allow for individuality
- Lack of opportunities to talk over what's happening
- Insincerity

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About the Activator's Style

“Oranges” love to get things done! They’re good at making quick, intuitive decisions and if they’re feeling excited and challenged by a project, they can outlast everyone else. They’re natural leaders and can easily dominate a situation - not because they intend to exclude anyone’s ideas, but because they can’t wait to get started. Oranges love adventure and fun and are energized by new challenges.

Oranges Need:

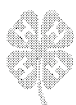
- Freedom
- Variety
- Recognition
- Action and activity
- Opportunities to express themselves

Oranges Are Frustrated By:

- Slow processes
- Being stuck in an office
- Redundancy
- Lack of freedom
- Low tolerance of risk-taking
- Reading manuals or listening to lengthy instructions
- Criticism
- Abstract discussion without real-life application

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About the Organizer's Style

“Golds” are responsible and organized. They show up on time and get annoyed by the time wasted when other people don't. If you give a job to a Gold, you can count on them to do it, to do it right, and to get it done on time. They value fairness and consistency and like clear guidelines to follow.

Golds Need:

- Clear rules and boundaries
- Structure and stability
- An organized environment and schedule
- Consistency
- Opportunities to show their responsibility and reliability
- Time to complete a project well

Golds Are Frustrated By:

- Tasks left unfinished
- Ambiguity
- Chaos and disorganization
- Too many things going on at the same time
- People who don't follow through
- Irresponsibility and waste
- Nonconformity
- Changing rules
- The phrase “It depends.”
- A haphazard attitude

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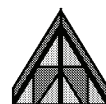




Understanding the Camp Counselor Role

Learning Sessions

2	A Great Counselor Is...	50 Minutes
3	Be a Great Communicator	90 Minutes
4	Serving Our Camp Customers	80 Minutes
5	A Counselor's Role In Protecting Children From Abuse	15 Minutes



A Great Counselor Is...

Divide into groups

5 Minutes

- Divide into groups of four or five people
- Encourage staff to work with people they don't yet know well or in groups that will work together at camp, depending on your goals for team development

Designing a Great Camp Counselor

15 Minutes

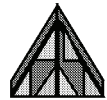
- Each group draws the outline of a Great Counselor on newsprint or butcher paper
- Each group identifies positive characteristics of a Great Counselor and writes those descriptions on their drawing
- Each group prepares a presentation to the rest of the staff

Group Presentations

25 Minutes

- Groups present their drawings
- Note characteristics they discuss, comparing them to your own list that identifies qualities that you want your staff to have
- Reinforce, redirect, and add qualities so that staff become clear about your expectations of them





A Great Counselor Is... (con't.)

Introduce Experiential Learning

10 Minutes

- Explain difference between content - what is learned, and process - how it is learned.
- Tell staff they'll learn both content and process during staff training, and that these experiences will teach them how you expect them to work with campers
- Tell staff they'll learn more about experiential learning later, but that now you'd like them to respond to questions that often help learning sink in
- Ask reflection questions: What? So what? Now what?

Personal Reflection

10 Minutes

- Introduce the Turn Learning Into Action Handout 1 as a tool to help staff capture their learning each day or each learning session during camp staff training
- Encourage staff to reflect on what they learned, how it applies to camp, and their personal goals for applying their learning in their work at camp
- Tell them that they can use the Turn Learning Into Action Handout 1 as a tool by answering the "What?", "So what?", and "Now what?" questions on the Handout





A Great Counselor Is...

Time: 50 Minutes

Learning Outcomes:

Participants Will:

- Explore positive traits that contribute to great performance by camp counselors
- Identify traits they personally possess and can strengthen as well as those they need to develop
- Learn supervisors' expectations for their performance

Materials

Newsprint/butcher paper *

Scissors and/or utility knife

Markers

* Newspaper publishers will often give you end rolls of newsprint for free.

Resources

Camp is for the Camper:

Counselor's Guide to Youth

Development, National 4-H

Camping Handbook by Connie

Coutellier and Kathleen

Henchey

Rationale

It helps to set a context for training and helps participants see what they'll be learning about. For camp staff, you want them to know what a great counselor (or instructor, volunteer, CIT, or whatever role you are training.) should be like.

If you were training builders, you might show them a finished house that had high quality workmanship to help them know what they're shooting for.

In this session, you're helping camp staff realize what they should shoot for. As they discuss what makes a great camp counselor, they will identify positive traits - and with your guidance, they will begin to assess their own skill levels, what they're good at already and what they need to get better at.

This session also gives you, the Camp Director, the opportunity to clearly express what your expectations are. While it can often be useful to bring other trainers and facilitators in to lead other sessions during camp staff training, this is one learning session you should lead. You want your staff to understand exactly what you expect from them, and here's one opportunity for you to express it.

The primary learning activity in this session appeals to visual/spatial learners.



Learning Session

Say, “We’re going to begin our training by getting a clear mental picture of what a great camp counselor looks like. You’ll all have an opportunity to create that image.”

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Divide into
■ groups
■ 5 Minutes
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Divide the staff into groups of four or five people.

Give each group a long sheet of newsprint or butcher paper that is as least as long as the tallest group member. Give each group at least 5 dark colored markers, and then give them the following directions.

- Lay the paper on the floor.
- Draw an outline (pencil works best so you won’t get marker on anyone’s clothing) of each group member. Draw these one at a time and transpose the outlines over the top of the others.
- Using the group’s collective outlines, draw your group’s depiction of a great camp counselor. Be sure you draw this outline in dark marker!
- As a group, identify positive qualities that a great counselor has. As individuals, decide which of these qualities you can contribute toward this Great Camp Counselor we’re creating today. Write each donation (one word please) on your counselor’s body. (Be sure you act respectfully toward your great counselor and only write on areas that a swimsuit wouldn’t cover!) Each group should list at least five different positive qualities.
- As a group, decide how you’ll introduce your Great Camp Counselor to the rest of the group, being sure that you identify all the positive qualities that s/he brings to camp.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Designing a
■ Great Camp
■ Counselor
■ 15 Minutes
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Allow approximately 15 minutes for following these directions, circulating to respond to questions and observe the process. Monitor the progress, giving more or less time as needed. Warn groups when there are 5 minutes left, encouraging them to use the rest of the time to plan how they’ll introduce their Great Camp Counselor to the rest of the group. Tell them that they’ll have 3 minutes to make this introduction.

Call the whole group back together and ask for volunteers to introduce their counselor until all groups have done so.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Group
■ Presentations
■ 25 Minutes
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

While groups are presenting, note what qualities they discuss and compare them to the list you have already prepared which identifies the qualities you most want your staff to have. Reinforce those qualities that staff identify and which you particularly want them to show. Be prepared to make links with other qualities that may almost, but not quite, express your expectations for staff. Fill in qualities that may not have been discussed, but which you feel strongly about.

In this way, the staff will come to know and better understand your expectations of them. Take advantage of the opportunity.



After all groups have presented and you've reinforced, redirected, and added your own expectations, ask the group if any of them have thought of additional qualities that were not already mentioned. Add those that you and the group believe are important by writing them in on the groups' drawings.

Introduce
Experiential
Learning
10 Minutes

Say, "All during our training, we're going to be learning about content - like what qualities a great counselor has - and we're also going to be learning in two other areas. We'll learn about each other, about who each person is and how that person can contribute to our whole staff team. And we'll learn about the *process* of learning because many of the learning processes we'll use in training are similar to the learning processes that campers will also be going through.

Most of what we do will be experiential learning which we'll learn more about later. For now, though, I'd like you to consider how your group made the decisions you had to make in order to complete the task you were given."

Ask experiential learning questions,

Experiential
Learning

- "What happened as your group worked together? What did you learn about each other? What did you learn about working as a team?"
- "So how do you think this experience of working in a small group will relate to our real-life experience of working at camp this summer?"
- "Now that we've had a small taste of teamwork - and we'll have plenty more this summer - how can we carry the things we've learned forward as we continue to learn more about being great counselors, about each other, and about how we work and learn as a team?"

Tell the staff that you don't necessarily require them to answer all these questions right now, but that you want them to get used to thinking about them. Tell them that all through training and throughout the camping season, you'll be asking similar questions to help them learn what they need to know: What did you learn? So what difference does that learning make in our work? And now that you've learned something, how do you put that learning into action.

Introduce the Turn Learning Into Action Handout 1, saying, "At the conclusion of each learning session, (or each day depending on how you choose to use this learning de-brief tool) you'll be asked to get out your staff manual and turn to the Turn Learning Into Action Handout 1. This will be a way for you to capture and remember what you learned and what you want to do with that learning. Write yourself some notes in response to each question listed under the learning session topic. Let's do that now.

Personal
Reflection
10 Minutes

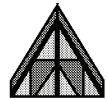
"Take just a couple minutes to write your answers to the questions by that topic. No one will look at your answers, but we do ask you to take this part of the process seriously because it will help you really learn as much as you can in our training and it will help you set some goals that we'll go back to when we review your performance this summer. These goals will help you become what we've just drawn: A Really Great Camp Counselor!"



Training Tips

- Adolescents can be very self-conscious about their bodies. If your staff is younger and you anticipate that they'll be uncomfortable or uncontrollably giggly, you might choose to skip tracing each other's bodies and have them draw a figure instead
- It's not unusual for groups to enjoy *doing* more than *talking about doing* (the learning portion of experiential learning) especially if the experiential learning cycle is new to them. Talking requires an energy shift from active to a quieter, listening and thinking mode which is sometimes challenging for staff to manage. It's often useful to debrief - discuss the what, so what, and now what questions - *frequently and quickly* rather than get into long discussions that some staff may tune out. Limit debriefing sessions - especially those early in your staff training - to a few minutes, asking only the most relevant questions and then invite them to *do* another kind of activity





Be A Great Communicator

I Hear You

30 Minutes

- Show the communication process diagram in Rationale section.
- Discuss goal of listening to be “to keep conversation going till you understand”
- Demonstrate open and closed responses as on Handout 3-1 (page 2)
- Put people in groups of three, have them play speaker, listener, and observer, and take turns talking about their best or worst experience at camp
- Collect a list of positive listening skills that were observed

Can You Hear Me?

30 Minutes

- Discuss difference between respectful and disrespectful messages as noted on Handout 3-2
- Post and discuss six elements of inviting children to listen as found on Handout 3-2
- Distribute camper situations to groups of three and have groups give examples of a disrespectful and a respectful way to respond
- Reinforce respectful messages and ask the group for other ways they might respond respectfully





Be A Great Communicator (Con't.)

En-courage-ment

25 Minutes

- On newsprint, write the word “En-courage-ment” making the point that we want to help children feel courageous from Handout 3-3
- Make a list of things that help staff feel encouraged
- Post encouragement guidelines from Handout 3-4
- Ask each person to practice encouragement skills by writing an encouraging message to each of their two partners in this session

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and what goals they will set to use this knowledge
- Encourage them to capture their learning by using the Turn Learning Into Action Handout 1



Be A Great Communicator

Time: 90 Minutes

Learner Outcomes:

Participants Will:

- Explore and practice listening skills
- Learn elements of sending a respectful message so that children will listen
- Practice encouraging other camp staff members in preparation for working as a team and developing encouragement skills they can use with campers.

Handouts

3-1 I Hear You

3-2 Can You Hear Me?

3-3 Encouragement

3-4 Encouragement Guidelines

Materials

Timer

Markers

Newsprint

Resources

Because Youth Matter

How to Talk So Kids Will Listen and Listen So Kids Will Talk

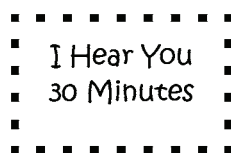
by Adele Faber and Elaine Mazlish

Rationale

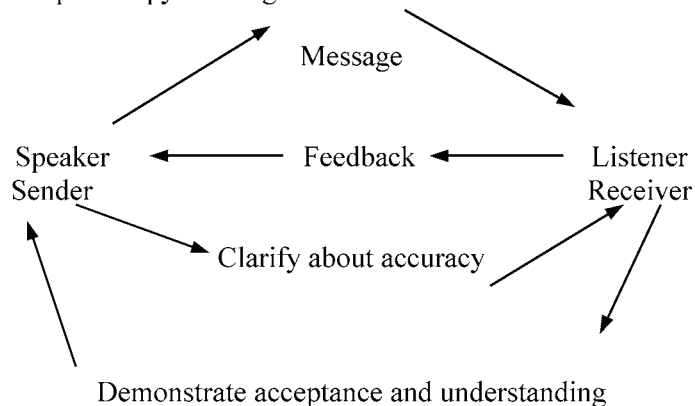
Good communication skills are taught as well as caught. Learning to listen, inviting others to listen to us, and encouraging others are important skills for living - skills that basic for getting along with others. These skills are also the basis for more advanced communication skills required for managing conflicts, behavior challenges, and lovingly affirming others.

Camp staff who model good communication skills will help campers learn these skills and work more effectively as a team.

Learning Session



On newsprint copy the diagram below and discuss.



Ask staff, "What kinds of things are included in good listening?"

List their responses on newsprint. Use Handout Sheet 3-1 to fill in any additional listening skills they may leave out. Focus staff attention particularly on mutual respect, being ready to listen, being attentive, and reflecting feelings as well as content.



Say, "Frequently at camp, the goal of a good listener is to take the time and keep the conversation going long enough so that you can understand what the camper needs and wants. For example, a child who is homesick may say that she doesn't feel good. If you keep the conversation going, you'll find out what the real problem is and give the child enough confidence in you that she'll be more ready to listen to your ideas about what she might do to deal with the problem. If you don't take the time, you won't help the camper at all."

Demonstrate open and closed responses as shown on Handout 3-1.

Ask staff to get in groups of three, preferably with people they have not yet spent much time with during the training session.

Review ground rules for good listening that they just identified and as shown on Handout 3-1. Ask staff to agree to abide by these ground rules.

Say, "Each of you will take turns to talk about either your best or your worst experiences working with children. While one person is talking, one will listen, and the third person will observe and identify good listening skills."

Ask staff to decide in their group of three to decide who will be person A, person B, and person C. Person C will speak first, B will listen carefully, A will observe how B listens. After two minutes, ask A and C to tell B all of the positive skills B showed as a listener. Switch roles so that each person has the chance to be the speaker, listener, and observer.

Once everyone has played all three roles, ask how many people saw each listening skill that is on their list. Say, "Of all the communication skills, listening is probably the most important one to learn and practice. We'll have lots of opportunities to practice good listening during our training. Be on the lookout for those opportunities."

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Can You ■
■ Hear Me? ■
■ 30 Minutes ■
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Discuss the differences between respectful and disrespectful messages.

- A disrespectful message blames someone else for your feelings and can make someone feel defensive.
- A respectful message takes responsibility for your feelings and lets others hear you better because you aren't attacking or judging them.



Say, "None of us respond very well to blaming, judging, ridiculing, sarcasm, or nagging. Right? So it would be pretty silly to expect campers to respond to that kind of disrespectful behavior. But children will listen when they feel appreciated, when they understand how you feel without having to feel guilty for something they might have done, when they know what consequences to expect for their behavior and when they have confidence that you will also listen to them."

Post the six elements of inviting children to listen to you from the Handout 3-2 and discuss.

Distribute camper situations to each group of three. Ask staff to give examples of a disrespectful way they might respond and then to give a respectful response that will invite children to listen better.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ En-courage-ment ■
■ 25 Minutes ■
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Say "We all like it when someone notices and appreciates what we're good at - and when someone encourages us. Encouraging children helps boost their confidence and lets them know that they can learn from mistakes."

Write the word "En-courage-ment" on newsprint and underline "courage" demonstrating to staff that we can help campers have courage - to be themselves, to face new experiences, to try new things, to risk and grow.

Say, "It's important for us to encourage campers, but it's also important for us to encourage one another. Let's make a list of things that help us feel encouraged here at camp."

Record their responses on newsprint. Be prepared to add things they might overlook such as, being able to count on each other for help and advice, not comparing themselves to others or being compared, being recognized by the director, other counselors, parents, and campers, being accepted, and receiving respectful messages of appreciation.

Post encouragement guidelines from Handout 3-4. Ask each person to practice encouragement skills by writing an encouraging message to each of their two partners in this session. Supply note paper and writing instruments.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆
◆ Personal Reflection ◆
◆ 5 Minutes ◆
◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Refer staff to the Turn Learning into Action Handout 1 and ask them to reflect on what they learned and how they will use what they learned.





Training Tips

Communication skills are a little like comedy - fun to do but not as much fun to talk about. You might choose to break up this session into three separate times and/or use some experiential activities to create more real practice sessions.





I Hear You: Communicating with Campers

What Would You Do?

A child, feeling very frustrated with his project, throws up his hands and shouts, “I can’t do it! And I won’t do it!”

How would you respond?

Children are people, and like most people, they respond to the way people communicate with them. Nagging, reminding, criticizing, threatening, and lecturing are communication techniques that are often ineffective and strain relationships.

The key to developing positive communication with a child is to develop a relationship based on mutual respect. This is a relationship in which each party respects the feelings and ideas of the other even though they may not always agree with each other.

Before you can develop respect for a child, you have to understand what feelings and ideas that child is expressing. Becoming an effective listener takes time and concentration.

Be an Effective Listener

To be an effective listener, you need listening readiness and listening skills.

Listening readiness is the willingness and ability to listen, giving a child your full attention, eliminating or blocking out distractions, and getting rid of personal biases.

Listening skills include using appropriate body language, showing interest, and reflective listening.

Use appropriate body language to show that you are paying attention. This includes posture (for example, putting yourself at a child’s eye level), appropriate body motion (for example, putting your arm around a child - when you have his or her permission), and eye contact.

Use cues to show interest in the flow of conversation. These cues include door openers, encouragement, and questions. Door openers invite a child to talk. (“You seem upset today. Do you want to talk about it?”) Encouragement cues keep the conversation going. (“Tell me more” or “I see.”) Ask open-ended questions such as “How did you reach that decision?”

Reflective listening involves listening carefully, and then, in your own words, letting a child know that you understood what he or she said and the feelings behind it. This is done by paraphrasing and reflecting feelings.

Paraphrasing is telling a child what he or she just said but in your own words. (“If I understand correctly, you said....”) Reflecting feelings is listening for the emotions behind the words and recognizing them. (“You’re really nervous about that doctor appointment.”)

Reflective listening helps you clarify what a child is saying and can be used to help him or her work out a problem. (“It sounds as though you are angry about what happened.”) The key is to focus on the child’s feelings. When reflective listening is used, a child feels as if he or she is important and someone cares.

Communication involves either closed or open responses. A closed response indicates that the listener neither heard nor understood what was said, and this tends to cut off communication. An open response indicates that the listener heard and understood what was said.





Open and Closed Responses

Child's remark: I'm never going to play with her again!

Closed response: Just forget it; she probably didn't mean it.

Open response: You're really angry with her.

Child's remark: I wish I could go along. He always gets to go everywhere.

Closed response: We've discussed this before – so stop fussing.

Open response: It seems unfair to you.

Child's remark: Look at my new model!

Closed response: That's nice ... now will you please go.

Open response: You're pleased with your work.

Child's remark: I don't want to go to school today. Billy is mean to me.

Closed response: Everyone has to go to school. It's the law.

Open response: You're afraid Billy will pick on you.

Child's remark: You're the meanest counselor in the world. I hate you!

Closed response: Don't you ever talk to me that way!

Open response: You are very angry with me.

Child's remark: Watch me do a cannonball!

Closed response: You'd better not get me wet!

Open response: You really like to make a splash!

Put It All Together

What Would You Do?

Remember the situation at the beginning of the handout?

A child, feeling very frustrated with his project, throws up his hands and shouts, "I can't do it! And I won't do it!"

What would be a closed response?

What would be an open response?





Can You Hear Me?

What Would You Do?

While climbing a tree in the playground, several children have climbed higher than the rules allow. They are sitting on a branch that may not be safe.

Getting children to listen can be very difficult. When we listen to children, we want to keep the conversation going long enough so we can understand what they are saying and what they really mean. When we talk to children, we want them to listen to us long enough to understand what we say and what we mean. And we often want them to change their behavior.

What conditions do we need to create to invite children to listen to us? Perhaps it's easier to consider what doesn't work in communicating with kids. We have all said things to kids that didn't work and we have learned to recognize some signs showing that what we say doesn't work:

- Kids' eyes glaze over, they tune us out.
- Kids get defensive, saying, "I didn't do anything!"
- Kids know they have the power to make us angry, and they learn how to exercise that power.
- Kids keep doing whatever we want them to stop doing or do not do what we want them to do.
- Kids get angry and frustrated with us.
- We get angry and frustrated with them.

What communication forms don't work with kids?

- Disrespectful: "You're just a kid. What do you know?"
- Blaming: "It must be your fault. It's always your fault!"
- Judging: "Do it my way or else. You always mess it up when you do it by yourself."
- Ridiculing: "Look everybody, Andrew's sucking his thumb again. I guess he's just a little baby."
- Using sarcasm: "Oh, right, I have nothing better to do than to listen to you whine all day."
- Nagging: "If I've told you once, I've told you a thousand times... and you're still not doing what I want you to do!"

Children do listen when

- They feel sincerely appreciated
- They are respected for not wanting to tattle on others
- They understand how you feel but don't think you hate them
- They understand the consequences of their actions
- They have confidence that you will listen to them





How can you invite children to listen to you?

1. **Be sure you know what's really bothering you about a situation.** Usually it's less that children's behavior is driving you crazy than it is that the consequences of their behavior are interfering in some way with your own wants and needs - which are as valid as their wants and needs are.

For example, several children are noisily laughing and having fun while you are trying to have a telephone conversation. You would be glad the kids were having a good time if only you could hear your phone conversation. Their noisy laughter (their behavior) isn't disturbing you. What disturbs you is that you can't hear (the consequence of their behavior.)

Why is it important to distinguish between the behavior and its consequence?

If you react to the behavior, you might yell, "Will you kids please be quiet?!" But if you realize that they are just behaving like kids and the problem is yours, you can take a different approach. You might say, "I'm having trouble hearing on the phone. I need it to be quiet until I finish my conversation."

Which approach invites children to listen to you?

2. **Be calm.** Anger rarely enhances communication. Show children by your actions that they can control theirs.

Staying calm can often defuse children's anger. When they learn they can't push your buttons, they usually stop trying - or at least don't try as hard.

3. **Let children know how their behavior affects you.** Tell them how you feel, honestly, openly, and respectfully - accepting that your feelings are only one side of any story.

Expect and encourage children to also share their feelings with you openly, honestly, and respectfully.

4. **Help children see the consequences of their behavior.** "I feel worried when safety rules aren't followed because I'm afraid you'll be hurt."

5. **Remember that nothing works every time or with every child.** Forgive yourself when you say something you wish you hadn't, and apologize sincerely to the children. You will show them a positive way to interact with others.

6. **Monitor regularly how you feel about the children.** When you can remember all the reasons you are absolutely crazy about them, you won't let them drive you crazy.

Which approach is most likely to invite children to listen?

Situation	Disrespectful Response	Respectful Response
Campers have climbed high in the tree	You are so irresponsible! You never follow the rules! Get down from there and hurry up!	I worry when safety rules aren't followed because I'm afraid someone will be hurt.
A child constantly pulls on your sleeve for attention	Stop that! Quit bothering me!	I don't like being pulled on. Please say my name instead.
A child constantly interrupts you when you're working with another child	Why can't you ever wait for your turn!	I will talk with you as soon as I'm done with Jon.
Campers didn't clean up after they finished playing	You guys are slob! Who do you think I am, your mother?	It's not for me to clean up by myself. Who can help me?





Encouragement: Build Children's Confidence

What Would You Do?

One of your group members is worried about not doing well in their cabin skit. How would you respond?

Encouragement is very important for improving relationships between adults and children. You can encourage a young person by focusing on his or her strengths. This helps children believe in themselves and their abilities. Encouragement helps children accept and learn from mistakes and develop the courage to be imperfect.

Eliminate These Patterns

1. **Negative Expectations**—Expectations are powerfully communicated by the things we say and do. Children can sense these expectations and behave in the way we expect. For example, if you believe a child will fail at a difficult task, the child will begin to doubt his or her own ability.
2. **Unreasonably High Standards**—We may set standards that are impossible for children to meet. We may insist that they do well in things that are important to us. We may be sending messages that say that whatever they do is never as good enough. Or we may expect performance beyond their age and ability.
3. **Promoting Competition Among Youth**—We can promote competition without being aware of it. We might praise the successful child and ignore or criticize the unsuccessful child. We might express comparisons by our gestures or facial expressions. These behaviors can trigger competition as effectively as a pep talk. If you work in encouraging ways with all children, you can decrease competition and foster more cooperation.
4. **Overambition**—Some counselors may insist that children demonstrate excellence. This attitude may intimidate children and keep them from trying new activities.

Develop These Patterns

1. **Accept Children as They Are, Not Only as They Could Be**—Dwelling on ways they could improve can make children feel discouraged. Children improve skills when they believe they are capable. Let children know that you value them no matter how they perform and you give them the courage to try.
2. **Ignore Tattling**—Children tattle to make themselves look good or to get even. Tattlers achieve their purpose by using the ultimate weapon: you. They are successful when the culprit gets caught. When you let yourself be used in this manner, you invite the “victim” to use you again and again. Ignore negative behavior and reward positive behavior.
3. **Have Faith in Children So They May Believe in Themselves**—Show children that you believe in them. Play down children's mistakes and instead communicate confidence. Be alert to point out any positive aspects of their efforts.

Avoid the temptation to interfere when a child is trying to work through a problem or perform a task. If children request help to gain attention, or stop thinking or working independently, tell them you have confidence in their ability: "You were able to do ----- before, so I think you can handle this."





4. **Focus on Contributions, Assets, and Strengths**—To feel adequate, children must feel useful and know that their contributions count. Identify children's talents and suggest ways they can use them. Let children know you appreciate their efforts to help.
5. **Encourage Rather Than Praise**—Many adults believe they are encouraging children when they praise them. Praise is a reward that is often based on competition and reserved for those who win or do the best. Praise is focused on the results.

Encouragement puts the focus on effort or improvement - for all children, not just the winners. When you encourage, you're not comparing one child to another, but helping each child to accept herself or himself and develop the courage to face difficult tasks.

The Special Language of Encouragement

When commenting on children's efforts, be careful not to place value judgments on what they have done. Try to focus your response to help children believe in

themselves. Be alert to value-loaded words in your vocabulary (for example, good, great, excellent). Substitute words of praise with phrases that express the special meaning of encouragement: "I'm glad you're pleased with it" or "Thanks; that helped a lot."

Remember

1. Encouragement puts focus on children's strengths to build their self-confidence and feeling of worth. "I need your help."
2. Focus on what is good or positive about the child or the situation. "I like the way you handled that."
3. Accept children as they are. Don't make your love and acceptance dependent on their behavior. "Knowing you, I'm sure you'll do fine."
4. Have faith in children so they can believe in themselves. "You'll figure it out."
5. Recognize improvement and effort, not just accomplishment. "It looks like you really worked hard on that."

Put It All Together

What Would You Do? Remember the worried child?

Encouraging responses indicate confidence: "It's a challenge, but I'm sure you can handle it."

Or you could make a suggestion in the form of a question: "If you don't believe you'll do very well, what can you do to feel more comfortable about it?"





Encouragement Guidelines

- Use respectful messages as defined on Handout 3-2, "Can You Hear Me?" They are more personal and more meaningful.
- Anonymous encouraging messages can be touching, but those that are signed demonstrate that a person really believes the encouraging words.
- Encouragement messages must be positive. Don't try to help anyone "grow" by offering negative criticism. We grow by building on strengths.
- Be careful of the word "but." It can cancel out positive statements as in "I really like you, but your laugh just drives me crazy?"
- Encourage often. Give two encouraging messages for each one you receive. (It usually takes at least fifteen positive statements to counteract one careless put-down.)
- Encourage fairly. Encourage people you like and enjoy. Also encourage people whom you find it more challenging to like and enjoy. Genuine appreciation builds respect and reduces conflict.

Use the sentence stems below to get you started validating

I really like...because...

I admire how you...because

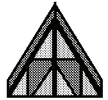
Thank you for teaching me...because...

I appreciate...when you...because...

I applaud your ingenuity...because

I enjoy...when you...because...





Serving Our Camp Customers

Why It's Important

5 Minutes

- Discuss importance of keeping customers happy in relationship to keeping camp healthy

Who Are Our Customers?

5 Minutes

- Ask staff to identify camp customers; be prepared to help staff see parents as well as campers as customers

Satisfying Campers

10 Minutes

- Ask staff to list what it takes to satisfy campers. Record their list.
- Ask how they attempt to satisfy camper customers. Record their list.

Satisfying Parents

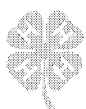
20 Minutes

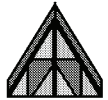
- Ask staff to list what it takes to satisfy parent customers. Record their list.
- Review Handout 4-1, 8 Things Parents Want From Camp, noting areas included in the article but which staff may have overlooked
- Ask “When do we have opportunities to satisfy parent customers?”
Record responses.

An Unhappy Customer

5 Minutes

- Discuss consequences of one unhappy customer
- Read the parent complaint letter on Background 4-1 and discuss what could have been done to satisfy that customer





Serving Our Camp Customers (con't.)

How One Successful Company Does It

15 Minutes

- Ask staff to recall an experience at a quality theme park. Discuss what contributed to their enjoyment of that experience
- If available, show a portion of video tape “In Search of Excellence” to identify excellent customer service at a theme park. Use Background Sheet 4-2 for examples
- Compare excellent customer service examples with list of opportunities to satisfy parent customers of camp. Discuss policies and procedures that contribute

Planning to Satisfy Parents

20 Minutes

- Two groups list ways to increase parent satisfaction - one at camp registration and arrival and one at camper pick up. Add other opportunities as desired
- Have groups report back to whole group

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to their work at camp, and to set goals to use this learning in their work
- Encourage them to capture their learning on Turn Learning Into Action Handout 1





Serving Our Camp Customers

Time: 80 Minutes

Learner Outcomes:

Participants Will:

- Identify camp customers as children and their parents
- Learn consequences of serving customers poorly
- Explore how a business makes customers delight in its business standard
- Create customer service strategies to make campers and their parents happy

Handouts

4-1 8 Things Parents Want from Camp

Background Sheets

4-1 Parent Complaint Letter

4-2 Video Highlights

Materials

VCR and Monitor

Timer

Markers

Newsprint

Resources

“In Search of Excellence” video tape

Rationale

Even in not-for-profit camps, certain business principles apply - and none more than “keep the customer happy so s/he’ll keep coming back!” As any business operator knows, it’s important to attract new customers, but retaining the ones you’ve already got is the cheapest and quickest way to maintain your base.

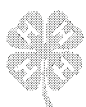
Word of mouth is one of the most powerful ways people learn about you. Customers who have a positive experience will typically tell one or two other potential customers. But customers who have a negative experience will usually tell ten or twenty other people! So it’s really important to be sure that your camp customers are spreading good news rather than bad!

Who are your camp customers? Campers, certainly. And also their parents - the ones who pay for their children to attend.

To satisfy these two sets of customers, you need to know what each wants. Campers will usually be satisfied if they have fun. What’s fun for some might not be much fun for others, so you need to provide lots of different ways that children can have fun while they’re at camp. Most camps are good and frankly, campers aren’t all that hard to satisfy.

Parents, on the other hand, can - and have the right to - be more demanding. Most parents want their children to have fun at camp. But they also want a whole lot more, including safety, supervision, and wholesome learning. Parents will be satisfied as customers when their child returns to them safe, happy, having learned a new skill or two, NOT having developed any bad habits, and NOT telling stories that indicate any kind of inappropriate or irresponsible action by camp staff.

It’s usually not too difficult for camp staff to see how they can satisfy campers. Having fun with kids is often easy for the kind of people we hire to work at camp. But getting them to see their role as serving parents as customers is often more challenging. Generational and sometimes value differences can interfere with their full understanding of parent needs. Therefore it’s important to focus their attention on what parents want and how their job includes satisfying parents of campers.



In this session, a business example of a famous theme park is cited. This business was chosen because they are famous for providing excellent customer service and because the theme parks are very familiar to many staff members. The videotape “In Search of Excellence,” although produced in the 80’s, demonstrates some of the ways in which the theme park staff serve their guests - ways camp staff can also deliver first-rate customer service for campers and parents.

Learning Session

Why It's
Important
5 Minutes

Say, “This session is about providing excellent service to our camp customers. Why do you suppose that’s important?” Be prepared to give examples - enrollment data from previous years, how camper fees provide funds to pay staff, etc. - that apply to your camp and your current enrollment and/or marketing goals. Reinforce the importance of satisfying customers.

Who Are Our
Customers?
5 Minutes

Ask, “If we were to think of camp as a business, who are our customers?” Staff will probably include campers as well as parents, but be prepared to include both in the discussion if they do not.

Ask staff, “What does it take to satisfy campers?” Record responses on newsprint.

Ask, “How do we attempt to satisfy our camper customers?” Record responses on newsprint.

Satisfying
Campers
10 Minutes

Say, “It looks like we have lots of plans in place to satisfy our camper customers. Let’s consider what it takes to satisfy parents.” Record staff responses on newsprint. Review Handout 4-1, “8 Things Parents Want From Camp” with staff, noting the areas they have already identified as well as areas they may have overlooked.

Satisfying
Parents
20 Minutes

Say, “It’s easier to see the opportunities to satisfy campers than it is to see opportunities for parents because we spend more time with campers. We may need to think more creatively to see the opportunities with parents. When do we have opportunities to create satisfaction with parents?” Record responses. Be prepared to add any occasion or event when staff interact with parents such as: pre-camp open house, camp registration, letters home, phone contact during the week if a problem occurs, camper pick-up, stories campers tell parents, etc.

An Unhappy
Customer
5 Minutes

Say, “At any one of these times, a positive impression helps create customer satisfaction among parents. A negative impression, however, can create concern and sometimes dissatisfaction. Business operators will tell you that happy customers may tell one or two other people about their positive experiences. But unhappy customers may tell ten or twenty people why we’re the worst camp in the history of the world!”



Say, "Here's one example of an unhappy customer." Read the parent complaint letter on Background Sheet 4-1, or substitute one that you have received, taking care to select a reasonable complaint that staff cannot argue against.

Say, "Let's think about a business that succeeds over and over again at making customers happy. How many of you have been to a theme park?" In a typical staff, many will have had that experience. Ask, "Did you have a good time? How many have been more than once? Were there a lot of people there when you were there?"

How One
Successful
Company Does
It
15 Minutes

Discuss that theme parks do a huge business and get people to come back over and over again. If they make people happy - even if they may not always do it perfectly - they do it enough to send people away raving about their experience.

If you have access, show a portion of the videotape "In Search of Excellence." If not, ask staff to identify ways in which they experienced excellent customer service at a theme park. See Background Sheet 4-2 for examples to supplement their discussion. List items on newsprint as staff identify them.

Compare your list and the list of opportunities to satisfy parents of campers. Explain briefly other things that have been done to make it easier for parents to register their children for camp - in your main office, a pre-camp open house, mailings, and so forth. Explain your policies and procedures about contacting parents during the week if campers have a problem.

Say, "These are ways we try to satisfy parents that you may not see, but everyone involved in camp is concerned about making parents happy. Now, let's see what we can do when we interact with parents."

Planning to
Satisfy
Parents
20 Minutes

Break staff into two groups and assign each group to the following opportunities to make parents happy to invest in camp for their children. Ask groups to list ways they might increase parents' satisfaction during these times.

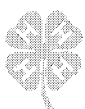
- Camp Registration and Arrival
- Camper Pick-Up

Break those groups into smaller groups if appropriate, asking some groups to think how they can make different parts of each time more enjoyable for parents and campers. For instance, at camp registration, a group might consider how to make standing in line seem less like a hassle. Another group might consider how to welcome campers to their cabin groups. Still another might plan camp tours, and so forth.

Personal
Reflection
5 Minutes

Give groups 10-15 minutes to work on their task and ask them to report back to the rest of the group.

Conclude by referring staff back to their Turn Learning Into Action Handout 1 and reflecting on what they've learned about satisfying camp customers.





8 things parents want from camp

Does your camp provide them?

By Frank and Lucille Henderson

Study this checklist carefully and thoughtfully and see how your camp rates on the things parents want from camp, and how you can make it rate even higher next season.

Representative parents of campers met in a symposium of the Washington Sections of the American Camping Association in Seattle and told directors they want these things for their children in summer camps:

1. *An opportunity for group living* with contemporaries to learn "adaptability." They mentioned that this experience cannot begin too young. As one expressed it: "Camp is the best place to launch your child on his first steps of individuality. It releases him for the first time from the position he cannot escape in the family – the adult world which surrounds him and tends to cramp his style."
2. *Increased opportunities to practice and develop leadership* through the give and take of group living; opportunities to learn fair play and sportsmanship; participation rather than radio-listening, TV viewing or movie-sitting; broader viewpoints and new evaluations – through citizenship training.
3. *The cooperative intelligent discipline* which is engendered by camp life through example and fine relationships with other campers and staff; new voices teaching many lessons which have been stressed at home (cleanliness, table manners, courtesy, speech, helpfulness, etc.)
4. *Good health and physical well-being developed by well-run camps* with clean and adequate facilities, ample well-balanced meals, good medical supervision; plenty of sunshine; and good balance between physical activity and sound sleep and rest away from the noise and confusion of city life; regular hours and good habits of simple living.
5. *An appreciation of the outdoors and nature; adventure with the elements;* sensing closeness to sun, wind, rain, darkness, tides, moon, stars, mountains, streams, fresh and salt water,

sleeping under sky or canvas; to fish, dig clams, hunt crabs or oysters; to know trees, shrubs, plants for their beauty and worth; to paddle a canoe, know cattle, sheep, deer, rabbits, raccoon, ducks, chickens, snakes, toads, chipmunk or cricket – becoming friends with these things is closely akin to religion with a child; his world is vast and beautiful, close and comfortable!

6. *The companionship and leadership of carefully selected young adults* sharing their own skills with earnestness and enthusiasm in the role of counselors; individual attention where each camper counts as a person and a full program offering a variety of activities develops skills and interests to carry through adulthood. Here, as elsewhere, it was recognized that there is a wide difference among camps, including organization, church, school and independent camps.
7. *The development of self-reliance;* learning to cook over an open fire, to use such elementary things as matches, pocket knife and hatchet; for younger campers, to bathe, comb and dress oneself; to tidy up camp quarters and to care for belongings; to recognize that others must brush teeth, put away shoes and clean up!
8. *Through some fun, some work, some play, some instruction, camp should deliver* large measures of happiness and achievement; memories of games, songs, campfires, and laughter, enduring friendships (especially to those who return;) inspiration and worthiness of purpose which comes from example and youth discussions; and a wholesome moral and spiritual attitude which is the by-product of good program, planning, leadership and guidance.

The Hendersons were co-directors of San Juan International Camps in Seattle, Washington. This was reprinted from *Camping Magazine*, March 1959. Permission granted from American Camping Association to use this article.





Parent Complaint Letter

(This is an actual letter received from a parent)

July 24, 1999

Dear Camp Director

My son Brent was a camper at your camp during week two this summer, and I have become quite disturbed with the things he's been telling me about as well as some things I observed when I dropped him off and picked him up.

Brent speaks in glowing terms about his counselor, and I also found him to be quite pleasant when I met him. But since he's been home, Brent has been using foul language that he did not learn at home. When I corrected him, he informed me that "Everybody at camp talked like that and my counselor didn't care." He went on to tell me that all the words he was using were scribbled on the walls and rafters of his cabin. Now, I am not a prude, and I have brought Brent up to have a normal and natural curiosity about sex. But I am appalled at the language Brent learned to use when he should have been having a wholesome experience. Certainly, everybody should NOT be using that language at camp because counselors should NOT allow it. And it is equally appalling that innocent children be exposed to such ugliness written on their cabin walls!

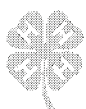
I'm concerned about other upkeep issues of the camp facilities too. When we took Brent to camp, his cabin and the area around it smelled terrible - like a sewer. My husband said that the boys' bathroom was disgusting! The toilets were full and could not be flushed. Brent later said that it was like that all week! When I went to camp, we had to take turns cleaning the latrine - sweeping the floors, cleaning the showers, and certainly cleaning the toilets. Part of going to camp is learning responsibility. Campers should clean the latrines. But there are limits. Counselors should be stepping in when the job is too big for campers to handle, as it clearly was, and if it's too big for counselors to handle, perhaps YOU should go clean the bathrooms yourself! From all appearances on Sunday and Friday, it's been a very long time since the boys' bathroom has been cleaned by anyone!

Finally, although Brent seemed to have fun at camp, he appears to have learned very little - other than four letter words. I asked him whether he learned the whip kick or any particular stroke in swimming and he said no. They mostly played in the water and had races. I've taught swimming myself and know that by Level 3, he should have been learning strokes. I asked whether he learned to how to tie on a hook, sinker, or bobber in his fishing class or whether he learned about different kind of fish and what bait they like. He said no. They just went out and fished. I asked if he developed the photograph he brought home. He said no. The counselor did it "so it wouldn't get messed up." I expected Brent to have fun at camp, but I also wanted him to learn new skills and am most disappointed that he did not.

Unless I get satisfactory response from you and indication about what you are going to do about these serious issues, we will not be sending Brent to your camp next summer.

Sincerely

Jennifer Fitzwallner

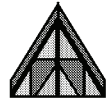




Video Highlights

- Staff are always putting on a show
- Visitors are called guests - not tourists - and they are to be treated with hospitality
- Cast Members wear a “costume” and are always clean and neat
- As soon as Cast Members enter a park in costume, they regard themselves as “On-Stage.” When they’re On-Stage, they are required to put the guests’ happiness first.
- The park is kept spotless
- Every Cast Member is prepared to be helpful - from the garbage sweepers to the attraction performers to the parking attendants
- Cast Members attend training that helps them learn how they carry on the legacy and vision of the company
- Guests never see the inner workings of the park - and they never see a Cast Member behaving badly because that doesn’t happen when one is On-Stage
- When guests have to wait in line for an attraction, there is either something for them to do or see, or there is a sense that the line keeps moving
- As guests enter an attraction, Cast Members give guidance in how they can enjoy themselves more quickly by showing courtesy to their fellow guests. “Please move all the way to the end of the row to make room for other guests.” or “Please refrain from taking flash photographs.”
- From the moment guests enter the park property, there are signs, a radio station, and assistance to help them know where to go and how to get there





5 A Counselor's Role In Protecting Children From Abuse

Who Reports?

10 Minutes

- Direct staff to written policies and procedures in their camp staff manual
- Tell staff who the designated reporter is for your camp and the procedures staff should use if they observe signs of abuse in a child

Camper Disclosures

10 Minutes

- Direct staff to written policies and procedures in their camp staff manual
- Discuss the potential difficulties that a child might feel in disclosing abuse, and share procedures that protect the child from having to disclose to more people than necessary
- Tell staff that abuse issues must be kept *completely* confidential, including other counselors and campers

Avoiding False Accusations

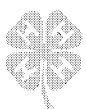
10 Minutes

- Discuss expectations regarding staff behavior toward campers, particularly regarding physical touch and appropriate boundaries
- Review Handout 5-1 to help staff know how they can protect themselves from false accusations

Personal Reflection

5 Minutes

- Ask staff to reflect on what they have learned and how they will apply this to their job at camp
- Encourage them to capture their learning on the Turn Learning Into Action Handout 1





A Counselor's Role in Protecting Children From Abuse

Time: 35 Minutes

Learner Outcomes:

Participants Will:

- Learn camp policies designed to protect them from false accusations of abuse
- Understand reporting policies and procedures and learn who at camp has the responsibility and requirement to report suspected child abuse.

Handouts

5-1 Protect Yourself from
False Accusations

Preparation

Review and update child abuse
policies and procedures

Material

Timer
Camp Staff Manual

Resources

About Preventing Child Abuse
Understanding Child Abuse:
Guidelines for Camp Directors
by Stephen Goggin and
Rosaleen Mazur

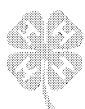
Rationale

In many states, training camp staff in child abuse issues is required. And for good reason. Greater awareness leads to greater opportunities to prevent child abuse and to appropriately support children who may already have experienced abuse.

This learning session does not attempt to educate staff about recognizing child abuse because local agencies are far better equipped to do that. And getting these agencies involved in your training can help you develop helpful relationships in the event that you need to report a suspicion of child abuse.

When inviting local agencies to help train your staff, be sure to communicate the scope of counselor responsibilities to the person delivering the program. The more s/he understands your camp program and your staff's needs, the more s/he will be able to help them learn what they need to know.

Even when you invite a local agency to train your staff to recognize child abuse, you also have a responsibility to help staff know their role in protecting children from abuse. This session provides a helpful framework for them.



They need to know:

- what to do if they suspect that a child may have been abused
- what to do in case a child tells them about abuse
- how to protect themselves from false accusations of abuse

Because state, agency, and camp policies vary regarding these issues, this session is intentionally general. You will need to fill in the specifics regarding how you support staff in relationship to reporting suspected child abuse. Having written policies and procedures in your Camp Staff Manual may help staff to absorb them more effectively.

Developing such policies is beyond the scope of this manual. For guidance, consider the following resources available through the American Camping Association.

Resource Pack II: Tools, Tips, and Templates from ACA-Accredited Camps (Bradford Woods, IN: American Camping Association, 1999).

Mission Accomplished Workbook by Jackson White Herman (Non-Profit Risk Management Center, 1997).

For Their Sake Staff Training Handbook, by Becca Cowan Johnson (Bradford Woods, IN: ACA, 1994).

This learning session focuses on helping staff know their role and how to perform it. They need to know the answers to two specific issues of your policy.

1. Who will act as the designated reporter and will be responsible to report child abuse suspicions to the appropriate authorities?
2. How do you handle camper disclosures so that the child is harmed as little by the disclosure and resulting report as possible?

And they need to know very clearly your expectations of their behavior regarding protecting themselves from the perception of abuse.



Learning Session

Say, “Understanding child abuse helps us protect children from it. At Camp _____, we have a role in protecting children too. You’ll get to know children this summer and you’ll have a chance to observe them. You may see things or they may tell you things that make you wonder if they might have been abused. We’ve developed policies and clear procedures that you need to know and use if you suspect a child has been abused. We’re going to go over those procedures now.”

Who Reports
10 Minutes

Tell staff who will act as the camp’s designated reporter of suspected child abuse and review procedures staff should follow if they observe indicators of child abuse. Ask for questions and clarify until you believe they fully understand these procedures.

Camper
Disclosures
10 Minutes

Discuss that it can be very difficult for a child to disclose that they have been maltreated. But campers might disclose abuse to a trusted camp counselor. Share your policies about what they should do in that instance, helping staff know that **strict** confidentiality is essential, and that they should make the designated reporter aware of the disclosure immediately.

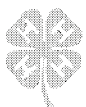
Avoiding False
Accusation
10 Minutes

Discuss that child abuse can happen within families and also in other settings, including camp. Say, “We hope that you will have close and supportive relationships with campers. And we expect that you’ll behave in such a way that there will not be the slightest perception that you ever have acted inappropriately with a camper. People see behavior in different ways however, so you need to know how to protect yourself from accusations.” Review Handout 5-1 “Protect Yourself From False Accusations.”

Personal
Reflection
5 Minutes

Wrap up the learning session by reminding staff to read and understand the written procedures in their Camp Staff Manual.

Ask staff to reflect on what they learned about protecting children from abuse and how their learning will help them perform their jobs effectively. Encourage staff to make note of their learning on the Turn Learning Into Action Handout 1.





Protect Yourself From False Accusations

- Never be alone with a camper. Even when you meet one-on-one with a child, be in view of others
- Don't allow campers to enter private staff areas
- Stay within camp policy as you administer discipline
- Be careful about sharing personal or private experiences with a child
- Don't ask a child personal questions about sexual experiences
- Report any suspicious or unusual observations
- When supervising private activities such as showers, do it with staff of the same gender as the campers in groups of two or more
- Be aware that a child may be uncomfortable with physical or emotional displays of affection. Always ask permission before offering a hug or physically touching a child
- If you do show physical affection to a camper, do so when there are other people around and never touch any part of the camper's body that would be covered by a swimsuit

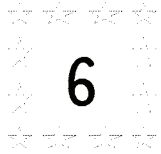
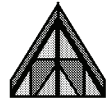




Understanding Learning

Learning Sessions

6	Experiential Learning	55 Minutes
7	Creating Opportunities to Learn Life Skills	50 Minutes
8	Leading Fun with Children	50 Minutes



Experiential Learning

Experiential Learning Models

5 Minutes

- Use Overheads 6-1 and 6-2 to discuss Experiential Learning stages
- Make the point that doing is usually the largest stage in terms of time, but that learning is amplified with reflection, making the reflection questions of “What?”, “So What?”, and “Now What?” important for learning

Paddleball Activity

10 Minutes

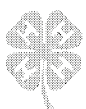
- Give paddleballs to partners and ask them to take turns trying to get a high score and then to try to double that score

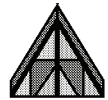
Share, Process, Generalize, and Apply

Paddleball Activity

15 Minutes

- Facilitate group discussion for each stage
- Ask “what happened?” “What was that like for you?” “What did you observe?” to illustrate the share and process stages of experiential learning
- Help the group relate this concrete experience to real life situations (Generalize) by asking, “So what made it easier or harder to accomplish your goal? How is this like other situations where you are trying to improve your performance?”
- Ask, “If we had the chance to do something similar again, what might you do differently?” to illustrate the Apply stage of experiential learning





Experiential Learning (con't.)

Sample 4-H Curricula using

Experiential Learning Model

5 Minutes

- Say “Many 4-H materials use a ‘learn by doing’ approach which makes them great to use with campers.”
- Show examples of juried curricula that you want staff to use at camp and say they’ll have more chance to study the examples as they develop lesson plans

Development

5 Minutes

- Make the point that staff will use the Experiential Learning Model in different ways, depending on the developmental stage of children they work with
- Use Background Sheet 6-2 for examples of adjusting the Model

Group Development

10 Minutes

- Post stages of group process as shown on Background Sheet 6-4 and make the point that activities should be chosen mindfully to fit the stage of each group

Teambuilding Experiential Activity

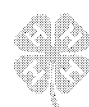
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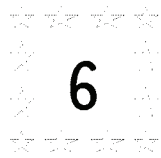
- Conduct one of the teambuilding activities included or another from a listed resource
- Debrief activity using What? So What? Now What? questions

Personal Reflection

5 Minutes

- Ask staff to reflect on experiential questions in terms of this session
Encourage them to capture their learning on the Turn Learning Into Action Handout 1





Experiential Learning

Time: 55 minutes plus activity and processing time

Learner Outcomes:

Participants Will

- Learn the steps of doing, sharing, reflecting, and generalizing in experiential learning
- Learn how to lead/facilitate these steps
- Apply experiential learning concepts to their work with children

Background Sheets

- 6-1 Find More Curricula Here
- 6-2 How Development Affects Experiential Learning
- 6-3 How Groups Work - Cabin Clean Up
- 6-4 How Groups Work - Staff as a Group

Overheads

- 6-1 Experiential Learning Process
- 6-2 Facilitate Experiential Learning

Handouts

- 6-1 Activities for Forming
- 6-2 Activities for Storming
- 6-3 Activities for Norming
- 6-4 Activities for Performing
- 6-5 Activities for Transforming

Materials

Paddleballs,
Raccoon Circles (Handout 6-1)

Resources

Teamwork, Teamplay
How to Play With Kids
Playfair: Everybody's Guide to Non-Competitive Play

Rationale

‘Learn by doing’ and ‘hands-on activities’ are familiar concepts for many camp staff. But helping young people learn doesn’t stop with the doing. Rather the ‘learn by doing’ approach involves several steps in a process: doing, and then thinking, planning, and often doing again. Such learning can be called *experiential* and is a powerful learning mode for young people.

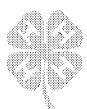
Evidence shows that experiential learning is more effective because:

- It involves the learner and engages more of the learner’s brain than more passive forms of learning such as listening to a lecture
- Rather than learning a specific content by rote memory, the learning tends to be more generalized and more relevant to the learner’s own interest. Learners take what they need from the experience
- Because learning is more generalized, learners are more able to apply the learning to real-life situations
- Learners are called upon to use a variety of skills including: problem-solving, decision-making, and communication skills as they DO; communication, reflection, thinking and decision making skills as they SHARE, PROCESS, AND GENERALIZE; and goal-setting and planning skills as they APPLY

However, few camp staff know how to get the most from experiential learning processes. They may follow some experiential steps, but often do so unconsciously. We believe that learning to use experiential education with skill and intention will increase meaningful learning for campers and staff.

Experiential learning can fall short because it doesn’t go far enough. Too often, all the learners are asked is to DO without the thinking steps of SHARE, PROCESS, GENERALIZE, and APPLY. In camp settings, staff will often assume that the purpose is fun – and only the doing is fun. This session is intended to demonstrate that the rest of experiential learning can be fun too – and need not take so much time that there’s none left for more doing.

Adapted with permission from materials in *Moving Ahead: Preparing the Youth Development Professional*, by Angela Heber, Marcia McFarland, Joyce Walker, USDA Army School-Age & Teen Project



Learning Session

Experiential Learning Models 5 Minutes

Discuss Experiential Learning Theory. Post the Experiential Learning Cycle on newsprint or use Overhead 6-1.

Post Facilitate Experiential Learning Model as it appears on Overhead 6-2.

Explain key elements in each of the steps of Experiential Learning Model, showing that the DO portion is only one fourth of the entire cycle. Note that the remaining three fourths of the process is where most of the LEARNING happens in experiential learning.

Say, “Let’s see how it works. We’ll start with a concrete activity – something for us to DO.”

Paddleball Activity 10 Minutes

Distribute paddleballs – one per two or three people

Post following rules:

- 3 tries to get your highest score
- Try to double your highest score
- Observe how you and others attempt to double your score

Say, “You and your partner(s) have one paddleball to share. Be sure everyone gets a turn. Here are the rules for this activity.” Read above rules to the group.

Allow approximately 10 minutes for participants to DO the activity.

Facilitate group discussion (SHARE and PROCESS), referring back to the posted Experiential Learning Models.

Ask “What?” questions such as “What happened?” “What was that like for you?” “What did you observe?”

Allow group to talk about their experience for 5 minutes in large group.

Share, Process, Generalize, and Apply Paddleball Activity 15 Minutes

Help the group relate this concrete experience to real-life situations (GENERALIZE), referring back to the posted models to reinforce the experiential learning process.

Ask “So what?” questions such as “So, what made it easier or harder for you to improve your performance?”, “So, what patterns did you observe in yourself or others? How might those patterns relate to other situations where improving performance is necessary?”

Allow group to talk about their experience for 5 minutes in large group or by joining pairs to form groups of four.

Facilitate discussion about how individuals or the group might apply what they learned from this activity to future experiences (APPLY).



Ask “Now what?” questions such as, “Now that you’ve had this experience, what kinds of things would you want to consider if you were to try this again? Since playing paddleball may not be a skill that you need to improve in your lifetime, how might you transfer what you learned in this situation when you are faced with another situation that requires you to improve your performance?” “Based on what you learned with the paddleball, what help might you seek to improve your performance in the future?”

Sample 4-H
Curricula
using
Experiential
Learning
Model
5 Minutes

Allow group 5 minutes to plan how to apply their learning in their real lives and in future training activities.

Discuss Experiential Learning Theory and Practice in 4-H Youth Development Work. Show examples of juried curricula that follow the experiential learning model that might be taught at camp.

Connect this model with Juried 4-H Youth Development Curriculum. See Background 6-1 for information about juried curriculum.

Development
5 Minutes

Weave in child development by saying, “We will shortly explore how children develop in their ability to think, work in a group, work independently, and so forth. From what you know at this point about developmental stages, what age group might you predict would be able to handle the DO part of the paddleball activity?”

Be prepared to discuss development of hand/eye coordination, competition issues, ability to follow directions, and so forth. Say, “When we discuss how children develop, we’ll probably be better able to predict the answer to that question, as well as learn how to adapt an activity to better fit where kids are at any given point. Be sure to keep this question in mind when we reach that unit.” See Background 6-2 for examples.

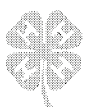
Discuss that there can be a variety of purposes for using experiential learning, and that the process can often be applied to learning different kinds of things – from subject matter as seen in curricula to teamwork.

Group
Development
10 Minutes

Discuss that group development plays a role in how well groups are able to complete a task. Say, “There are things that you can expect campers to do better as a group on Thursday than when they first come together on Monday.”

Post the stages of group process as seen on the diagram on Background Sheets 6-3 and 6-4 on newsprint. Using Background Sheet 6-3, briefly explain what each stage might look like in a group of campers who are attempting to complete the task of cabin cleanup. Using Background Sheet 6-4, discuss stages that the group of camp staff have and will continue to go through as they work together in training and throughout the summer.

Ask what role an effective facilitator might play at each stage. Note that groups require more active facilitation at the forming stage, and sometimes - often depending on the developmental age of the group’s members - they benefit from a more hands-off approach in the storming stage. Letting older campers



settle their own conflicts helps them feel greater independence, for instance, but younger campers may not have the skills necessary to do that yet. By the time a group reaches the Perform stage, an effective facilitator can step back and encourage the group to self-facilitate.

Say, “Learning to read what kind of help groups need at various stages is an art of facilitating experiential learning. It’s not always predictable because groups often do not behave in consistent ways. As a rule of thumb, the more control over the group’s destiny that can be placed in their hands and still allow successful learning (which does not necessarily mean successful completion of the task at hand), the better.”

Say, “Since we’ll be spending the summer together, developing a sense of teamwork and community seems like a useful way for us to use experiential learning. Throughout camp staff training, we’ll do activities so we can explore how groups develop and learn what we need to do to help facilitate that group development.”

■ ■ ■ ■ ■ ■ ■ ■
■ Teambuilding ■
■ Experiential ■
■ Activity ■
■ ■ ■ ■ ■ ■ ■ ■

Choose a teambuilding activity¹ from the handouts in this learning session, from listed resources, or from your own resources. Try to make your choice match the group development needs of your staff team. Facilitate the activity.

At the end of the allotted time, lead a discussion following the model, allowing no more than 5 minutes for each type of question, “What?, So What?, Now What?”

■ ■ ■ ■ ■ ■ ■ ■
■ Debrief ■
■ Experiential ■
■ Activity ■
■ 15 minutes ■
■ ■ ■ ■ ■ ■ ■ ■

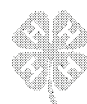
As you ask participants to generalize their experience to real life (So What?) ask, “So what do you think might have happened if we had done this activity the very first thing as we came together? What might have happened if we had done this activity later, perhaps at the end of a whole day that we have spent together?” Sometimes, just asking the question plants the thought in their minds, and whether or not they have a ready answer for the question, they may still be getting the point. Refer back to the point at another time in training to help staff see that what they learn in this session can be applied in many different camp situations.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆
◆ Personal ◆
◆ Reflection ◆
◆ 5 Minutes ◆
◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Tell participants that they will have further opportunities to observe how experiential learning works as they progress through the rest of the training.

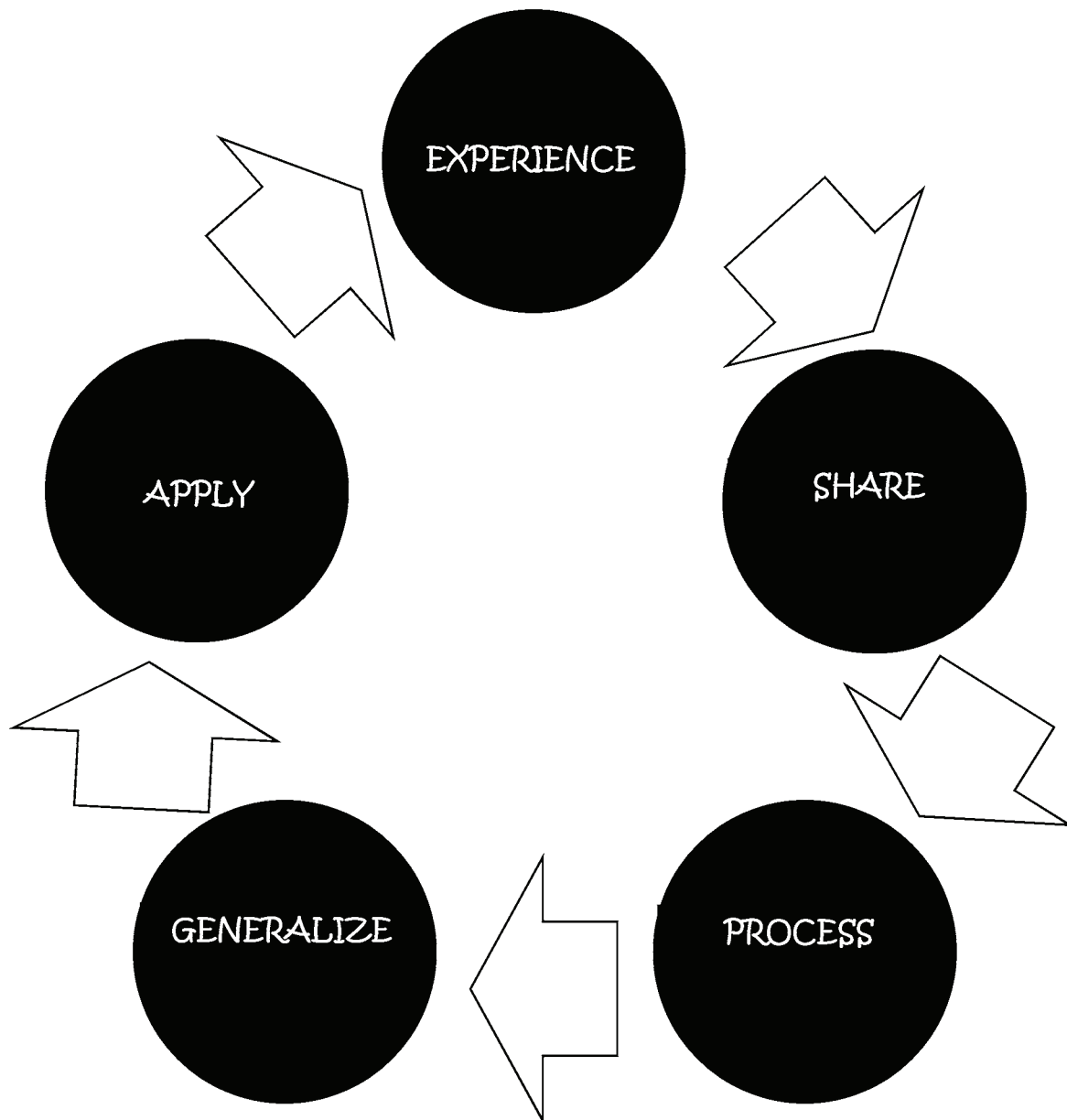
Ask them to reflect on their personal learning by responding to the questions – which should start to look familiar to them – on their Turn Learning Into Action Handout 1.

¹ Group stage descriptions and teambuilding activities provided courtesy of Jim Cain of Teamwork and Teamplay, www.teamworkandteamplay.com

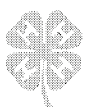




The Experiential Learning Cycle

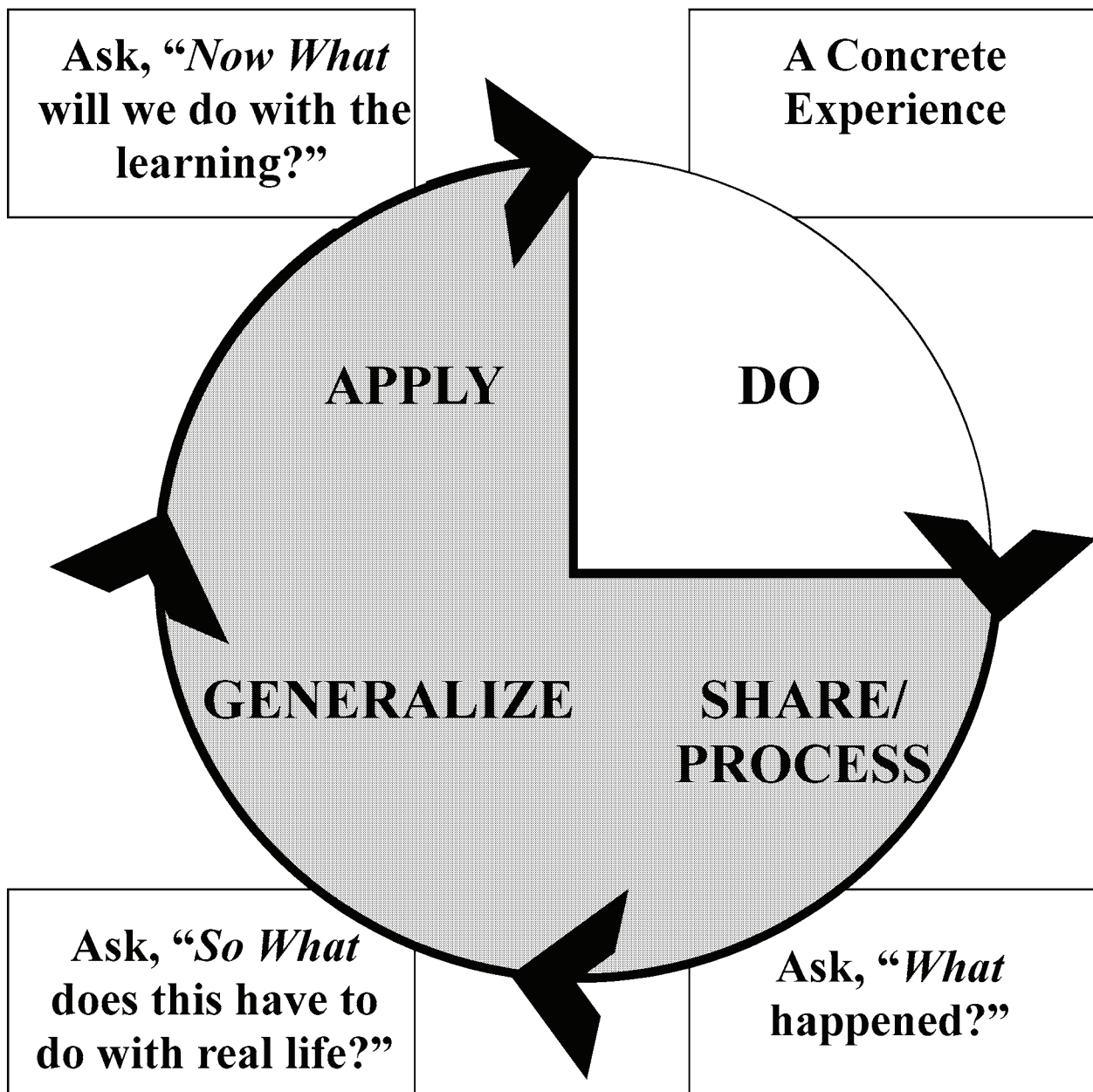


Used with permission from materials in *Moving Ahead: Preparing the Youth Development Professional*, by Angela Heber, Marcia McFarland, Joyce Walker, USDA Army School-Age & Teen Project





Facilitate Experiential Learning





Find More Experiential Curriculum Here

National 4-H Curriculum

Nationally Juried 4-H Experiential Learning YOUTH DEVELOPMENT CURRICULUM COLLECTION by Curriculum Category

State 4-H programs use a wide range of 4-H educational materials to meet the needs and interests of youth. They often use a combination of 4-H materials designed in their state and national 4-H curriculum materials.

Eleven Working Juries with professional Extension staff serving as reviewers have worked continuously since August of 1994, reviewing the best of 4-H curriculum against the 14 National Criteria for 4-H Curriculum. States voluntarily submit items for review. Only curricula which have been accepted into the National Collection will be recommended for use in all States and Territories and outside the originating State or institution. Approved curricula remain in the collection for five years, and then may be re-reviewed for continuing recommendation. The curricula are organized according to the Curriculum Classification introduced in the 1995 4-H Enrollment Report.



CONTENTS

CODE	CURRICULUM CATEGORY	Number in Collection
A	Citizenship and Civic Education	10
B	Communications and Expressive Arts	7
C	Consumer and Family Sciences	13
D	Environmental Education and Earth Sciences	17
E	Healthy Lifestyle Education	21
F	Personal Development and Leadership	20
G	Plants and Animals	21
H	Science and Technology	18

Summary of Sources of National Collection Curricula

North Central Region - 36
 North East Region - 10
 Southern Region - 10
 Western Region - 5
 CSREES/USDA & National 4-H Council - 13
 Environmental Ed. & Earth Sciences - 20
 4-H Cooperative Curriculum System - 17
 Non-Extension Sources - 14

A description of the curriculum criteria (Appendix H of the Curriculum Handbook) is now available for downloading.

Go to the 4-H Cooperative Curriculum System web page:
http://www.national4-hheadquarters.gov/4h_curric.htm.

Curriculum materials are available from the National 4-H Source Book (see resource section)



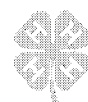
How Development Affects Experiential Learning

Chart Summarizing

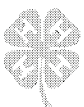
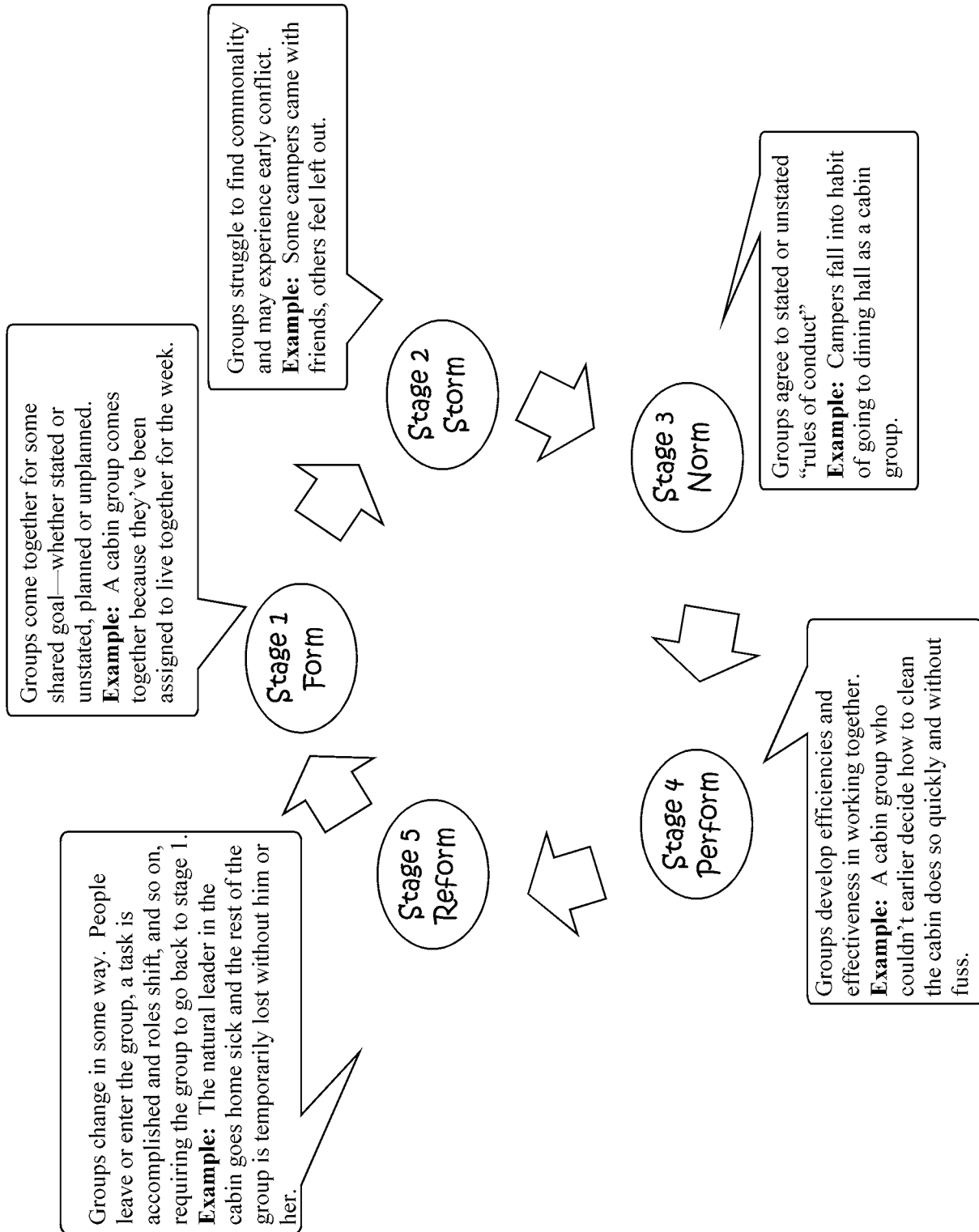
Science Process/Content and Developmental Stages

Grade-Level Content				Processes	Learners' Developmental Stages
9-12	6-9	3-6	K-3		
Usable-Applicational Principles	Explanatory-Predictive, Theoretical Principles	Active-Relational, Interactive Principles	Static-Organizational Principles	Observing <ul style="list-style-type: none">• Seeing• Hearing• Feeling• Tasting• Smelling	Sensory Motor
				Communicating <ul style="list-style-type: none">• Silent• Oral• Written• Pictorial	Preconceptual
				Comparing* (Includes measuring) <ul style="list-style-type: none">• Sensory comparisons• Relative positive comparisons• Linear comparisons• Weight comparisons• Capacity comparisons• Quantity comparisons	Intuitive
	Organizing* <ul style="list-style-type: none">• Data gathering• Sequencing• Grouping• Classifying	Concrete Operational			
	Relating* <ul style="list-style-type: none">• Using space-time relationships• Formulating experimental hypotheses• Controlling and manipulating variables• Experimenting	Formal Operational			
	Inferring* <ul style="list-style-type: none">• Synthesizing, analyzing• Generalizing• Recognizing and predicting patterns; stating laws• Formulating explanatory models and theorizing				
				Applying* <ul style="list-style-type: none">• Using knowledge to solve problems• Inventing (technology)	

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How Groups Work: Cabin Clean Up



How Groups Work: Staff as a Group

Stage 1 Form

The polite, opening, get acquainted, ice-breaking stage of group formation. Begins as the first staff members arrive and move in to camp. The opening dinner, general welcome comments from the director, camp orientation session, and even the first evening discussions and conversations prior to turning out the lights, are all part of the forming stage. At this point, members of the group are just trying to identify who's who, and possibly where they fit into that plan. This stage includes forming an atmosphere of safety and acceptance, avoiding controversy, and is filled with guidance and direction from the director or camp leader.

Activities for Re-forming
Virtual Slide Show
Kindness Circle

Activities for Forming
Believe it or Knot
Commonalities
The Bus
First Impressions

Stage 5 Reform or Transform

The final stage of group formation is the other bookend to the initial forming stage. The Transforming stage allows the group to regroup, thank the participants and move on at the completion of the summer. This stage is marked by recognition by the leader, conclusion and disengagement of the participants.

Activities for Performing
Tower Building
Ropes Course Activities
Raccoon Circle Grand Prix Racing

Activities for Norming
Inside Out
Not Knots
Blind Trust Drive

Stage 2 Storm

This second stage of group formation introduces conflict and competition into the formerly pleasant work environment. At summer camp, this stage typically is encountered around week three. Why week three? Because that is when most staff members are at their peak 'loss of sleep.' Suddenly those things which didn't seem to matter, begin to matter, and conflicts arise. Staff behavior ranges from silence to domination in this environment, and a director or camp leader needs to demonstrate coaching to move past this stage.

Stage 3 Norm

This third stage of group formation is typically a welcome breath of fresh air after the storming stage. Although the group is not yet at the high performing stage, some of the bugs are beginning to be worked out within the group, and good things are beginning to happen. This stage of group formation includes cohesion, sharing and trust building, creativity and skill acquisition. The director or camp leader demonstrates support during this stage.

Activities for Storming
Photo Finish
Cross the Line
Blind Square

Stage 4 Perform

The fourth stage of group formation includes a feeling of unity, group identity, interdependence and independence. It is a highly productive stage. Leadership from the camp director or leader comes in the form of delegation.

Background 6-4



Descriptions and activities provided courtesy of Jim Cain of Teamwork and Teamplay, 468 Salmon Creek Road, Brockport, NY 14420
Phone (585) 637-0328, www.teamworkandteamplay.com





Activities for the Forming Stage

Get acquainted activities and ice breakers form the atmosphere of safety and acceptance. There are a few more activities in this stage, because it is important to build a strong foundation if the rest of the stages are to be successfully encountered.

Believe it or Knot

Thanks to Mike Anderson of Learning Works for this excellent get acquainted activity that is a variation of Two Truths and a Lie. With the entire group holding a Raccoon Circle (a 15 foot long section of tubular climbing webbing tied with a knot), the knot is used to identify the person talking. Begin by passing the knot to the right around the group. Someone says “right there!”, the knot stops, and the person nearest discloses some interesting fact about themselves, such as, “I have seen three movies this week!” It is now the responsibility of the rest of the participants to decide whether this information is true or false. After some discussion, the group gives their opinion, and the person providing the comment can tell the real story. This single comment version of Two Truths and a Lie, proceeds a bit more quickly than asking each person for two true and one fictional comment. Use either version, as time permits.

After a person has revealed whether their comments are true or false, they say “left” or “right” and then “right there!”, and a new person discloses something to the group. The level of disclosure is often a measure of the closeness, unity and respect within the group. For example, a disclosure such as, “I have traveled to another country,” is a lower level of disclosure than “I have a family member that is in trouble with the law.” Depending on the group setting, and the purpose of this activity for your group, different levels of information or disclosure are appropriate. As the group becomes more unified, this activity can bring out greater disclosure between group members.

The Bus

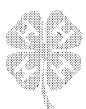
Possibly one of the greatest needs within a group is to identify the commonalities of the members. Chris Cavert says that, “the more I know about you, the less likely I am to hurt you.” Which typically means that the more people have in common with each other, the more they recognize the commonalities rather than the differences - and the more likely they are to include those other people, the more likely they are to be nice to them, to protect them, and the less likely they are to steal, hurt or be mean to them. Our goal, then, is to find out some of those commonalities that we have with each other. The more unusual and unique, the better.

The Bus requires two Raccoon Circle Lines, stretched parallel to each other. Have participants “get on the bus” by standing between these two lines. At the first stop, have folks get off the bus, on either the left or right sides of the bus. First stop, chocolate ice cream on the left side, vanilla ice cream on the right.

Now look around you, you have something in common with the folks on your same side of the bus. Now back on the bus, next stop:

Cats	<i>versus</i>	Dogs
Loud		Quiet
Running		Walking
Save Money		Spend Money
Bus Driver		Bus Rider
Sky Diving		Deep Sea Diving
Problem Solver		Problem Maker

The object here is to find interests, activities and events that folks have in common. Choose topics appropriately for the audience that you are serving. This activity can be used with even large audiences. Thanks to Tom Heck for sharing this activity.





Activities for the Storming Stage

While some staff members would rather avoid the conflict of this stage, it is important to build skills and show them how to cope and deal with the storming stage. The activities in this section, therefore, contain just a bit of stress (so that the door may be ‘opened’ to discuss what is really going on). The following activities are very challenging, and need to have a suitable amount of time after each one for sharing, processing, generalizing, and applying within the group.

Photo Finish

Thanks to Sam Sikes for this seemingly simple but yet complex activity. You can find this and other activities in his book, *Executive Marbles* (1-888-622-4203).

Photo Finish (or the Finish Line) uses one or more Raccoon Circles as a straight line. The task is for the members of a group to ALL cross the line at exactly the same time. You can additionally “stress” the group by minimizing the available time that they have to plan prior to crossing the finish line.

Tell the group that they have 15 minutes to make 5 attempts to cross the finish line at exactly the same time. This is a great opportunity to use a digital camera for instant feedback. Every time someone breaks the plane of the finish line, the facilitator yells, “Click!” even for the occasionally careless mistake. This activity involves planning, communication, timing and occasionally the ability to deal with frustration.

Cross the Line

This activity requires a single untied Raccoon Circle, stretched into a straight line. With half of the group on one side of the line and standing about 6 feet (2 meters) behind the line, and the other half of the team on the other side, the scene is set for a moment of conflict (of “us” vs. “them”).

Make no mistake, this Raccoon Circle activity is a bit higher level than most, but it is excellent for setting the stage to talk about conflict, negotiation and win/win, win/lose, and lose/lose scenarios.

Tom Heck calls this activity, “There Ain’t No

Flies On Me!”, and begins this activity by having one side say, “There ain’t no flies on me, there ain’t no flies on me, there might be flies on you (point to folks on the other side), but there ain’t no flies on me!”, and then boldly take a step towards the line (with just the right amount of attitude).

The other side now replies, “There ain’t no flies on me, there ain’t no flies on me, there might be flies on you, but there ain’t no flies on me!”, and takes a step towards the line.

The first side now repeats, and moves to the line, followed by the second side repeating their lines, and stepping face to face with the other side.

Now the facilitator says, “You have 10 seconds to get the person across the line from you onto your side of the line!”

Typically, this phrasing results in a rather quick tug of war between partners, and usually a physical solution (for one person at least) to the challenge. What happens can then be a major opportunity to discuss conflict, challenge, attitude, negotiation, and how to resolve differences between people.

Blind Square

Blindfold the entire group, and allow them to search and find a nearby piece of rope (about 100 feet long). After finding the rope, instruct the group that their goal, while still blindfolded, is to create a perfect square with the rope. Participants are allowed to slide along the length of the rope, but cannot let go or skip over or move around another participant.

Activities provided courtesy of Jim Cain of Teamwork and Teamplay, www.teamworkandteamplay.com





Activities for the Norming Stage

Sharing, trust building, and skill building activities are used in the Norming stage.

Inside Out

This is a great initial problem solving activity. Begin with a Raccoon Circle on the floor. Have the entire group step inside the circle. The task is now for the entire group to go from the inside of the circle to the outside, by going underneath the Raccoon Circle, without anyone in the group using their hands, arms or shoulders. What is important in this activity, is to stress the group problem solving process. In order for other members of the group to assist in the completion of the task, they need to know the plan, and what their part is in the solution. To this end, encourage the group to “plan their work” and then “work their plan.” This means that prior to ANY action, the group will need to plan their approach to solving this problem, and making sure that everyone in the group knows their part of the plan.

After completing the task, debriefing questions include asking the group if they had a plan, and did they change the plan during the completion of the activity, and if so, why? As a second part to this activity, you can also ask the group to go Outside In, again without using their hands, arms or shoulders.... and see if they “plan their work” before “working their plan.” Thanks to Tom Heck for sharing this activity.

Not Knots

In this activity, which can be accomplished with only a single piece of webbing (in a straight line, without a water knot), a “doodle” is constructed and the group is given the choice of whether this doodle will create a KNOT or NOT A KNOT, when the ends of the webbing are pulled.

The object here is to provide the group with some tools to use when they cannot easily form a consensus. Typically, upon analysis, about half of the group thinks the doodle will form a knot,

and the other half a straight line. If this is the case, ask participants to partner with another person that has a different viewpoint (i.e., one partner from the KNOT side, and one partner from the NOT A KNOT side). By learning how to listen to a person with a different viewpoint, group members learn how to cooperate. After this discussion, ask participants to choose sides, with the KNOT decision folks on one side of the knot doodle, and the NOT A KNOT folks on the other side.

At this point, it is likely that there will still not be a complete consensus within the group. Prior to slowly pulling the ends of the knot doodle, let the members of the group know that you will pull the knot doodle slowly, and that they can change sides at any time during the unraveling of the knot doodle (this illustrates the ability to make an initial decision, but still be flexible as more information becomes available).

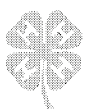
The Blind Trust Drive

Participants are asked to choose a partner for this activity. One person stands in front, arms extended like they are holding onto the steering wheel of a car. Their partner stands behind them, with their hands on the shoulders of the person in front. The ‘blind’ drivers now close their eyes, while the sighted ‘backseat’ drivers safely steer them around the playing area.

Remember, this is not a demolition derby or bumper cars, and a facilitator may act as the local law enforcement officer if necessary!

Halfway through the activity, partners switch roles, and continue. At the completion of the activity, partners can provide feedback to their backseat drivers, and tell them what they liked, or what they would change about their guidance.

Activities provided courtesy of Jim Cain of Teamwork and Teamplay, www.teamworkandteamplay.com





Activities for the Performing Stage

Challenging activities that may be difficult, but which are successfully accomplished by the group. Activities that build enthusiasm. Large group projects, such as tower building (using Tinkertoys®, uncooked spaghetti and marshmallows, or newspaper and masking tape), and challenge courses (low and high ropes activities) are useful.

Raccoon Circle Grand Prix Racing

Turn the Raccoon Circle into a complete circle or loop using a water knot, and you are ready for the ultimate in sport racing. Thanks to Tom Heck for not only the idea for this activity, but also the enthusiasm to lead it effectively. This activity will boost the enthusiasm of your audience, and provide some moderate competition in the process.

Begin by spreading several Raccoon Circles around the available space, in close proximity to each other. Ask participants to join one of the “racing teams”, picking their favorite color team in the process with approximately 5 to 10 participants per Raccoon Circle. Have participants hold the Raccoon Circle with both hands in front of them.

Say, “Ladies and Gentlemen! It is summertime, and that means one thing in this part of the world - Grand Prix Racing ! Now I know that you are such die-hard race fans that just the thought of a race makes your heart beat faster. So this race comes in three parts. First, when I say that “we’re going to have a race”, your response is a “Tim the Tool Man” response (sort of a grunting version of ooh-ooh-ooh-ooh-O!) Next I’ll say, start your engines! and I want to hear your best race car sounds (audience practices making race car revving engine, shifting gears and braking sounds). Finally, with so many cars on the track today, it will be difficult to see just which group finishes their race first, so we’ll need a sign indicating when your group is finished. That sign

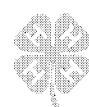
is to raise your hands (and the Raccoon Circle) above your heads and yell ‘Yessssssss!’”

Logistically, Grand Prix involves having the group transfer the knot around the group as quickly as possible, using only their hands. This activity can even be performed for a seated audience. To begin, you’ll need a “start/finish” line, which can be the person that was born the farthest distance away from the present location. The race begins at this location, and ends when the knot is passed around the circle, and returns to this same location (Yessssssss!)

Typically in Raccoon Circle Grand Prix racing, there are three qualifying rounds or races. The first race is a single lap race to the right, with the knot traveling once around the inside of the circle to the right (counterclockwise). The second race is a multi-lap race (two or three laps) to the left (clockwise) around the circle. And the final race of the series, is a “winner take all” championship race, with one lap to the right (counterclockwise) followed by one lap to the left (clockwise).

Incidentally, after this activity, the group will not only be energized, but perhaps in a slightly competitive mood. From a sequencing standpoint, you can either continue this atmosphere (with more competitive challenges - such as into a summer camp competition) or introduce a bit of counterpoint, by following this activity with one that requires the group to work together in a collaborative manner.

Activities provided courtesy of Jim Cain of Teamwork and Teamplay, www.teamworkandteamplay.com



Activities for the Transforming Stage

Allow for the completion and conclusion of the group process. Feelings of celebration and affirmation are suitable.

Virtual Slideshow

With all participants seated in a circle, pass an imaginary slide projector ‘clicker’ around the group.

Group members are asked to ‘show’ an imaginary slide or photograph from the summer, illustrating a perfect moment, or perhaps a moment from the future, that will be different because that person had the opportunity to work at camp.

A Circle of Kindness

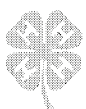
Form a double circle with all group members, with one partner facing the center of the circle, and their partner behind them (also facing the center, with their hands on the shoulders of the inner circle person).

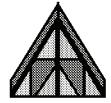
The inner circle is asked to close their eyes, and only reply ‘thank you’ or keep silent.

The outer circle is asked to quietly talk into the ear of the inner circle participants, mentioning something important that they learned from them during the summer, or a pleasant memory, or any other positive comment.

The outer group then moves one person to the right, and continues. When the outer group has completed the circle, they are asked to become the inner group, and the process begins again.

Activities provided courtesy of Jim Cain of Teamwork and Teamplay, www.teamworkandteamplay.com





Creating Opportunities For Learning Life Skills

Intro and Define

10 Minutes

- Remind staff of needs learned in Learning Session 10 - belonging, independence, mastery, generosity
- Define life skills as outlined in the Rationale session
- Show Overhead 7-1 to show Life Skill Categories

Connect Skills and Needs

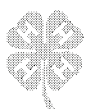
5 Minutes

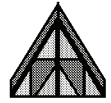
- Show Overhead 7-2, the Circle of Courage, and then lay Overhead 7-1 on top to demonstrate how needs and life skills are related
- Rotate Overhead 7-1 to show that life skills may help a camper meet his or her own needs in more than one category
- Lay Overhead 7-3 on top of 7-1 and 7-2 to show examples of life skills
- Discuss one example from each category and tie it back to needs as identified in the Circle of Courage Model

Groups Identify Teachable Skills

15 Minutes

- Ask staff to form four groups. They will work on a different need from the one they did in Learning Session 10, What Kids Need
- Give each group a different need chart as seen on Handout 10-1
- Ask each group to complete the final column, identifying skills learned in each of the opportunities listed by the previous group





Creating Opportunities For Learning Life Skills (con't.)

Groups Report Back

15 Minutes

- Ask each group to briefly report which skills might be learned in the listed opportunities
- Monitor lists to be sure that some skills are listed from each life skill category and that they gave attention to specific skills you want them to focus on when teaching campers
- Tell staff that they will be more successful in teaching life skills when they do so intentionally

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and to set goals to use this learning in their work at camp
- Encourage staff to capture their learning on the Turn Action Into Learning Handout 1





Creating Opportunities For Learning Life Skills

Time: 50 Minutes

Learner Outcomes:

Participants Will:

- Understand that youth development requires both meeting needs and building competencies
- Connect life skills with needs
- Explore opportunities to teach skills that help campers fulfill their needs in positive ways

Background Sheets

7-1 Critical Components of Youth Development

Overheads

7-1 Life Skill Categories

7-2 Needs

7-3 Life Skills

Materials

Timer

Markers

Newsprint

Overhead Projector

Resources

Moving Ahead: Preparing the Youth Development

Professional, Heber,

McFarland, Walker

Targeting Life Skills,

Patricia Hendrickson

Rationale

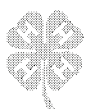
Like many other youth development programs, 4-H lists teaching life skills as an important part of our mission. We help young people develop the characteristics and abilities that will allow them to grow into mature, productive, and contributing citizens.

The vision for 4-H Youth Development in New York State is:

“To enable youth to develop the knowledge, skills, attitudes, and abilities to become productive citizens and be a catalyst for positive change to meet the needs of a diverse and changing society.”

Positive youth development requires a combination of meeting needs *and* building competencies or life skills as shown on Background sheet 7-1. As such, this session builds on Learning Session 10, What Kids Need. As caring adults we should meet children’s needs *and* help them learn positive ways to meet their own needs. We can teach children the skills and competencies that will allow them to meet their own needs.

Saying we teach life skills, and even knowing that we do, is different from knowing *how* to do it. Deepening our understanding of how young people acquire life skills can increase our intentionality and therefore help us help them get more out of each learning experience.



In 4-H, Life Skills:

- Are imbedded into subject matter learning
- Help young people meet their needs of belonging, independence, mastery, and generosity in positive ways
- Are appropriate for young people at various stages of their development
- Apply to young people's present lives as well as throughout their future lives
- Are learned when adults model the skill; young people have the chance to try, practice, and rehearse the skill for themselves; and get feedback and reinforcement on their efforts
- Frequently rely on a body of knowledge as well as personal attitudes
- Are transferable. That is, once a skill is acquired, it can be used in many ways and in different areas of life.
- Are an integral part of our 4-H roots and tradition

While there are numerous lists and models for teaching life skills, there is general agreement about the broad categories of skills. These are:

- Health/Physical
- Personal/Social
- Cognitive/Creative
- Vocational/Citizenship

Each of these categories has a set of skills or competencies that link with the needs of youth. Because humans are complex, the links are not mutually exclusive, nor do they neatly match the needs. While a marketable skill may seem to meet the need for Mastery, it may also meet the need for Independence, Belonging, and even Generosity. Life skills are transferable and therefore may meet more than one need or different needs under different circumstances.

The overhead masters included with this session show the connection between skills and needs, and by rotating overheads 2 and 3, you can show how skills may connect to more than one need. In the absence of an overhead projector, you can print the information onto newsprint and say, "If we could rotate this outer circle, you could see that skills can connect to more than one need."



Learning Session

Say, “We’ve learned about what children need - Belonging,

Intro and Define
10 Minutes

Independence, Mastery, and Generosity - in order to grow up healthy. They also need to develop positive skills to get those needs met - now and throughout their lives. We're going to build on what we've learned and look now at how we can help campers learn life skills that will help them meet their needs."

Discuss what makes a life skill (from Rationale) and Show Overhead 7-1 to define life skill categories.

Say, “We have lots of opportunities to help campers learn life skills. In fact you identified many of them when you looked at ways we can help meet campers’ needs in Learning Session 10. Let’s remind ourselves about those needs and see how they connect with life skills.”

Connect Skills and Needs 5 Minutes

Show Overhead 7-2 and lay Overhead 7-1 on top, so that Life Skill Categories form a wheel around the Circle of Courage and the needs it represents. Rotate the wheel to demonstrate how the categories may meet more than one need or different needs at different times.

Say, “It may be helpful to see some more specific examples of what we mean by life skills.”

Lay Overhead 7-3 over the top of Overheads 7-1 and 7-2 so that the circles align. Briefly review and give examples of opportunities in the camp program where young people might learn various skills. Choose one skill from each category for your examples, and show how it connects back to at least one of the four needs in the Circle of Courage model. Reinforce that learning the skill helps a camper meet his or her own needs.

Say, “Let’s look back at the charts that you made when we were discussing What Kids Need in Learning Session 10. You left a blank column on those charts and that’s where we’re going to fill in the skill that kids might learn in the opportunities that you identified to meet children’s needs.”



Groups
Identify
Teachable
Skills
15 Minutes

Ask staff to form four groups. Tell them that you'd like each staff person to choose a need area that they have not yet worked on, and ask them to mix their groups up so they are working with different people.

Give them 10 minutes to select skills that campers might learn from the opportunities listed on the chart. Remind them that they need to consider development as they did when they discussed opportunities to meet campers' needs.

Keep all three overheads on so staff can refer to them as they work.

Groups Report
Back
15 Minutes

After 10 minutes ask each group to briefly report which skills might be learned in the various opportunities. Collect the groups' charts and monitor them later to see if they selected a variety of skills from throughout all categories. If there are specific skills they did not address but which you want them to consciously and intentionally teach, find a time to bring those skills to their attention later in staff training.

Conclude by saying, "We always get further when we focus our attention. When we *intend* to teach skills, it's more likely that we actually will. So as you go through the summer, keep in mind that helping campers get along with their cabin group will meet their need for belonging and also help them learn the important personal and social skill of developing friendships. When you are fully aware that you're teaching this skill, you'll do it better!"

Personal
Reflection
5 Minutes

Ask staff to reflect on what they learned and how they'll apply their learning by using the Turn Learning Into Action Handout 1.





Components of Youth Development

Meeting Needs

+ Building Competencies

For young people to develop in healthy ways they need:

Physiological Resources

Safety and Structure

Belonging and Membership

Closeness and Relationship

Competence and Mastery

Independence and Control over one's Life

Self-Worth and Contribution

Capacity to Enjoy Life!

To successfully grow into mature, productive, and contributing citizens, young people need to acquire:

Health/Physical Skills

Building on knowledge, attitudes, and behaviors that insure current good health as well as those that assure future well-being such as: healthy lifestyle choices, exercise, nutrition, disease prevention, personal safety, stress management, and effective contraception practices

Personal/Social Skills

Intra-personal skills such as understanding emotions and self-discipline as well as inter-personal skills of working with others, developing friendships and relationships, communication, cooperation, empathy, negotiation, adaptability, and responsibility

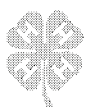
Cognitive/Creative Skills

The ability to appreciate and participate in creative expression, oral and written language skills, problem solving and analytical skills, an ability and interest in learning and achieving, and the ability to plan, evaluate, and make decisions

Vocational/Citizenship Skills

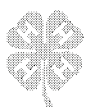
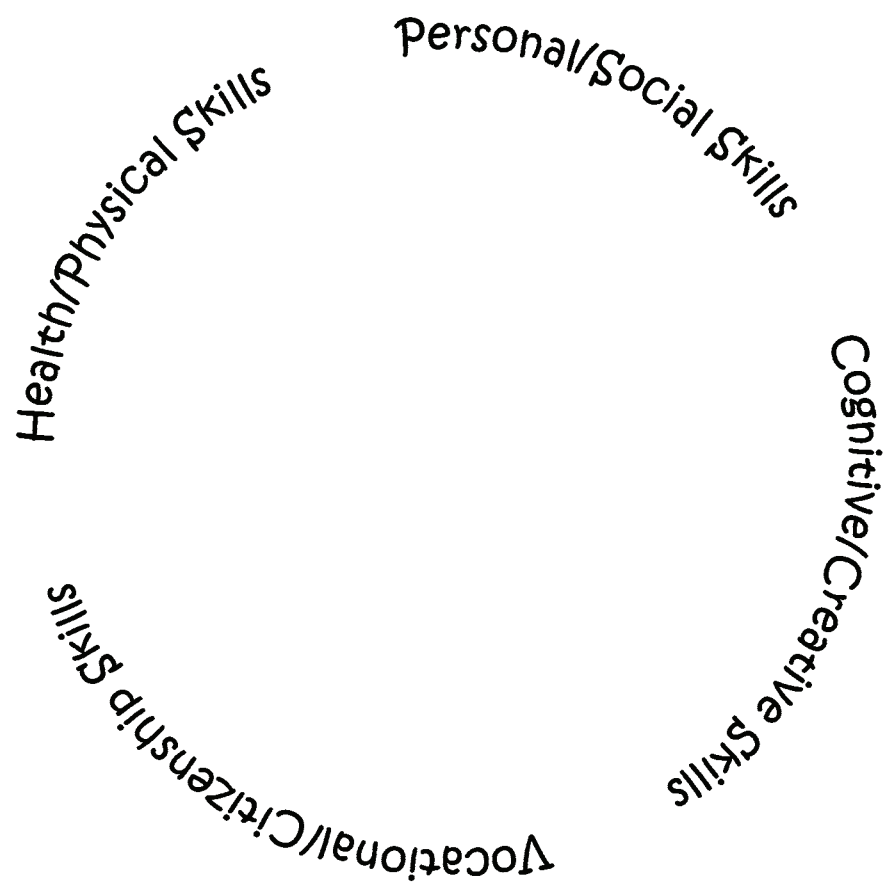
Knowledge, attitudes, and behaviors that result in responsible citizenship, leadership, contribution to group efforts, teamwork, marketable skills, understanding of work and leisure, and the desire to be involved in efforts that contribute to the broader good such as community service.

Adapted from: Pittman, K. and Fleming, W., Center for Youth Development and Policy Research, Academy for Educational Development, Washington, D.C., and Kress, C., Cornell Cooperative Extension 4-H Youth Development as found in *Moving Ahead: Preparing the Youth Development Professional*, Heber, McFarland, Walker, USDA Army School-Age and Teen Project



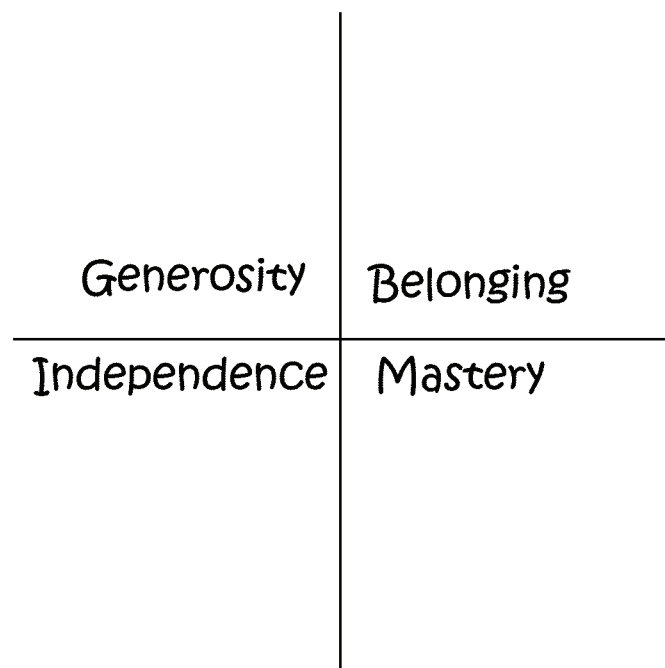


Life Skill Categories



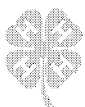
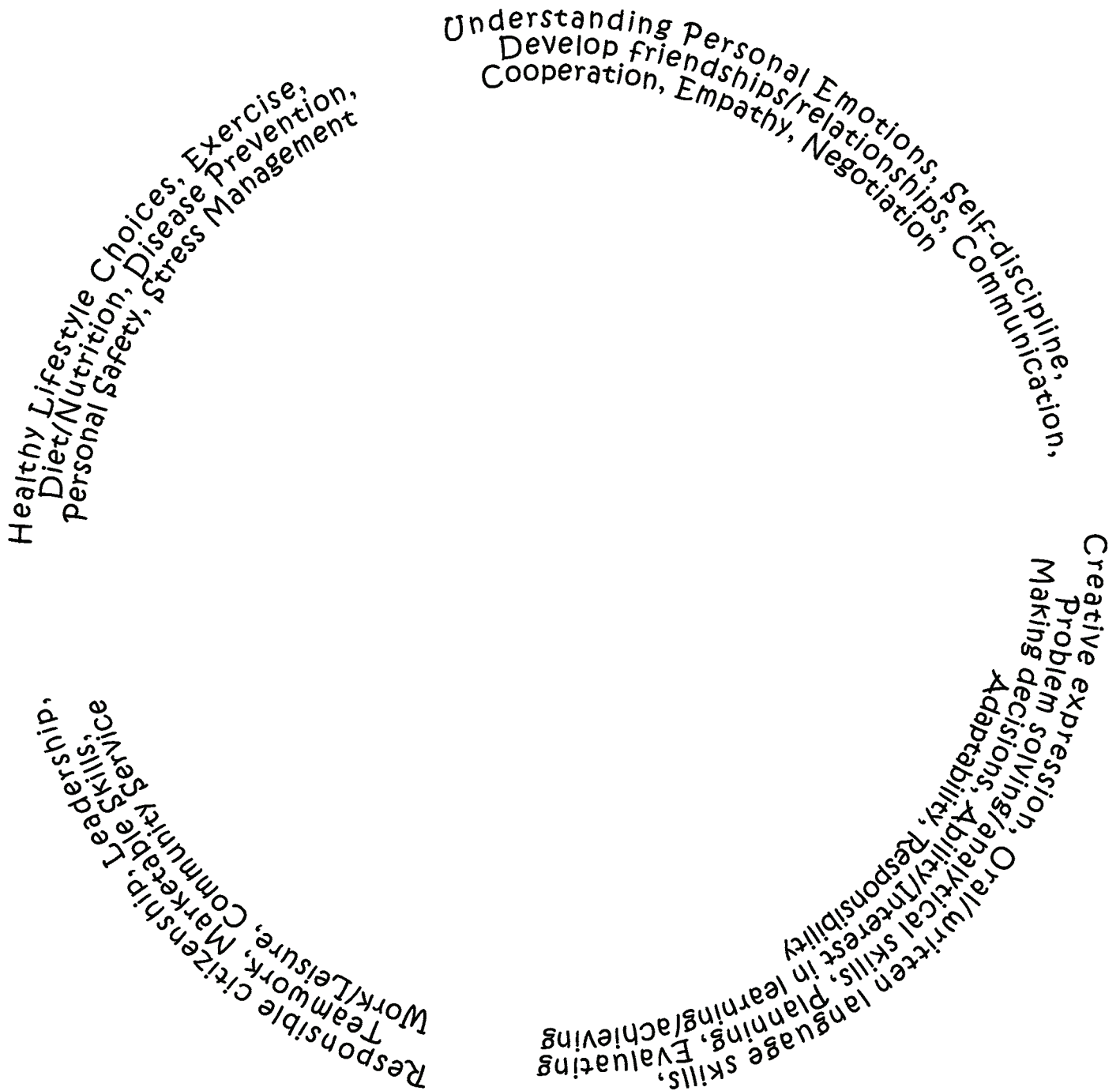


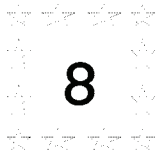
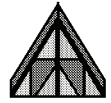
Needs





Life Skills





Leading Fun With Children

Intro: The Need for Fun and Stimulation

5 Minutes

- Tell staff that fun is a primary goal for campers and parents - and also a tool to help campers meet their other needs of belonging, independence, mastery, and generosity
- Some experts believe that fun and stimulation are also important needs for children

Fun to Help Belonging

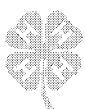
10 Minutes

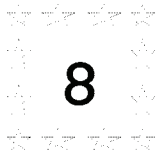
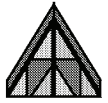
- Break staff into groups of three or four, mixed with new and veteran staff
- Ask them to discuss fun they've had or led at camp and how that helped campers and staff feel like they belong together
- Tell staff that at the end of the session you'll post a sign-up list so staff can take turns leading games and activities throughout the rest of training. Tell them it will be good practice in leading fun as well as help everyone expand their own awareness of activities they can do with campers

Leader of Fun

10 Minutes

- Ask staff to turn to Handout 8-1 and discuss what good leaders do to help children have fun





Leading Fun With Children (con't.)

Recreation Kit

10 Minutes

- Tell staff that lots of the fun at camp happens in between planned activities - when staff is prepared
- Show a sample recreation kit (built from suggestions on Background Sheet 8-1), and ask staff for their ideas of other things to include in recreation kits to help them be prepared to lead fun with campers at a moment's notice

Sign Up to Lead Play

15 Minutes

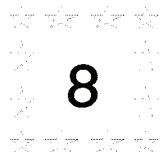
- Post sign-up list that has categories such as: Icebreakers, Energizers, Small Group Games, Large Group Games, and Transition Ideas
- Ask staff to sign up in pairs to lead one of these types of games or activities.
- Encourage veteran staff to pair up with new staff

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and to set goals for how they will use this learning at camp
- Encourage staff to capture their learning on the Turn Learning Into Action Handout 1





Leading Fun With Children

Time: 50 Mins. plus playtime

Learner Outcomes:

Participants Will:

- Identify times in camp day when injecting a little fun will help campers be more cooperative
- Learn simple leadership skills that encourage fun
- Practice and develop a list of games, songs, and activities to use for different purposes
- Create or become familiar with recreation kits
- Learn a simple and effective way to evaluate and improve their leadership experiences

Background Sheets

8-1 Build Your Recreation Kits

Handouts

8-1 The Leader of the Fun

8-2 Icebreakers

8-3 Small Group Games

8-4 Large Group Games

8-5 Make Transitions Fun

Materials

3 x 5 cards for each staff member

Recreation Kit Materials

Timer

Poster board to post games and songs

Resources

How to Play with Kids,

by Jim Therrell

Playfair: Everybody's Guide to Non-competitive Play,

by Weinstein and Goodman

Teamwork and Teamplay,

by Jim Cain and Barry Jolliff

Rationale

You'll have a much better chance of getting kids' cooperation when you help them have fun. A few simple leadership skills can turn almost any activity into fun.

This session gives staff the chance to learn these skills, to practice some games they can use for different purposes, and to build a repertoire of activities they can use to help campers have fun.

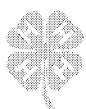
Use this session early with your staff so they can practice and share games they know throughout the staff training period.

Encourage them to create a list of songs, games, and activities that they know well as part of their "recreation kit."

Many camps also provide materials and equipment for a recreation kit - either in a backpack or fanny pack - so staff can carry a few simple items with them and be ready for fun any time it's needed. See the Background Sheet 8-1 Build Your Recreation Kits for ideas about what to put into the kits you provide for your staff or that you ask them to develop on their own.

Teaching games, songs, and activities is a great way to engage veteran staff members to share with new staff. Choose your most trusted staff to begin the sharing process so they will set the tone you want - learning combined with fun, safe and purposeful use of games and songs, and positive leadership modeling.

Model leadership skills yourself, particularly in welcoming staff as they arrive for staff training. Find ways to engage those who arrive early and help them feel at ease. Those first moments will set a tone for how staff will welcome campers as they arrive.



Learning Session

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Intro ■
■ The Need for ■
■ Fun and ■
■ Stimulation ■
■ 5 Minutes ■
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Say, “Fun is one of our most important tools at camp. Fun brings people together and makes them feel good about one another. Fun can make a boring chore go faster and become something campers will remember fondly. Fun can make learning more interesting, meaningful, and enjoyable. Fun can help us achieve nearly all our goals at camp and provide opportunities that children need - opportunities to belong, to feel independent and responsible, to feel generous, and to achieve mastery. And besides all that, fun is - well, fun!”

Tell staff that you expect to have fun with them during staff training in ways that are somewhat like the ways they’ll have fun with campers. There’s a lot to learn - about how camp runs, about their jobs, about working with children, about safety, and about each other so staff can work as a team. But that doesn’t mean that the learning can’t be fun.

Say, “As we start out, let’s look for opportunities to build fun into everything we do. And then we’ll work together to be sure we’re all ready to make the most of those opportunities and that we have the right skills in our toolbox. Let’s focus first on helping campers feel like they belong.”

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Fun to Help ■
■ Belonging ■
■ 10 Minutes ■
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Ask staff to think of ways counselors can help campers feel a sense of belonging by adding fun, and identify times in camp when that might be helpful. Ask them to form groups of three or four with some veteran and some new staff in each group and ask them to talk about fun things they’ve done with campers, as campers, or in other groups to help people feel like they belong.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Leader of Fun ■
■ 10 Minutes ■
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

After a few moments, say, “I can tell that this group already knows a lot about leading fun. When we’re done with this session, we’ll post a sign-up list so that you and your group can share games, activities, or other fun things you’ll do with campers to help them have fun and feel like they belong. That way, we’ll all have more ideas about what we can do. For

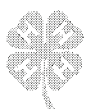


Recreation Kit
10 Minutes

Sign Up to
Lead Play
Games
15 Minutes

Ask staff to briefly look at the Handouts 8-1 through 8-5: Icebreakers, Energizers, Small Group Games, Large Group Games and Transitional Ideas. Direct them to a sign-up list that has categories for games such as the following.

Small Group Games - to encourage belonging, self-awareness, laughter, creativity, quiet/reflective time, or to help learning be fun



Large Group Games - to encourage energy release, belonging to a larger group, and just for fun

Transition Ideas - to plan for fun in between other activities

Ask them to sign up in pairs to lead a particular kind of game. They should write in the name of the game if they know it. Encourage veteran staff to team up with newer staff. Tell them that your program director will check in with them to see if they need any help or resources to lead the activity, and will be in charge of scheduling when the pair will lead the activity sometime during staff training.



Ask them to reflect on their learning using the Turn Learning Into Action Handout 1 after they have had their turn at leading fun.





Build Your Recreation Kits

Having a Recreation Kit will help staff “think on their feet” and keep kids involved - especially in between activities.

Rec Kits should:

- Contain ideas - to remind staff of things they can do with kids
- Contain small equipment - to quickly engage kids in fun
- Be portable - so staff can easily keep their rec kit with them

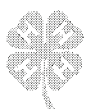
Ideas to Include in Rec Kits:

- Lists of games - organized according to purpose: icebreakers, quiet games, brain teasers, cooperative challenges, and so forth.
- Index cards listing specific games a staff member knows and an order of play that works for 10 or 15 or 30 minutes
- Lists of songs - organized by purpose: fun, quiet, energizing, patriotic, and so forth.

Equipment to Include in Rec Kits:

- Kooshes™
- Hackysacks
- Raccoon Circles
- Balloons
- Ping Pong Balls
- Blindfolds
- Timer or stop watch
- Noisemaker or attention-getter
- Paper bags
- String
- Marker
- Marbles
- Minute Mysteries
- Pocket Puzzles
- Use your imagination!

Adapted from *Learning about Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14-Year-Olds* by Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996), p 101.





The Leader of the Fun

Be Ready for Fun Before Campers Arrive!

- Keep a list of activities - and plan on more than you'll ever have time to do
- Think about your group's age, size, needs, and interests as you plan
- Plan games you know well and like to lead
- Plan how you'll get all the equipment you need to play the game
- Psych yourself up to have as much fun as you can with your campers!

Be on the Spot with Fun!

- Get there early so you can help campers who might also be early to have fun!
- Look for opportunities to inject fun!
 - Use a game to teach a lesson
 - Play "follow the leader" as you move from one activity to the next
 - Notice campers who are standing around or waiting and ask them to play a game with you

Engage the Group!

- Pick games that will appeal to this particular group
- Get their attention in a fun, feisty, and respectful way
- Teach them how to respond when you want their attention. Find fun ways that don't involve you yelling at them
- Smile a lot and show that you're happy to be playing with them
- Ask them to get into whatever formation (circle, line, and so forth) that fits the game
- Introduce the game quickly with clear directions everyone can see and hear
- Demonstrate what you say and watch for understanding
- Play the game!
- Laugh and enjoy the fun while you watch their reactions and involvement
- Introduce variations to get more involvement or to make it more fun
- Change the game—just when everyone is having the *most* fun and before it gets boring! Then they'll want to play it again later

Reflect on Your Fun Leadership—to Get Even Better!

Ask yourself:

- What did I like about the fun that happened and how I led it?
- If I had it to do over again, what would I do differently?
- What do I need to learn so I can make it even more fun next time?

Adapted from *Learning about Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14-Year-Olds* by Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996), p 102.





Icebreakers for Early Arrivers and Other Chilly Occasions

Graffiti Greeter

Tape a big newsprint sheet on your cabin wall, and ask campers to "sign in" when they arrive. Post more than one sheet with a question at the top of each sheet. Invite campers to write their answers - graffiti style - on each sheet. Give each camper his or her own colored marker so they can be identified, or have them write anonymously and then later everyone can guess who wrote which response.

Questions to pose might include:

- When are you most playful?
- What's your favorite game?
- What's your favorite camp activity?
- What's the most fun you ever had?

Who Am I?

Tape the name of a famous character on campers' backs as they arrive. Have them guess who it is by asking yes and no questions of other campers.

Find Someone Who...

Make a list of possible characteristics of campers and ask them to collect signatures of people who have these characteristics. For example:

- Find someone who has been to camp before.....
- Find someone who lives in the same town as you.....
- Find someone whose birthday is in July.....

Name Games

Have each camper say his or her name with a positive adjective that begins with the same sound. "I'm sizzling Cecil." "I'm jolly Jim." Have the group repeat each name and adjective.

Add rhythm by clapping and/or having each person do a motion or sound as well as their name and adjective.

Or throw a ball to each person and have them repeat who they got it from, who they are, and who they throw it to. "I got the ball from Cindy. I am Debra. And I throw the ball to Jessica."

Adapted from *Learning about Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14-Year-Olds* by Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996), p 96.





Small Group Games (A Dozen or Less)

Singing Name Game

Ask participants to sing out their first names in unison (and in whatever key, or lack thereof that they wish). Then ask them to do some movement while singing their names. Allow a moment for them to practice, and then ask the group to sing their names and do their movements individually around the circle. Encourage them to go as fast as they can. When they get back to the first person in the circle, ask them to reverse. Encourage them to remember as many names as possible.

Imaginary Ball Toss

Have the group form a circle. Ask participants to notice as you toss an imaginary tennis ball from your right hand to your left hand. Say, "I am going to toss this ball to Phyllis (picking someone in the circle) who will catch it and toss it to someone else. Let's try to toss it to everyone once before we toss it to anyone a second time. Please call out the name of the person to whom you are tossing the ball so it doesn't hit the person in the head. If you don't know someone's name, that's okay. Just ask. Ready? Here it comes, Phyllis!" After a couple of tosses, say, "Now the ball has become a bowling ball!" Then have it become a watermelon. Once the group has caught on, have them identify the object they are tossing.

Zip Zap Zup

Have the group form a circle. Tell them the person on your right is zip, the person on your left is zap, and you are zup. When "It" points to you and says "zip," you must name the person on your right. When "It" points to you and says, "zap," you must name the person to your left. When "It" points to you and says "zup," you must name yourself. If you are unable to name the person before "It" counts to ten, you become "It".

Elephant

Have the group form a circle. If "It" points to you, you must make a trunk with your arms. The people on either side of you must put their hands by your ears so that the three of you look like an elephant. Anyone who is unable to do so by the time "It" counts to ten becomes "It".

Rhinoceros

This game is played just like Elephant except that the person "It" points to puts fists together by the nose with the outer pinkie finger extended up. During the play of Rhinoceros, "It" may call out either "Rhinoceros" or "Elephant"

Adapted from *Learning about Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14-Year-Olds* by Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996), pp 98-99.





Monkey or Palm Trees

This game is played like Elephant and Rhinoceros except that the person “It” points to must scratch his or her head with the right hand while scratching the right armpit with the left hand and making monkey noises. The people to the right and left of the person doing the scratching must put their hands in the air and sway as if they were coconut palm trees. During the game “It” may point and call out “Elephant,” “Rhinoceros,” or “Monkey.”

Double It Variations for Elephant/Rhinoceros/Monkey

After the group has caught on to Elephant and its variations, add an extra “It”. With two or three people playing “It” the game moves much faster and more players have to get involved. Being involved is usually more fun than just watching.

Birthday Circle

Ask the group to place themselves clockwise in order of their birthday months and days. Give more specific directions and demonstrations if your group is young or confused.

Gosh, We’re Experienced

For this variation of the Birthday Circle for grownups, ask the participants to get in order by the number of years they have worked with children. For other variations, use how long it takes someone to get to work or school, height, age, or others of your invention.

Boop

Ask participants to hold hands in a circle. Toss a balloon or beach ball into the circle. Tell the group to do anything necessary (without hurting each other and while holding hands) to keep the balloon or beach ball from hitting the floor.

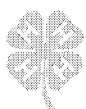
Boop Crab Football Style

This variation of Boop needs no formation but does require that participants move in crab football style. Demonstrate by sitting on the floor and then using hands behind and feet in front to move around like a crab. Participants may kick the ball or keep it aloft with their heads but not use their hands.

Boop Variations

Add more balloons or balls. For the truly ambitious, create a team game with goals. Emphasize the fun of the game rather than the win/lose of competition.

Adapted from *Learning about Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14-Year-Olds* by Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996), p 99.





Roll Playing

Ask the group to sit in a circle and pass a beach ball from lap to lap without using hands. Each player may say “Reverse” once to send the ball in the opposite direction.

Group Juggling

Ask participants to form a circle and begin with hands in the air until they have caught the ball from someone. They should remember both who tosses the ball to them and to whom they toss the ball. Once everyone has received the ball have them return it to you. Tell the group they have just established a group juggling pattern and have them repeat the pattern, adding more balls until it looks like juggling. For a more active game, ask participants to maintain their pattern while running around a large field.

Adapted from *Learning about Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14-Year-Olds* by Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996), p 99.



Large Group Games

Fashion in the News

Create teams of any number and give each team a stack of newspapers and two yards of masking tape. Instruct them to create an entry for the fashion show that will be held in 10 minutes. Tell them to dress one or more of their team members and assign one to describe the costumes to the rest of the group.

Personal Scavenger Hunt

(We're Richer Than We Know)

Form teams of any number and ask them to search their pockets and clothing for a list of items you call out. The first team to bring the object you call out to you (only one runner for each team or you'll be crushed) gets a point. Call out objects such as a pencil, shoelace longer than fourteen inches, someone wearing a white T-shirt, someone wearing five or more buttons, and so on. Remember to preserve modesty when using items of clothing.

Relay Races

You will need teams with a similar number of people. Give each team a ball of string with a spoon tied to one end. Instruct them that when you say go, they are to string their team together. The first person puts the spoon and string down under her clothing and hands the spoon to the next person. The second person puts the string up through his clothing and hands the spoon the next person, and so on until the entire team is strung together. The team that gets strung up first wins.

Dizzy Izzy

You need a large space and spotters standing along the borders. Place a bat at the end of the field away from where each team is lined up. Tell them to run to their team's bat one by one. The runner puts his or her forehead down on the top of the bat, places the other end of the bat on the ground, and runs around the bat five times in each direction. The runner then dashes back to his or her team and tags the next runner.

The fun in this game is the dizziness and that people can't run straight when they are dizzy. People will get dizzy if they have to bend at the waist to run around the bat so use short bats for kids. Be sure you set up lots of safety spotters and play on a soft surface so that it won't hurt too much if/when people fall down.

Ultimate Frisbee

Create teams and play a game somewhat like football but with a Frisbee. Players can run anywhere except when they have the Frisbee. Then they must throw it from where they are. To add zaniness, use a rubber chicken instead of a frisbee and then it becomes Ultimate Chicken!

Adapted from *Learning about Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14-Year-Olds* by Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996), p 97.





Make Transitions Fun

Some games are played in circles. Some are played in lines. Some are team games. Some are competitive. Some are cooperative. Some games involve large groups of people. Some games involved small groups of people.

Often a recreation leader will want to begin with a large group game, move to several smaller group games, and then close with a large group cooperative game.

Or a leader may want to begin a meeting with an icebreaker.

Or perhaps a leader will want to play a game in the middle of a meeting to energize the group or to help them experience some point in the discussion.

Moving from one type of activity to another smoothly so that the moving seems just a part of the fun for the participants is a mark on an excellent recreation leader. Don't be deceived because it looks easy. Making transitions fun requires careful planning and attention to the needs of the group. It's worth it because participants' enthusiasm stays high, they maintain their feeling of involvement, they don't get bored, and they are more cooperative.

Here are some ideas for making various transitions!

The grand march moves individuals into couples in one line. Variations include making the line into a spiral, winding the clock, or forming a conga line. Move the conga line into a large circle - and then play a circle game.

Ask participants to stand, stretch one hand up, two hands up, turn around, bend at the waist over their chair, and then pick the chair up and move it to the side of the room.

Create small groups by asking people to move into groups according to eye color, birth date what they had for breakfast that morning, which pant leg they put on first, and so on. Have them line up in order of how far away they live - and then play a line game.

What transitions would you use to move from a large group game to a small group game and then from small groups to one large group?

Adapted from *Learning about Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14-Year-Olds* by Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996), p 100.





Understanding Children

Learning Sessions

9	How Children Develop	65 Minutes
10	What Kids Need	70 Minutes
11	An Ecological Model of Youth Development	60-90 Minutes



How Children Develop

Introduction

5 Minutes

- “You’ll have more fun and work better with children when you understand their physical, social, emotional, and intellectual characteristics at different developmental stages”
- Form three groups to explore 6-8, 9-11, and 12-14 year-olds
- Form a fourth group of supervisory staff to explore 15-18 year-olds

Brainstorm What You Know Now

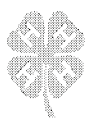
10 Minutes

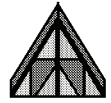
- Groups brainstorm what they know about their assigned age group
- Remind them that although development can be predictable, each child will develop at his or her own rate. An 8 year-old can have social characteristics of a 6 year-old and intellectual characteristics of a 10 year-old.

Groups Put Puzzles Together

15 Minutes

- Distribute puzzle envelopes (pre-mixed so groups will need to exchange pieces in order to complete their puzzle) to each group
- Give groups the Puzzle Clues from Background Sheet 9-1 after ten minutes
- Have groups consult the proper Puzzle Masters (Background Sheets 9-2, 9-3, 9-4, 9-5) when they believe they’ve finished the puzzle correctly
- Ask groups use Handouts 9-1 through 9-4 to check their understanding of the age group they have been assigned





How Children Develop (con't.)

Discuss Puzzle Experience

5 Minutes

- Ask experiential learning questions:
 - What was putting the puzzle together like for them?
 - Ask “So what does this experience have to do with life at camp?”

Re-Teach Preparation

15 Minutes

- Groups prepare to help the rest of the staff understand their assigned age group in a 5 minute presentation

Group Presentations

20 Minutes

- Correct misinformation and inconsistencies
- Do an energizer between each group to keep them focused and attentive
- Introduce need to balance ability and challenge

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned and how they will apply that learning to their camp experience by using the Turn Learning Into Action Handout 1





How Children Develop

Time: 65 Minutes

Learner Outcomes:

Participants Will

- Explore physical, social, emotional, and intellectual development of children aged 6-18
- Understand how individual children's development varies within a range of normal development
- Explore how to adapt their work with children to accommodate children's varying developmental needs

Background Sheets

- 9-1 Puzzle Clues
- 9-2 Puzzle Master 6-8
- 9-3 Puzzle Master 9-11
- 9-4 Puzzle Master 12-14
- 9-5 Puzzle Master 15-18

Handouts

- 9-1 Characteristics of 6-8 Year-Olds
- 9-2 Characteristics of 9-11 Year-Olds
- 9-3 Characteristics of 12-14 Year-Olds
- 9-4 Characteristics of 15-18 Year-Olds

Materials

Youth Development Puzzles, 4 poster boards, and self-stick velcro dots
Large manila envelopes

Resources

Moving Ahead, Heber,
McFarland, Walker
Learning About Early Adolescent Development, Crosiar

Rationale

As children grow, they change – in who they are and in what they can do. Staff who understand developmental stages can better predict what kinds of activities will work with children of different ages, and are better prepared to engage kids in activities that are enjoyable and meaningful.

Preparation

Create puzzles by enlarging the four colored puzzles on Background Sheets 9-2 through 9-5 to as large as possible, 11" X 17" works well. Mount these puzzles on foam core board. Cut the puzzles apart on the black lines with a very sharp utility knife.

Divide large puzzle pieces into four large envelopes. Mix the puzzle pieces so that some 6-8 year-old characteristics are in with 9-11 year-old puzzle pieces, 9-11 year-old characteristics are in with 12-14 year-old puzzle pieces, and so forth.

Use the puzzles that include the ages of children served in your camping program. Consider asking supervisory staff to work on the puzzle for 15-18-year-olds.

Make an outline of each puzzle on a large poster board. Attach a velcro dot to each puzzle piece and on the correct position on the poster board so that the puzzle pieces can be assembled on the poster boards at the end of the session.



Learning Session

Intro 5 Minutes

Introduce the topic by saying, “You’ll have the chance to work with children of different ages this summer. Your experience will be much more fun - and a whole lot better for the campers - if you learn what to anticipate from different age groups. In this session, we’re going to explore how children develop - physically, socially, emotionally, and intellectually. And we’ll learn how to apply the knowledge of developmental stages in our work with them at camp.”

Form three groups of equal size, assigning an age range - 6-8 year-olds, 9-11 year-olds, and 12-14 year-olds to each group. Ask senior staff - director, program director and anyone else who has significant supervisory responsibility - to form a fourth group and assign them the age range they’ll be supervising: 15-18 year-olds.

Brainstorm What You Know Now 10 Minutes

Ask groups to brainstorm what they already know about children in their assigned age range. Remind them that children develop in both relatively predictable ways as well as at their own individual paces. Suggest that, “A six-year-old you are describing may be more like an eight-year-old physically, a five-year-old intellectually, and a nine-year-old emotionally.”

Allow 5-10 minutes for groups to brainstorm. Circulate to monitor how the groups are doing.

Groups Put Puzzles Together 15 Minutes

Distribute puzzle envelopes (pre-mixed so groups will need to exchange pieces in order to complete their puzzle) to each group.

Say, “Each of these puzzles contains information about children in certain age ranges. Your task is to put the puzzle together so you can fully describe what each age range is like from a developmental perspective. A good way to begin is to refer to your brainstormed list.”

Allow 15 minutes for groups to put puzzles together while you circulate to monitor their progress. For the first 10 minutes or so, let them struggle and question pieces that don’t seem to fit. Then suggest that other groups might have characteristics that fit in the age group they’ve been assigned. Toward the end of the allotted time, place the appropriate



puzzle clues from Background Sheet 9-1 face down near each group. Tell them that they can consult the key only when they believe they have correctly assembled their puzzle.

Ask staff to turn to Handouts 9-1 through 9-4 to check their understanding of the age group they have been assigned.



Ask groups Experiential Learning questions that lead them to share, process, (*What happened?*) and generalize (*So, What does that have to do with real life?*) about the experience of putting the developmental puzzles together.

Be prepared to correct misinformation and to reinforce that there is a wide range of normal within each developmental stage and that children progress through stages at their own individual rates.

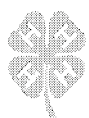
Say, "It's not at all unusual that some campers in your cabin may be more mature than others. Some may be physically bigger, but that doesn't mean they are socially more mature. Or some may be intellectually at an older stage, but may not be emotionally at the same stage. Each child is unique in how he or she develops."

Say, "Knowing developmental stages is only part of what counselors need in order to work effectively with children. You've learned about the special needs of your age group, and now we want you to plan how you can meet those needs during camp. Using Handouts 9-1 through 9-4 will help."



Tell staff that since they only had the chance to learn about one age range, you'd like them to help the rest of the staff understand that age range too. Say, "In 15 minutes, we'll ask you to teach the rest of the staff about your assigned age group and how you want them to help you meet this age group's needs while they are at camp."

Encourage staff to select normal camp activities such as classes, camp chores, evening program and so forth. Tell them to think creatively when planning to re-teach what they've learned to the rest of the staff—using skits, role-plays, and other creative strategies to help the rest of the camp team understand how to work with their age group.



Group
Presentations
5 Minutes
each
Total
20 Minutes

As groups present, listen for inconsistencies and/or additional points about a given age group that need to be brought out. Plan an energizer between each group to help the total group stay alert and focused.

Say, “In everything we do with children, we must always consider whether it is developmentally appropriate for the group as well as for individual children within the group. We are always trying to achieve a balance between ability and challenge.¹ If the activity is too difficult, children will feel anxious - and it may not be safe. If the activity is too easy, kids will get bored.”

Say, “Of course we place special importance on minimizing risk and anxiety at camp. But we can’t do that at the cost of providing appropriate challenges - or we’ll have discipline issues because kids are bored. Instead, we must always attempt to match a challenge to a child’s ability so s/he is growing, feeling challenged, and still safe. For example, an older camper may (or may not) be able to rise to the challenge of a scary story before lights out when that story might give a younger child nightmares.”

Note that because many camp activities involve children of mixed ages, staff must monitor those activities according to challenge and ability. Give examples that are relevant to your camp. For example, there are risks of physical injury when older, larger, and stronger children play a game like “Capture the Flag” with younger, smaller, and weaker children. If an older child gets bored with an arts and crafts project that is too easy, he’s likely to look for something more interesting to do - like cause trouble.

Conclude the session by asking participants to return to their Turn Learning into Action Handout 1 and reflect on their learning from this session by responding to the questions.

Personal
Reflection
5 Minutes

¹ Mihaly Csikszentmihalyi, *Flow*. (New York: Harper & Row, 1990.)

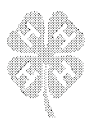




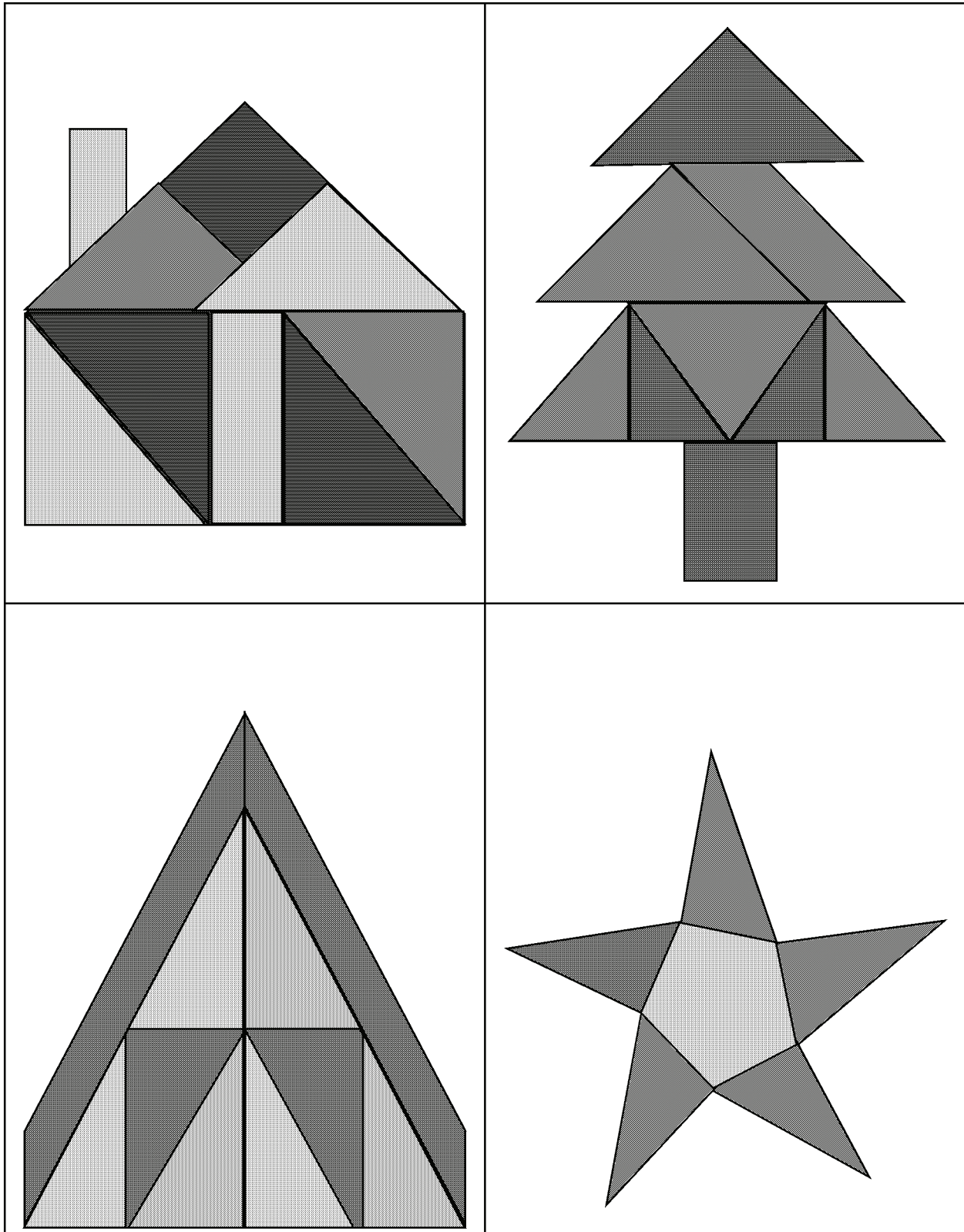
Training Tips

As a facilitator, it's important that you recognize that when groups report back, it is very difficult for other groups to maintain their attention. Each group is most interested - and will learn more - from making their own reports.

Make use of energizers in between reports as a way to help staff maintain their attention as well as help them learn brief activities they can do with campers. If possible, use items from their "Rec Kits" so that staff will become familiar with them and reinforce the age and stage learning by selecting an energizer that might be most appealing to the age group just reported. Find energizer suggestions in Learning Session 8 Leading Fun with Children and listed resources.



Puzzle Clues





Characteristics of 6-8 Year-Olds

	Characteristics	Implications for Programming	More Implications For Programming
Physical	<ul style="list-style-type: none"> Mastering physical skills. Better control over large muscles than small muscles 	<ul style="list-style-type: none"> Projects could get messy! Activities need to be active! 	
Social	<ul style="list-style-type: none"> May have several best friends at a time. More aware of peers and opinions Better able to observe people Focused on self, but learning to feel empathy 	<ul style="list-style-type: none"> Small groups effective Dramatic play can help build empathy 	
Emotional	<ul style="list-style-type: none"> Fairness is “being nice to others so they’ll be nice in return.” Family is primary focus and source of stability Avoid punishment 	<ul style="list-style-type: none"> Use cooperative games where everyone wins Show adult approval Be available to discuss fears 	
Intellectual	<ul style="list-style-type: none"> Generalize from own experiences Concrete thinking More interested in process than product Learning to sort and categorize Need to focus on one thing at a time Beginning to distinguish between fantasy and reality 	<ul style="list-style-type: none"> Enjoy being read to Provide activities that center on doing rather than the finished product 	



Characteristics of 9-11 Year-Olds

	Characteristics	Implications for Programming	More Implications For Programming
Physical	<ul style="list-style-type: none"> Steady increases in large muscle development, strength, balance and coordination Small muscle coordination improving Gender differences in maturation 	<ul style="list-style-type: none"> Plan opportunities to move bodies Vary activities to accommodate differences Avoid boy/girl competition 	
Social	<ul style="list-style-type: none"> Want to plan their own free time without adult help Loyalty to group or club May prefer same sex groups Use reasoning skills to solve problems and negotiate with peers Concerned with fairness and rules 	<ul style="list-style-type: none"> Give them freedom within structured limits Plan time to spend with friends Assist groups to form for activities Encourage them to negotiate rules prior to an activity Reinforce positive communication and negotiation skills 	
Emotional	<ul style="list-style-type: none"> Admire and imitate older kids Want to act grown up Beginning to question parental authority Look to adults for guidance and approval 	<ul style="list-style-type: none"> Give correction quietly and one-to-one Help them identify successes Never play favorites Give specific positive feedback 	
Intellectual	<ul style="list-style-type: none"> Increased attention span but have many interests that change rapidly Starting to think logically and symbolically/still prefer concrete See ideas in absolutes Like collecting and hobbies Want to learn adult skills and make useful products 	<ul style="list-style-type: none"> Encourage belief and value exploration Encourage goal setting Provide opportunities to learn “real-life” skills Help youth form groups to explore similar hobbies and collections 	





Characteristics of 12-14 Year-Olds

	Characteristics	Implications for Programming	More Implications
Physical	<ul style="list-style-type: none"> • Rapid changes in physical appearance • Hands/feet, nose/ears may grow faster than arms/legs • Wide range of development between genders 	<ul style="list-style-type: none"> • Accept that physical appearance is very important • Avoid activities that could cause embarrassment about their bodies 	
Social	<ul style="list-style-type: none"> • Look more to peers than adults for approval • Interested in opposite sex • Look for role models and start fan clubs • Question authority and family values 	<ul style="list-style-type: none"> • Provide opportunities for genders to mix in groups • Engage them in setting their own rules and consequences • Help them find information and resources 	
Emotional	<ul style="list-style-type: none"> • Compare themselves to others • Concerned about physical development and emerging sexuality • See themselves as “on-stage” • Concerned about peer acceptance • Want privacy and independence from adults • Want to be part of something important 	<ul style="list-style-type: none"> • Help youth develop their own standards to assess improvement • Avoid putting them “on the spot” whether commending or criticizing • Provide opportunities to practice independence within structured limits 	
Intellectual	<ul style="list-style-type: none"> • Concerned with justice and equality • Think abstractly; enjoy “what-if” thinking • Understand cause and effect • Can handle in-depth, long-term projects • Challenge assumptions • Want to explore beyond community 	<ul style="list-style-type: none"> • Provide opportunities to question values of organizations • Encourage them to predict “what might happen if” • Involve them in making program decisions • Provide opportunities to learn how communities work 	

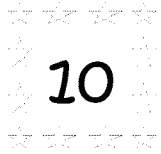
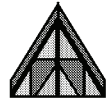




Characteristics of 15-18 Year-Olds

	Characteristics	Implications for Programming	More Implications For Programming
Physical	<ul style="list-style-type: none"> Concerned about body image Range of size and maturity narrowing 	<ul style="list-style-type: none"> Provide opportunities to learn how to make themselves feel attractive Avoid comparing or critical statements about appearance 	
Social	<ul style="list-style-type: none"> Want intimacy Want respect Re-negotiate relationships Test sexual attractiveness Want adult-like leadership roles Able to commit and follow through 	<ul style="list-style-type: none"> Provide opportunities to talk about beliefs Encourage them to plan their own activities Offer leadership opportunities Give them lots of time to hang out with their friends 	
Emotional	<ul style="list-style-type: none"> Want to be seen as individual while conforming to certain peer standards Want autonomy Want to determine what happens in their world 	<ul style="list-style-type: none"> Plan opportunities that allow teens to “try-on” different roles Encourage involvement in making the program or the community better 	
Intellectual	<ul style="list-style-type: none"> Mastering abstract thinking Like demonstrating acquired knowledge Develop theories to explain and make sense of things Create new possibilities from information Can consider issues from many perspectives Grow impatient with meaningless activity 	<ul style="list-style-type: none"> Encourage them to plan and carry out those plans Plan times they can discuss ideas and abstract concepts Offer chances to explore vocational and citizenship skills 	





What Kids Need

(and how we can help them learn positive ways to get their needs met)

Maslow's Needs

10 Minutes

- Briefly discuss children's needs according to Maslow's Hierarchy of Needs
- Note that we must provide children's basic needs for shelter, food, and security
- Sometimes that means setting limits such as bedtimes so they get enough rest
- Camp staff must meet our own needs - including the basics like food, rest, etc.

Remembering Our Needs

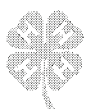
20 Minutes

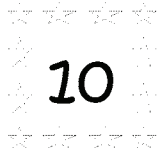
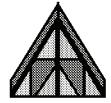
- Show Circle of Courage Model (Overhead 10-1)
- Ask them to recall a significant event in the last five years of their lives
- Ask them to share the events they recalled, and discuss how significant events often connect to one or more of the four need categories: belonging, mastery, independence, or generosity

Using Needs to Understand Kids Better

10 Minutes

- All kids will try to get their needs met - in positive or in negative ways
- Adult attempts at control may result in it being more difficult for children to meet their needs, and may be counterproductive





What Kids Need (con't.)

Opportunities to Meet Needs at Camp

15 Minutes

- Form four groups of equal size
- Assign each group a need (belonging, mastery, independence, generosity) and ask the group to identify opportunities camp staff can provide to help campers meet that need
- Remind them to be specific and to consider what they've learned about children's development
- Tell groups to take notes and prepare a presentation for the rest of the staff

Group Presentations

10 Minutes

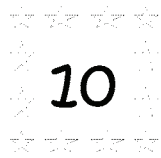
- Groups present their lists
- Use Background Sheets 10-3 to round out their discussion about meeting needs
- Save lists for discussion in Learning Session 7, Creating Opportunities to Learn Life Skills

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp work, and to set goals about how they will use this learning in their work at camp
- Encourage them to capture their learning on the Turn Learning Into Action Handout 1.





What Kids Need

(and how we can help them learn positive ways to get their needs met)

Time: 70 Minutes

Learner Outcomes:

Participants Will:

- Understand the importance of meeting children's needs
- Explore needs represented in the Circle of Courage model
- Identify opportunities to meet needs within the camp program

Overheads

10-1 Circle of Courage

Background Sheets

10-1 Circle of Courage

Examples

10-2 What Research Tells Us
About Needs in the Circle
of Courage

Handouts

10-1 Chart to Explore
Opportunities to Meet
Needs

Materials

Timer
Markers
Newsprint
Overhead Projector

Resources

*Reclaiming Youth at Risk:
Our Hope for the Future*, by
Brendtro, Brokenleg, and
Van Bockern

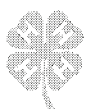
Rationale

As shown in the Contextual Framework for Youth Development, (Introduction) once we understand the basics of *how* children develop (Learning Session 9, How Children Develop), then we need to turn our attention to *what* they try to accomplish as they develop and grow. In order to do that, we must recognize that children have needs and that attempting to meet those needs is the basis of their behavior.

Two theoretical models help us define youth needs. The first, and perhaps more familiar, is Maslow's Hierarchy of Needs which says that we all must deal first with our physiological needs, then with safety, and then with higher order needs such as belonging, contribution, and finally self-actualization.

Maslow's Hierarchy is important for camp staff to remember because they are responsible to provide for children's physiological needs and to create an environment of physical and psychological safety for them. Camp counselors may not be in charge of providing food and shelter, but they certainly influence campers' choices at mealtimes as well as how much sleep campers get. And camp staff must remember that children have little interest in learning when they are hungry, tired, or frightened. Addressing such needs is always a priority.

(Camp staff - including directors - frequently forget that they have similar needs and also do not perform well when hungry, tired, or frightened.)



The second theoretical model begins with four commonly agreed upon higher level needs that must be met in order for youth to develop in positive ways. These needs are reflected in the Circle of Courage Model (See Overhead 10-2 and Background 10-1) and are:

1. A Sense of Belonging
2. A Sense of Competence or Mastery
3. A Sense of Power, Autonomy, or Independence
4. A Sense of Usefulness, Contribution, or Generosity

In Youth Development, we can look at these needs as opportunities. We can - and should - provide opportunities for young people to meet these higher-level needs in our program. This session introduces these needs and asks camp staff to consider how they can provide opportunities for campers to meet these needs in the camp program.

Other sessions build on the theme of providing such opportunities. Since children will find ways to meet their needs - in positive and appealing ways or in negative and challenging ways - anticipating and meeting children's needs appears again in Learning Sessions 12, 13, and 14 when dealing with challenging behavior is discussed. And since helping children develop life skills - positive ways to meet their needs throughout their lifetime - is a goal of most youth development and camping programs, these four needs are discussed again in Creating Opportunities to Learn Life Skills.



Learning Session

Say, “We’ve learned a little bit about how children develop. Now let’s look at the kinds of opportunities that young people need in order to develop in positive ways.”

Briefly discuss Maslow’s Hierarchy of Needs, making the following points:



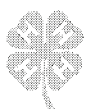
- We must have our needs met from the bottom up. We can’t find self-fulfillment when we’re hungry, tired, or cold.
- We provide basic needs for our campers, but since it’s not the food and shelter they’re used to, they may not feel terribly secure. More than once a peanut butter sandwich - something familiar - has reassured a homesick camper.
- As we develop we accept more and more responsibility for meeting our own needs. Children are not responsible for providing their own basic needs; they need adults to provide for them. Sometimes that means putting food on the table. Sometimes that means giving them guidance and limits so they get enough rest.
- As camp staff, you are largely responsible for meeting your own basic needs. You can’t expect to perform well if you’re hungry or tired either, and since it’s our job to get the best from you, we may also give you guidance and limits if we notice that you need more rest than you’re getting.



Say, “Maslow’s Hierarchy is one model that helps us understand children’s needs. There are many others, including the Circle of Courage. This model helps us see what children need to develop in positive ways. It helps us see how we can help by providing opportunities for them to learn to meet these needs.” Show Circle of Courage (Overhead 10-1).



Ask staff to think back on the last five years of their own lives. Ask them to recall a significant event in that period of their lives. Tell them they can choose something good or not so good, but that you will be asking them to share it with the group so they should choose an event that they don’t mind sharing.



Using Needs
to Understand
Kids Better
10 Minutes

Ask them to focus on what were the most important things that happened to them. It can be a single event or something they look back on now and realize it was important. Give them a few minutes to quietly reflect and choose an event.

On newsprint, draw four squares as shown on the Circle of Courage (Overhead 10-1). Label each square and then ask for volunteers to describe significant events in their lives.

As they do so, ask “What was that like for you?” Typically significant events are tied to our needs. List the events in appropriate quadrants of the Circle of Courage. See Background Sheet 10-1 for examples.

Say, “Meeting needs is important, and all kids will try to get their needs met. If positive ways don’t work for them, they’ll try and find other ways to meet these needs.” Use Background Sheet 10-2 to develop examples.

Discuss how adult reactions and attempts to discipline children can make it even more difficult for them to meet their needs. For example, a child that acts out to get attention is trying to meet her need for belonging. We may react by giving her a time out or excluding her—which makes it more difficult for her to meet the need of belonging. Say, “We’ll talk more about ways to redirect children and still provide opportunities for them to get their needs met when we talk about dealing with challenging behavior” (Section 5, Understanding and Managing Challenging Behavior).

Opportunities
to Meet
Needs at
Camp
15 Minutes

Say, “At camp, we can provide lots of opportunities for kids to get their needs met. Let’s explore some of these.”

Form four groups of equal size. Ask each group to take a need from the Circle of Courage and list opportunities that camp staff can provide to help campers meet these needs. Ask them to be specific about what they would do, and to look at all aspects of the camp program including: cabin groups, classes, recreation periods, evening programs, mealtimes, transitions, and so forth.

Development
5 Minutes

Remind them to consider what they’ve learned about children’s development and how opportunities might be different for children of different ages.



Tell groups to take notes and to prepare a presentation in which they'll help the rest of the staff consider how they can provide opportunities to meet the assigned need. Give each group newsprint and ask them to make a large chart similar to the one on Handout 10-1. Give examples of activities that might meet each need, when it happens at camp, and what learning might help each age group meet the need. Have them leave a column on the far right of their sheet blank, and be sure to save each group's chart for Learning Session 7, Creating Opportunities to Learn Life Skills.

Give groups 10-15 minutes to discuss and prepare presentations. Offer materials such as newsprint and markers for them to record their discussions and to use in presentations. Monitor the groups to see how they're doing and remind them when it's time for them to prepare their presentations.

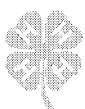
Group
Presentations
10 Minutes

When all groups are ready, ask them to report their discussions. Reinforce important points and be ready to add other opportunities you'd like staff to provide for children to meet these needs. Use Background Sheet 10-2, "What Research Tells Us About Needs in the Circle of Courage" to round out discussion raised by staff.

When all groups have reported, say, "When we help children meet their needs in positive ways, we prevent a lot of problem behavior. And we help them learn skills they can use to meet these needs all through their lives. We'll return over and over again to meeting children's needs because it's such an important part of our work here at camp."

Personal
Reflection

Ask staff to reflect on what they learned, how it applies to camp life, and how they will apply this learning in their work. Encourage them to capture their learning on the Turn Learning Into Action Handout 1.





Training Tips

It's not easy for camp staff to fully pay attention to other groups as they re-teach and present what they've discovered. And it gets more difficult the more groups there are, and the longer it all takes.

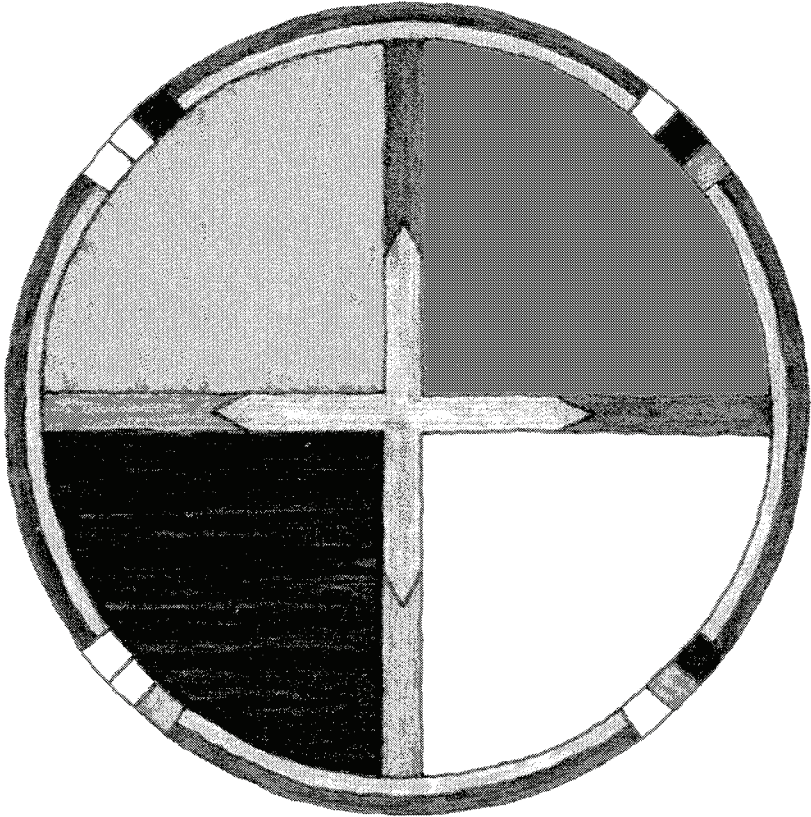
Therefore, you may want to schedule these group presentations so they don't all take place at the same time. Maybe two groups can present before lunch and two groups present after lunch. Or find another creative way to have all groups present while insuring that the rest of the staff is fresh enough to fully consider what the groups suggest.

Build on learning from this session during Learning Sessions 7, 12, 13, and 14.



Circle of Courage

GENEROSITY

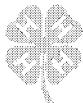


BELONGING

INDEPENDENCE

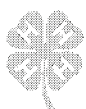
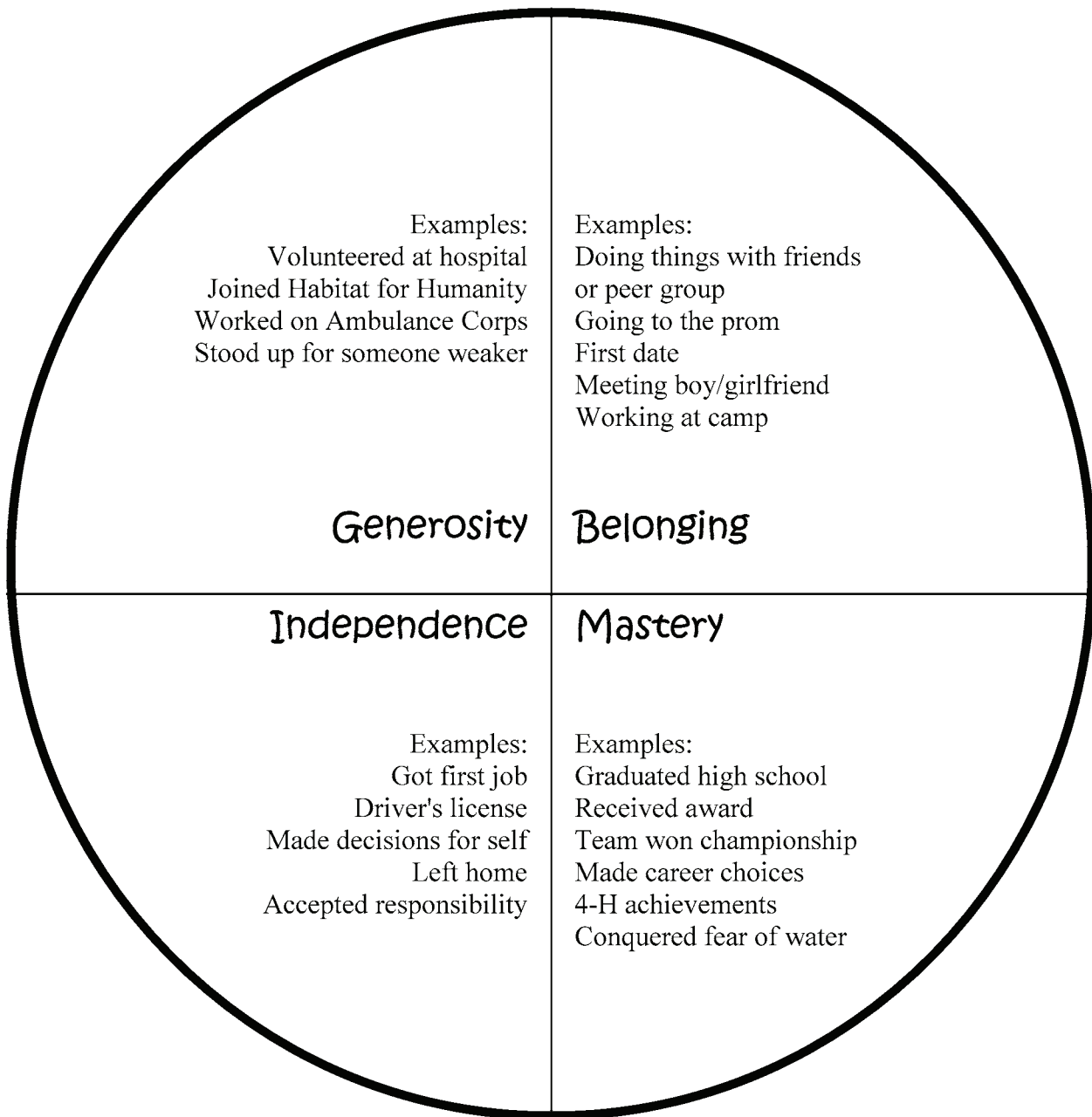
MASTERY

The Circle of Courage is used with permission from *Reclaiming Youth*, Lennox, SD, Artist: George Bluebird



Circle of Courage

Examples of How Significant Events Tie to Needs





What Research Tells Us About Needs in the Circle of Courage

BELONGING

Opportunities for relationships centered on trust and intimacy:

- Positive human attachment is the most important factor of effective teaching
- The quality of human relationships may be more influential than specific techniques or interventions
- Some behavior that is called "deviant" may in fact be adaptive. Extreme rebellion may be a sign that belonging and independence needs have not been met in other productive ways
- Every child needs at least one adult who is crazy about him/her but why stop at one?

MASTERY

Opportunities for meaningful achievement and to develop skills and confidence:

- Trying to achieve a personal goal rather than trying to be better than others - competency rather than competition
- A sense that there are things that I can do, and therefore I matter
- Frequently youth see "How I measure up to others" as more important than "How I master a task." However, focusing on mastering a task more effectively meets the need better than comparisons with others

INDEPENDENCE

Opportunities to make choices and face consequences.

- Having responsibility is necessary to learn responsibility. Demanding obedience teaches children to do what someone else tells them to do rather than fostering responsible independence
- The need for power, for control over one's own life (when things seem to go your way), is part of the need for independence. People respect people who have power, so if one can't gain respect by feeling in control of one's own life, then aggressive behavior may result. In some ways aggressive behavior may be encouraging since it can indicate these children haven't given up hope of getting power
- Prizes, rewards or harsh punishments don't help fill the need for independence
- Children need places where they can regularly contribute to what happens in meaningful and developmentally appropriate ways and where their individual voices are heard and respected

GENEROSITY

Opportunities to give to others and experience being needed. Generosity is about recognizing a purpose beyond our self-interest.

- In helping others, we create proof of our own worthiness
- Since we all need to feel attachment to others through belonging, generosity completes the circle by allowing us to bond to others by caring for them
- Generosity helps us understand the "big picture" and generates a sense of purpose and meaning for youth

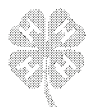
Developed by Cathann Kress, PhD. Director, Youth Development CSREES/USDA



Chart for Groups to Explore How to Meet Needs



Need: _____		How it Meets the Need			
Opportunity: What Happens	When in camp program?	Consider how the need will be met by campers at different developmental stages			Leave this column blank for later use.
		6-8	9-11	11-15	
Specific examples	Cabin group, Classes Recreation Period, Mealtimes, Evening Program, Etc.				
Example: <i>archery</i>	Example: <i>Archery class</i>	<i>Learn to string own bow</i>	<i>Learn good form and to hit target</i>	<i>Learn to make a bulls-eye and teach younger kids</i>	





An Ecological Model of Youth Development

Introduction

5 Minutes

- Define ecology as the study of relationships between organisms and their environment
- Help staff see that youth development is also dependent upon the relationships between young people and their environments

Assign Roles & Explain Game

5 Minutes

- Assign roles according to the list provided on Background Sheets 11-3 or 11-4
- Explain that youth/campers must navigate through their environmental circles by choosing a green protective factor from a person in each circle

Play Game

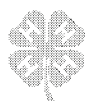
10-30 Minutes

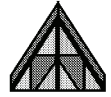
- As youth/campers proceed through the circles of their environment, tape red Risk Factors and green Protective Factors on their backs

Discuss Experience

10 Minutes

- Ask all participants to empty their packets, place Risk and Protective Factors on the floor, and carefully walk around the circle so they can see what kinds of things youth/campers can get from their environments
- Use questions on Background Sheet 11-1 to generate discussion of activity





An Ecological Model of Youth Development (Con't.)

Describe Camp Life Ecology

10 Minutes

- Say, “Campers are affected by circles of human environment at camp too”
- Describe how cabin groups can be the inner circle, instruction and/or activity groups might be a second circle, and administrators, kitchen, and maintenance staff might be an outer circle. Each circle can give campers Risk or Protective Factors

OPTIONAL Play Game

10-20 Minutes

- If time allows, play the game again with camp circles and roles

Groups List Risks and Protective Factors

Children Can Collect At Camp

10 Minutes

- Divide into groups that represent environmental circles at camp (Background 11-4)
- Ask groups to identify Risk and Protective Factors their group might give to campers

Groups Report Back

10 Minutes

- Groups share their lists and steps they will take to reduce or eliminate risks they give campers

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and to set goals to use this learning in their work at camp
- Encourage them to capture their learning on the Turn Learning Into Action Handout 1.





An Ecological Model of Youth Development

Time: 60-90 Minutes

Learner Outcomes:

Participants Will

- Understand how children's interaction with family, peers, school, events, community systems, and the larger culture help shape who they become
- See how children's interactions change as they develop
- Understand how risk and protective factors create a cumulative effect on a child
- Identify how to foster positive growth

Background Sheets

- 11-1 Experiential Learning Questions
- 11-2 Camp Life Ecological Model Diagram
- 11-3 General Ecological Model Activity Roles and Influences
- 11-4 Camp Ecological Model Activity Roles and Influences
- 11-5 Sample Risk and Protective Factor Layout Preparation

Handouts

- 11-1 Ecological Model of Youth Development

Materials

- Colored file jackets, closed on sides, labeled with roles and loaded with one protective factor, and one risk factor as seen on Background Sheets 11-3 and 11-4

Rationale

How children develop is influenced by a combination of the network of people and systems that surround them *and* how they respond to those influential forces according to their inner resources.

Psychologist Urie Bronfenbrenner developed what is called an “ecological” model to describe that combination of what a child comes with - his or her inner resources - and what the child lives with - the context of his or her social environment.

In the natural environment, ecology is defined as the study of the relationships between organisms and their environment, and how those relationships are interdependent upon one another. It's not possible to predict the outcome of one apparently minor shift in the eco-system because that shift may affect a dozen different relationships in a dozen different ways – and those affected relationships go on to affect dozens more.

The social environment of a child is also interdependent. As psychologist James Garbarino says about Bronfenbrenner's ecological model, “Rarely does any specific X cause a specific Y in every time and place and with every human being. Indeed in matters of human development, when the question is ‘Does X cause Y?’ the best answer is almost always, ‘It depends.’”¹

When children come to camp, they bring all the impact of their social world - their families, schools, communities, etc. - with them as seen on Handout 11-1. *And* camp also becomes a world unto itself, with its own circles of social environment as shown on Background Sheet 11-2.

¹ Garbarino, James. *Lost Boys: Why Our Sons Turn Violent and How We Can Save Them* (New York: The Free Press, 1999), p. 73.



This session simulates how the Ecological Model works - in children's everyday world and also in their world at camp. Because a simulation is provided for both the *general* ecological model ² and the *camp* ecological model, you have choices for your staff training. You may choose to do the *general* model to demonstrate the social influences that children bring to camp with them and is as seen on Handout 11-1. Or you may choose to do the *camp* model which simulates a child's experiences in camp. Or you may choose to do both.

The general ecological model simulation helps staff understand risk and protective factors and the social context in which a child lives - the big picture. If you choose to simulate the general model, you'll want to help staff translate the big picture concepts into life at camp. You can do that by assigning groups to camp life experiences and brainstorm what risk and protective factors children might be exposed to in various parts of the camp program.

The camp ecological model simulation helps staff understand the influence that their daily decisions and interactions have on campers. If you choose to simulate only the camp model, first spend some time describing the big picture. Define risk and protective factors and give examples of how those occur in the real world social environments which children must navigate before and after they come to camp.

Preparation

Before leading this learning session, prepare colored file jackets according to Background Sheet 11-3 for the general ecological model simulation, or 11-4 for the camp ecological model simulation. If you are using this in a camp setting and only wish to prepare one set of pouches we suggest following the camp ecological model on Background Sheet 11-4.

²The idea of simulating the ecological model of youth development came from: S.C. Betts and R. Dalla, *Realizing Youth Potential Together: A Professional Development Training Kit*, (Tucson, AZ: Institute for Children, Youth, and Families, University of Arizona, 1996) as found in *Moving Ahead*. It was adapted to reflect camp life by Crosiar, 2001.



Purchase file jackets in blue, yellow, red and green. Punch holes in the top side of the pouch and attach string to go around a person's neck. Label each with a role from Background Sheet 11-3 and/or 11-4.

Prepare green protective factor sheets and red risk factor sheets, see samples as shown on Background Sheet 11-5. Code each factor sheet with the color file jacket, group, and role to make it easier to fill the file jackets each time you do the activity. Laminate sheets to be used again and again.

Learning Session

Introduce the Ecology concept using the above rationale.

Share Ecological Model Handout 11-1.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Intro
■ 5 Minutes
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

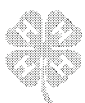
Say, "The following activity is meant to bring the Ecological Model to life in our minds. We'll explore how various roles might influence young people in terms of giving them risk and/or protective experiences."

Ask for two volunteers to play "youth."

Distribute color-coded pouches randomly so that the rest of the staff have a role to play. Ask staff to notice the role labels on the pouches and think about the influence that a person in that role might have on a child's life.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Assign Roles &
■ Explain Game
■ 5 Minutes
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Ask participants to stand in circles around the "youth". Those with yellow pouches represent those closest to the "youth", their family and peers. Those with red folders stand in the next circle and represent school - people that children see less often than family but who have great influence. Those with green folders represent the community - people who may or may not interact with a child frequently but who still have significant influence. Ask staff to notice what kinds of roles appear in each circle.



Play Game
10-30 Minutes

Explain that the purpose of the game is for the “youth” to stay healthy and to navigate from their own inner world and existence out into the wider circles of the world (beyond the outer green circle) as quickly as possible. They move from the yellow circle to the red circle when they are able to obtain a green “protective experience” - from the pouch of someone in the circle where they currently live. The health of the “youth” is measured in terms of the balance of green “protective experiences” to red “risk experiences.”

When the “youth” goes to a person in their current circle, s/he reaches into that person’s role pouch and without looking, selects an experience sheet from the pouch. If it is green, s/he moves to the next circle. If it is red, s/he must go to another person until s/he draws a green “protective experience.” Ask the two “youth” to take turns going to people in each circle.

Say, "Some "youth" may be lucky and be able to collect green protective experiences quickly. Others may not. And that's what happens with young people in real life. Some children have internal resources that help them succeed. Some children are lucky to encounter positive external resources - people in their families, schools, communities, or camps - who expose them to protective factors. And others don't."

As “youth” collect green and red experience sheets, tape the sheets onto the “youth’s” clothing so that his/her experiences show clearly to all participants.

Once “youth” make it past the outer circle, ask the rest of the participants to open their pouches and lay their green and red sheets on the floor where they were standing.

Ask participants to walk (without stepping on any of the reusable props!) around the circle and take note of the kinds of risk and protective factors and experiences that youth might expect from people playing various roles.

Discuss
Experience
10 Minutes

Discuss. See Background Sheet 11-1 for potential questions to ask. Keep discussion focused and brief.



Ask participants how they can apply this model and the learnings from the activity to their daily work with young people.

Tell staff that for most kids, camp experiences reside in the outer circle of the eco-model. Camp is infrequent in children's lives, it is isolated, and it rarely involves other levels of school and family.

However, because camp tends to be an *intensive* experience (campers become immersed in camp; the outside world seems not to exist while they are at camp because everything they do and need takes place in the camp environment), camp does have the potential for strong influence on a child's life. Note that camp life has its own ecology, and staff play a variety of roles that influence campers.

On newsprint, draw the diagram on Background Sheet 11-2 to represent camp life - adapting the diagram to reflect the configurations of the ecology of your camp. If your camp has a centralized program, campers are likely to be in daily contact with more staff and campers as represented in the diagram. In a more decentralized program, however, the cabin group may be surrounded by a unit group and then surrounded by specialized classes in swimming, boating, etc. Tailor the circle designations on your diagram to fit the camp program whose staff you are training.

If time permits, you may choose to play the "Camp Eco-Model Game" in the same way that you played the "General Eco-Model Game." To play, ask for two volunteers to represent campers and other camp staff to disperse around the new circles that represent camp life as described on Background Sheet 11-4.

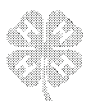
Whether you play the Camp Eco-Model Game or not, ask staff to form groups that represent the various circles of your camp life as shown in the diagram you've drawn.

Ask staff in each circle to meet together briefly. Say, "You've learned some things that increase a child's risk factors. Make a list of ways that your circle group might increase a camper's number of risk factors." Ask them to record these risk factors on newsprint.

Describe
Camp Life
Ecology
10 Minutes

OPTIONAL
Play the Camp
Version of the
Game
10-20 Minutes

Groups List
Risks and Pro-
tective Fac-
tors Children
Can Collect
At Camp
10 Minutes



■ ■ ■ ■ ■ ■ ■ ■ ■ ■
 ■ Group Report ■
 ■ Back ■
 ■ 10 Minutes ■
 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Then ask them to list things they might say or do that would increase that child's ability to withstand risks: protective factors. Ask them to record these protective factors on newsprint. Ask each group to report back which risk and protective factors that children might receive in their circle of the camp ecology.

Conclude the session by reminding camp staff that children come to camp with the risk and protective factors of their own individual personalities and temperaments in addition to those they have collected from their families, school, friends, and the community. Ask them to consider how a camper's color style preferences, from Learning Session 1, might make it easier or more difficult to collect protective factors from staff.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆
 ◆ Personal ◆
 ◆ Reflection ◆
 ◆ 5 Minutes ◆
 ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Say, "Children bring a whole collection of risk and protective factors to camp. It's our job to manage both what children bring and what they collect in the ecology of the camp environment. Let's focus our energies on giving youth positive and protective factor messages rather than adding to their risks."

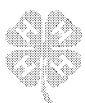
Ask staff to reflect on what they learned, how it applies to life at camp, and how they intend to use this learning in their work. Encourage them to capture their learning on the Turn Learning Into Action Handout 1.



Training Tips

The Ecological Model simulation is an experiential learning activity that requires active facilitation from beginning to end, or it can - like many camp activities - become too chaotic for learners to get the point. If the group is large, everyone won't be involved at the same time and opportunities for side conversations abound. Use these guidelines to help staff stay focused on the learning while you also model how to effectively manage large group activities.

- It's easier to pay attention when you can see the facilitator. Stand on a bench so that participants can see you even when they are standing. Tell staff why you're "getting tall" and that it's a tip they can use with campers. "Getting tall" lets participants know that you expect them to pay attention without having to yell at them.
- Each time a "youth" or "camper" gets an Risk or Protective Factor experience sheet from someone in a circle, ask why they selected that person. Ask them to read the risk or protective factor they get and repeat it so that everyone can hear. That helps staff keep some focus on you - which helps you maintain control over what happens.
- Set an expectation that one person talks at a time. When staff forget and all talk at once, say, "I'm having a hard time hearing what our "youth" just said." Or ask staff to respond to a signal - "Hands up!" or a special noisemaker - when you need to have attention come back to you. Avoid overusing those signals so they won't lose their impact with the staff.
- Sometimes the number of your staff doesn't match the number for assigned roles. If you have more roles than staff, adapt by asking people to play more than one role. If you have more staff than roles, adapt by asking some people to observe what happens in the game or among staff. Ask them to report their observations when discussing the activity.





Experiential Learning Questions

The following list of questions is intended to prepare you to lead reflective discussion among participants. You'll never have time to ask *all* of the questions and nor should you. Select one or two questions that seem most pertinent to what actually happens in the group. Then you might choose to follow up with other questions from this list or questions that occur to you as part of the discussion.

Since this is an experiential learning process, your questions should parallel the experiential steps as follows.

- Share/Process – ask “What happened and why?”
- Generalize – ask “So, What does this have to do with real life?”
- Apply – ask “Now, What will you do differently?”

To help a group Share and Process, ask “What...?”

For "youth" or "campers":

- What led you to choose certain people?
- What was it like for you to accumulate risks (red sheets)?
- What was it like for you to accumulate protective experiences and factors (green sheets)?
- Given the collections of protective and risk factors you've accumulated, what is your frame of mind? How hopeful are you about your future?

For other participants:

- What was it like when the "youth" or "camper" chose you - or didn't?
- When you were chosen what did you hope the "youth" would get from you?
- What did you feel like when you gave the "youth" a risk (red sheet)?
- What did you feel like when you gave the "youth" a protector (green sheet)?

To help a group Generalize, ask “So What” questions that relate the activity to real life.

For "youth" or "campers":

- How do you think the experience of young people you know is like or unlike your experience in this activity?
- What might help young people navigate toward the outer world with less pain?

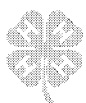
For other participants:

- What makes even well-meaning people in children's lives give them risk experiences?
- What might have helped you and others in your circle to give "youth" more protectors than risks?

To help a group Apply new learning, ask “Now What?”

Now that you have all experienced this metaphor for how children and youth are influenced by their environment:

- How will you use what you've learned?
- What are you already doing that helps youth gain protectors?
- What do you want to do better to help campers gain more protectors and fewer risks?

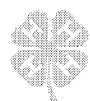
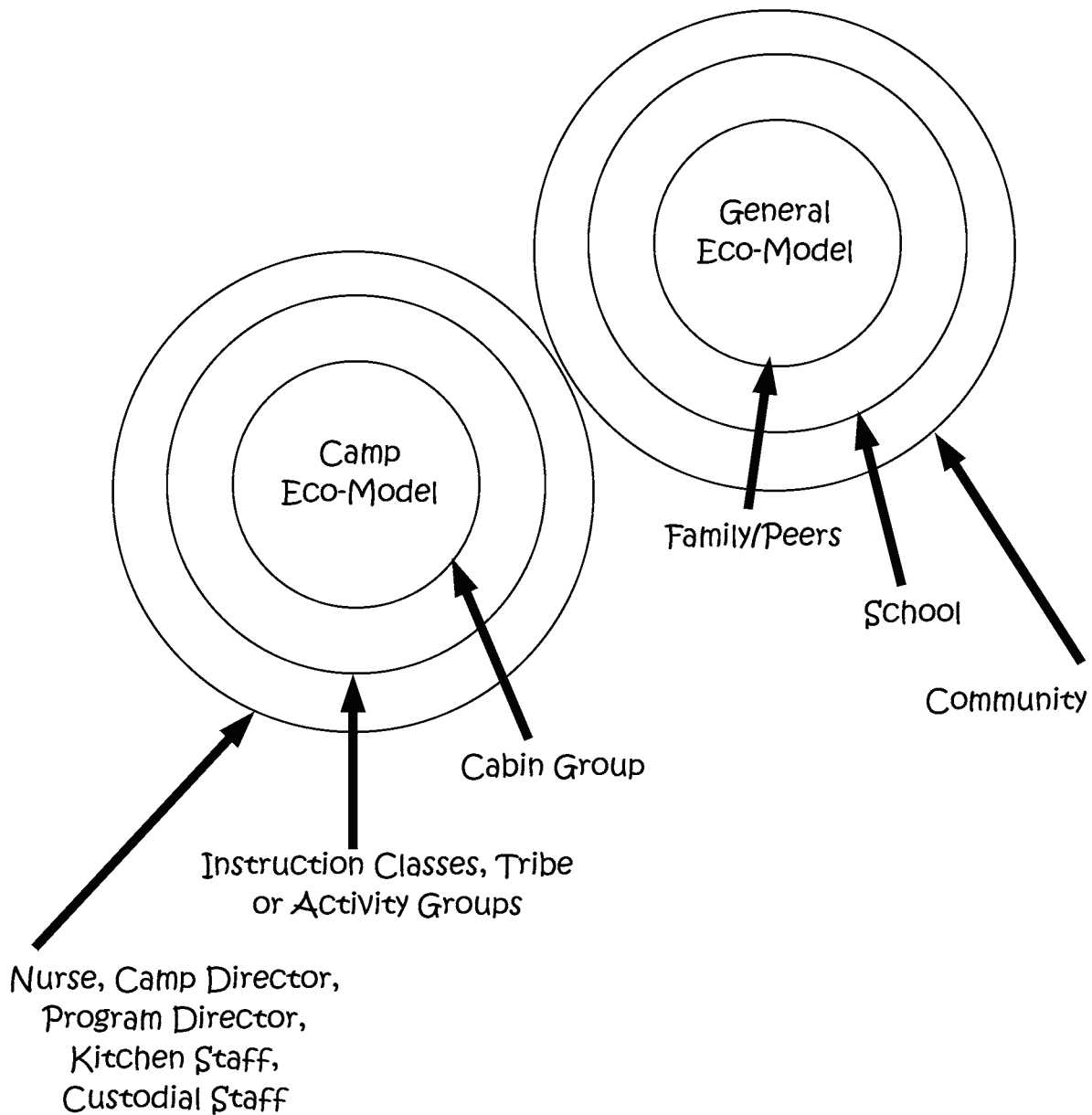




Camp Life Ecological Model

For most children, camp intersects their lives in the outermost circle of their ecology. Camp is infrequent, it is usually an isolated experience, and it rarely involves members of their family or school experience.

However, children become immersed in camp while they are there, experiencing it intensely. Camp becomes its own world with its own ecology that can have profound impact on campers' lives.

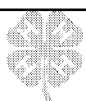




General Eco-Model Activity Roles & Potential Influences

Print each Protective Factor on a *GREEN* sheet of paper and each Risk Factor on a *RED* sheet of paper. Prepare colored pouches by attaching string to go around a person's neck and labeling with the appropriate role. Put the corresponding protective (*GREEN*) and risk (*RED*) factor in each labeled pouch.

Family/Peer Circle Yellow Pouches	Protective	Risk
Mom	Parents know friends' parents	Unclear rules at home
Dad	Parents available to youth	Parents don't go to school functions
Sister	Good relationship with siblings	Parents unfavorably compare youth with siblings
Brother	Friends welcome in home	Brother drinks alcohol
Stepdad	Rules fairly and consistently enforced	No rules about when youth is to be home
Grandmother	Good relationship with at least one adult in family	Grandmother drinks alcohol
Best Friend	Friends are about same age	Friends ignore authority
School Circle Red Pouches	Protective	Risk
Teacher	Good home/school communication	Discipline problems disrupt learning
Custodian	School building, supplies Equipment in good shape	School in poor condition
Coach	School has high expectations of students	Inconsistent rule enforcement at school
Principal	Meaningful roles for youth are provided in many ways	Poor relationship with teachers and administrators
School Counselor	One adult at school cares about youth	One school counselor per 700 students
Bus Driver	Discipline is consistent	Not selected or trained to work with youth
Boy or Girl Friend	Friends are successful in school	No extracurricular activities
Best Friend	Friends are active in extra-curricular activities	Youth has changed schools





Work/Community Circle Green Pouches	Protective	Risk
Boss	Youth jobs related to future career	Job interferes with school
Co-Worker	Has good work ethic	Shirks responsibility/steals
Probation Officer	Good infrastructure of youth services (transportation, crisis intervention, health, child care, etc.)	No quality day care in community
Librarian	Youth jobs available up to 12 hours per week	Nothing for youth to do in community
4-H Volunteer	Community supports positive activities for youth	No opportunity for youth volunteerism
Parent of a friend	Parents agree on consistent rules for youth parties	No sense of community/each out for him/herself
Neighbor	Neighbors know each other	High community unemployment
Religious Leader	Religious groups support family issues	Lack of common vision for families in community
Youth Center	Volunteer Youth services are accessible, reasonable cost and good	No youth services in community
Local Storekeeper	Knows youth and friends by name	Sells tobacco and alcohol to minors
Social Worker	Community values youth	No family or youth crisis services
Police Officer	Knows young people from after-school programs	Group polarized by race, ethnicity, income, age, etc.

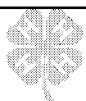


Camp Eco-Model

Roles & Potential Influences

Print each Protective Factor on GREEN paper and each Risk Factor on RED paper. Prepare colored pouches by attaching string to go around a person's neck and labeling with the appropriate role. Put the corresponding Protective (GREEN) and Risk (RED) Factor in each labeled folder.

Roles Blue Folder	Protective Factors	Risk Factors
Female Camper	Outgoing Likes outdoors Eager to learn Came with friends	First time camper Homesick Bedwetter
Male Camper	Used to being away from home Independent Confident	Shy child Afraid of outdoors Clingy and afraid Doesn't know anybody
Cabin Group Yellow Folder	Protective Factors	Risk Factors
Counselor I	Makes cabin safe haven and positive environment	On a power trip
Counselor II	Self-aware and gives good guidance	Shows favoritism
Camper I	Likes to play with campers	Pressures camper to break rules
Camper II	Is caring and helpful	Very pessimistic and negative
Camper III	Gives encouragement to peers	Doesn't fit in with others and clings to other campers
Camper IV	Is independent and responsible	Intimidates the rest of the cabin
Instructional Classes & Activity Groups Red Folder	Protective Factors	Risk Factors
Counselor I	Good role model	Doesn't include some campers
Counselor II	Treats campers fairly	Bad role model
Counselor III	An interactive teacher	Unsafe environment





Camp Ecological Model (con't.)

Roles	Protective Factors	Risk Factors
Counselor IV	Listens to campers' ideas	Boring class instructor
Junior Counselor I	Gives hugs and appropriate touch	Unclear about rules
Junior Counselor II	Makes a point to include all campers	Chooses unsuitable activities
Counselor-In-Training I	Is very safety conscious	Picks on campers
Counselor-In-Training II	Gives lots of encouragement	Bad role model
Camp Support Circle Green Folders	Protective Factors	Risk Factors
Camp Director	Encouraging and Supportive	Shows favoritism to campers and staff
Assistant/Program Director	Flexible/willing to adapt	Poor communication skills
C.I.T. Director	Attentive to camper behavior	Reprimands staff publicly
Nurse/TLC Director	Provides safe environment	Oversteps boundaries
Arts & Crafts Director	Has open mind for new camper experiences	Unobservant to specific camper needs
Waterfront Director	Prepared to handle emergencies	Allows campers to break rules
Nature Director	Provides exciting learning	Unaware of safety concerns
Recreation/Sports Director	Knows appropriate time for personal discussions and venting	Poor role model
Kitchen Staff	Communicates positively with campers	Is inflexible and set in ways
4-H Educator	Likes what camp does for kids	Inconsistently involved—disrupts camp director authority
Maintenance Staff	Attentive to camper needs	Gruff and not easy to talk to
Camp Alumni/Committee	Gets community support for camp	Hung up on camp traditions



Sample Risk and Protective Factors Layout Preparation

Prepare Risk and Protective Factors to stuff into labeled file jackets as you see below. Print the risk or protective factor in large print and label the group and role that the factor fits.

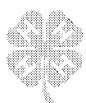
Print two or three protective factors on a single page on green paper. Print two or three risk factors on a single page on red paper. Continue until you have risk and protective factors for each role as shown on Background Sheet 11-3 and/or 11-4. Cut your pages, and laminate each factor to use over and over again. Then fill the appropriate labeled file jacket with one red and one green factor as shown on Background Sheet 11-3 and/or 11-4.

Likes to play with campers

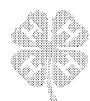
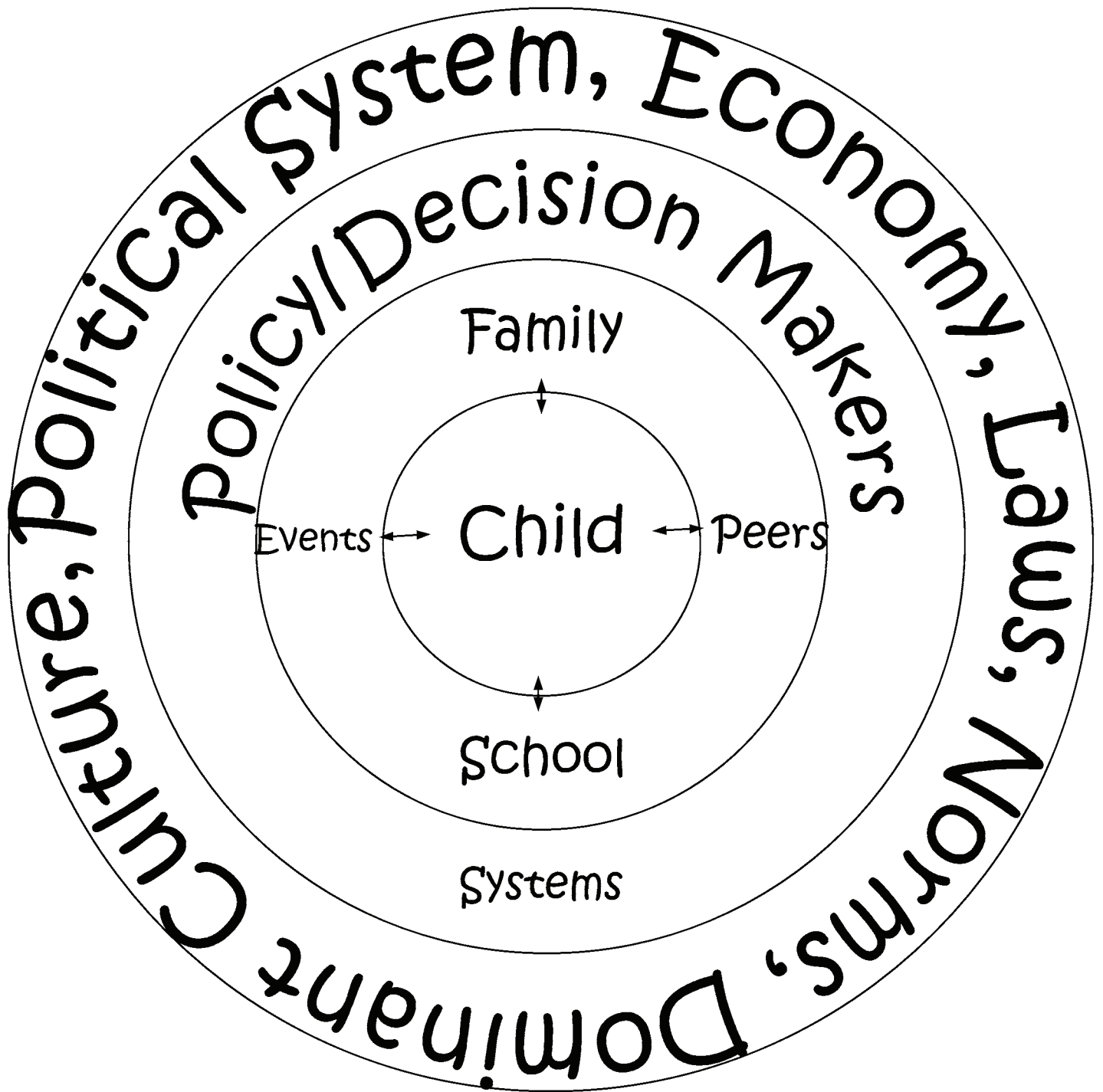
+Yellow Cabin Group: Camper I

Good role model

+Red Instructional Classes and Activity Groups: Counselor I



Ecological Model





Understanding and Managing Challenging Behavior at Camp

Learning Sessions

12	Anticipating Needs to Prevent Challenging Behavior	75 Minutes
13	Cooling Program Hot Spots	60 Minutes
14	Respectful Intervention Tools To Help Manage Challenging Behavior	70 Minutes
15	Managing Conflict at Camp	70 Minutes
16	Managing Stress at Camp—Theirs and Ours	85 Minutes



Anticipating Needs to Prevent Challenging Behavior

Maintain Self-Control

10 Minutes

- Draw 3 concentric circles labeled Control (inside circle), Influence (middle circle) and No Control (outside circle)
- Discuss how being in control of oneself expands our ability to influence others
- Make the point that staff cannot control campers; they must influence them, and they can do that more effectively when they keep their cool, follow rules, and treat people respectfully.

Needs Motivate

10 Minutes

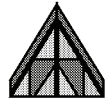
- Show Overhead 12-1 to remind staff of children's needs as they learned in Learning Session 10, What Kids Need
- Overlay Overhead 12-2 to show that fun and stimulation are also needs of children that camp is particularly good at meeting
- Note that 80% of behavioral problems can be prevented by paying close attention to meeting children's needs; the remaining 20% is frequently best addressed by attempting to match intervention with a child's needs

Recall Challenging Situations

5 Minutes

- Ask staff to form groups of three or four
- Ask staff to create role play situations in which a camper has behaved in a challenging way. Have them write their situations on an index card
- Collect role play situations and have senior staff quickly review them to select those most appropriate to help staff learn how to identify camper needs





Anticipating Needs to Prevent Challenging Behavior (con't.)

Know Your Kids

10 Minutes

- Ask staff to list how they can observe, listen, and ask questions to discover how they might help a particular camper meet his or her needs

Practice Identifying Needs

20 Minutes

- Distribute role play situations and ask staff to identify several potential responses
- Discuss

Communicate Backstop System

5 Minutes

- Tell staff whom to consult when they need help dealing with camper behavior

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp, and to set goals for how they will use this learning in their work at camp
- Encourage them to capture their learning on the Turn Learning Into Action Handout 1





Anticipating Needs to Prevent Challenging Behavior

Time: 75 Minutes

Learner Outcomes:

Participants Will:

- Gain insight into how to prevent challenging behavior among campers by anticipating and meeting needs
- Explore individual temperaments to help anticipate needs
- Explore power of changing environment and strategy rather than expecting to change the child
- Prepare to model self-control in an effort to help campers learn self-control

Background Sheets

12-1 I Control Myself

12-2 Observe, Listen, Ask Questions

12-3 Situations

Overheads

12-1 Circle of Courage

12-2 Fun and Stimulation

Materials

Timer

Markers

Newsprint

Overhead Projector

Resources

How to Achieve Discipline with Dignity in the Classroom, by Allen Mendler

The Seven Habits of Highly Effective People, by Covey

Rationale

Whenever groups of children gather, at least some of them are likely to behave in ways that adults find challenging. And certainly, children need adult guidance to create boundaries and limits that act to keep them from physical or emotional harm.

A significant role of a camp counselor is to provide that guidance - and sometimes manage behavior that stretches beyond safety boundaries. Sessions 12 through 15 attempt to prepare camp staff for the kinds of challenging behaviors they are likely to encounter, to learn ways to prevent this behavior, and principles of appropriate discipline they can draw on when they must deal with challenging behavior.

Sessions 12 through 15 build on Learning Session 10, What Kids Need, and should follow that session in your staff training schedule. The Learning Sessions on Managing Challenging Behavior are based on the following beliefs:

- Children do not *mis* - behave. They certainly behave in ways that any reasonable adult may not like. But as we discussed in Meeting Kids' Needs, children (*and adults*) behave in various ways to get their needs met. When we help this happen, they'll have less reason to behave in ways that are challenging.
- In addition to belonging, independence, mastery, and generosity, children have a need for fun and stimulation. Bored children get in trouble, but campers who are having fun under the watchful eyes of adults - and who help create their own fun - are more likely to engage in cooperative behavior.



- Helping children meet their needs means we have to really know them. We must listen, observe, and show them the respect of asking for their input. We must understand their individual temperament and how that affects their behavior. Treating children fairly does not mean treating them all alike, but rather treating them according to their individual needs *while still maintaining safety boundaries that protect all children from harm.*
- We cannot expect to *control or change* children and we can waste a lot of energy trying. It's more effective to put our energy into *influencing* them by controlling our own behavior and by controlling or changing the environment.
- Transitions from one activity to another are often when challenging behavior occurs. Learning to make those transitions smoother for children - and more child than adult-directed - can help prevent the need to discipline.

Adult needs - especially those that center around keeping children safe - are also important. It is fully appropriate for adults to intervene when children behave in ways that could cause either physical or emotional harm to themselves or to other children. There are many ways adults can interrupt, redirect, and manage harmful behavior *while still treating children with respect and dignity.*

Managing challenging behavior is complex. Learning Session 12 sets the stage for prevention. Learning Session 13 helps staff anticipate program hot spots - transition times in the camp day when behavior problems are most likely. Learning Session 14 offers simple, respectful intervention tools that staff can use to redirect challenging behavior. Learning Session 15 introduces a process that staff can use to help children learn conflict management skills. Learning Session 16 helps staff understand stress and its effect on behavior - their own as well as that of campers.

The issue of counselor self-control must be a factor in managing challenging behavior and is therefore presented in this Learning Session. Use the information on Background Sheet 12-1 to demonstrate the difference between control and influence and the importance of exercising self-control to become a more influential force in children's lives.



Learning Session

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Maintain Self- ■
■ Control ■
■ 10 Minutes ■
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

On newsprint, draw 3 concentric circles and label the outer circle "No Control", the middle circle "Influence", and the inner circle "Control". Say, "Stephen Covey, author of *The 7 Habits of Highly Effective People* says there are three arenas in all our lives - the things we control, the things we influence, and the things over which we have no control. These become important arenas to consider when we think about managing children's behavior."

Ask staff to name things that fit in the outer circle - things that they do not control. Typical answers will be weather and other people. If the groups suggests things like government, taxes, paychecks, etc., briefly suggest that those things may *seem* beyond their control, but perhaps they are things that they could influence.

Point to the center circle and ask staff to name things that they do control. If they answer anything other than themselves, their attitudes and actions, challenge them by asking, "Who do you think is in control in this room?" Some groups will say that you, the leader, are in control. If that happens, say, "If I'm in control in this room, then we'll have an easy summer because each one of you will *always* do and say exactly what I want you to do and say - *no matter what*. Do you think that's likely?" Lead them to the more reasonable answer that each of them is in control only of themselves.

Say, "That means that when campers arrive, you'll still only be in control of yourself." Point to the circle labeled influence and say, "However, you will have a great deal of influence over campers and their behavior! How many of you would like to know how you can increase the amount of influence you can have on campers?"

Draw a second diagram with 3 concentric circles, only this time make the center and middle circles very large - leaving only a sliver of the outer circle visible. Say, "Covey says that any energy spent on the things we don't control is wasted. Complaining about the weather, for example, doesn't change the weather. And trying to control other people - including campers - usually doesn't work to change their behavior either."



Point to the center circle and note the difference between that and the first diagram that you drew. Say, “But when you put your energy on the things you can control - yourself - then your influence increases. So how can we exercise self-control and increase our influence on campers? Let's write down some specific ways in which what we do influences campers?”

List staff responses, being sure that the following ideas are included:

- Staff influence campers to follow the rules when staff follow them too
- Staff influence campers to treat each other with respect when staff treat campers with respect
- Staff influence campers to exercise self-discipline and self-control when staff exercise self-discipline and self-control
- The greatest influence you can have on campers is to be a positive role model for them - especially in how you treat other people
- Campers see absolutely everything, so you need to be ‘on-stage’ and in control of yourself 100% of the time
- Staff do not control campers, but do control camper rules, boundaries, and limits and are responsible for enforcing those rules and maintaining camper safety.

Say, “Our role is to influence campers and we do that by maintaining our own self-control regardless of how campers may provoke us. This is a hugely important concept and one we’ll return to over and over again as we discuss how to manage challenging behavior. In fact, accepting responsibility for ourselves is a skill that will help us achieve independence and self-mastery. We’re meeting needs of our own and of the campers when we exercise our own self-control.”

Needs
Motivate
10 Minutes

Show Overhead 12-1 to remind staff of the learning they’ve already done regarding the Circle of Courage and say, “As we’ve already learned, children’s behavior is motivated by their needs. At camp, children also have the expectation and the need for fun and stimulation.”

Show Overhead 12-2 by laying it on top of Overhead 12-1 aligning the circles.



Say, “80% of behavior problems can be prevented if we’re paying close attention to meeting camper needs of belonging, independence, mastery, and generosity and if we’re doing all that in fun and stimulating ways.”

“And even the other 20% of the time, when we don’t prevent challenging behavior, we need to remember that children’s behavior is still motivated by needs. Looking for that motivation helps us understand the child better and helps us tailor a response that has a better chance of positively influencing the child’s behavior.”

Recall
Challenging
Situations
5 Minutes

Ask staff to form groups of three or four. Distribute index cards and ask them to write down a situation in which a camper has behaved in a challenging way. Tell them that they are designing role play situations so they should be as specific as they can in one or two sentences. So they don’t start unfairly associating certain behaviors with certain campers, ask staff to use made-up names when they write their situations.

Give them 5 minutes to discuss and decide on a challenging situation. Collect the cards when they are done. Get two or three senior experienced staff to review them briefly and pick out at least one situation that might have been motivated by each of the needs in the Circle of Courage, including fun and stimulation.

Know Your
Kids
10 Minutes

Say, “We can’t do a very good job of meeting camper’s needs unless we really get to know them. There are three main ways that we get to know campers: observe, listen, and ask questions.”

List “Observe, Listen, Ask Questions” across the top of a piece of newsprint, with the Circle of Courage drawn below as on Background 12-2. Ask staff to think of how they might discover what a particular child was trying to achieve. List examples of observations and questions for each need as shown on Background Sheet 12-3.

Say, “Really knowing campers is the most important step in preventing challenging behavior. When we know a camper, we’re more able to anticipate his/her needs and meet them so s/he won’t have to behave in challenging ways. And we’ll be better able to respond when we are challenged.”



Practice
Identifying
Needs
20 Minutes

Distribute Situation cards from Background 12-3 to small groups and ask them to identify the need(s) that motivate the camper's behavior.

Note: It is helpful to laminate the cards for future reuse.

Give groups 5 minutes to identify the camper's needs and then ask groups to report back to the whole group. For each situation, ask the group for two or three responses that might interrupt the challenging behavior, redirect the camper, or otherwise shift the situation.

Remind staff to be sure their responses *help* campers and don't make it more difficult for them to get their needs met. "Responses that work meet needs, are respectful, and preserve campers' dignity."

More ideas for responding to challenging behavior are found in Learning Session 14. Collect the index cards to use with Session 14.

Say, "Most children will respond positively when we act in respectful, fun, and stimulating ways to help them meet their needs. A few will present more challenging behavior and it will be more difficult to interrupt that behavior, or to redirect it. Fortunately at camp, we're a team of people who can work together to manage that challenging behavior."

Communicate
Backstop
System
5 Minutes

Tell staff whom to consult when they need support for dealing with camper behavior. Tell them your expectations. For example, do you expect them to try several things before coming for help? Do you expect them to seek the help of other counselors before turning to the camp director or program director, and so forth. Be as clear in this discussion as possible so staff know and understand what they should do.

Personal
Reflection:
5 Minutes

Ask staff to reflect on what they learned and how they will apply that learning when working with children. Encourage them to capture their learning on the Turn Action Into Learning Handout 1.



I Control Myself

It's easy to get overwhelmed when you work with and for children. There are so many variables - genetics, families, schools, communities, the media - and most of those variables are beyond our control.

It's easy to get overwhelmed when you're responsible for children too. There's so much involved - keeping kids safe, keeping them engaged and learning, keeping them happy. We'd like to be in control of every single aspect of their lives when they're in our care. We'd like to be in control of them!

But, in the same way that we can't control the weather or what happens when children aren't in our programs, we can't really control children. Thinking we can often leads to trouble, and almost never leads to successful discipline and behavior management. The best we can hope for is to *influence* children in positive ways. Our goal is to help children learn *self*-control by observing and emulating us - adults who demonstrate self-control. That's influence.

Stephen Covey, author of *The Seven Habits of Highly Effective People*, says that the way to increase our influence is to concentrate on the one variable that you can control - *yourself*! ¹

Who influences you more? Someone who tells you not to do something s/he does regularly? Or someone who does the right thing and lets you learn by example?

And where do you get the time and energy to focus on controlling yourself? By not wasting time and energy trying to control what you never will be able to change! No matter how much you complain about the weather, it won't change. No matter how much you try to control campers, they will remain independent, self-regulating persons.

Instead, focus on controlling yourself, and your influence will automatically grow. When you control how you prepare yourself and how you listen to children and anticipate their needs, children respond in positive ways. And when you can keep your cool when faced with challenging behavior, your ability to influence a positive outcome stays high.

The more self-control you can muster, the greater your influence becomes. And those things you can't control matter less.

¹ Stephen R. Covey, *The Seven Habits of Highly Effective People* (New York: Fireside, 1990) pp. 81-90.





Get to Know Campers: Observe, Listen, Ask Questions





Situations

Joey has been trying to put the frog kick and arms together to do the breast stroke, and it's just not working. He jumps out of the pool and shoves his buddy in.

What's the motivating need for the behavior?

Mastery. Joey chooses to behave badly instead of looking stupid.

How does recognizing the need change your reaction to the behavior?

Andrew gets angry when other campers insist that the counselor light their cook fire. "I can do it," he says, "I want to do it myself!"

What's the motivating need for the behavior?

Independence and Mastery. Andrew wants the chance to prove a new skill and he wants to do it without adult help.

How does recognizing the need change your reaction to the behavior?

Becca smarts off to her counselor causing the rest of the group in arts and crafts to laugh and smart off too.

What's the motivating need for the behavior?

Belonging. Becca is trying to be liked and accepted by the others in the group.

How does recognizing the need change your reaction to the behavior?

The first two days of camp, Kaley and her best friend do everything together. The third day, Kaley cries when her best friend goes swimming with another girl.

What's the motivating need for the behavior?

Belonging. Kaley wants the security of her best friend or other friends to whom she can belong.

How does recognizing the need change your reaction to the behavior?





Situations

Frank keeps breaking rules and not showing up for activities on time.

What's the motivating need for the behavior?

Independence. Frank wants to test out new boundaries and see how far he can get on his own.

How does recognizing the need change your reaction to the behavior?

Charlie gets mad and breaks a jar he's been making for his mom. "It wasn't any good anyway."

What's the motivating need for the behavior?

Mastery and Generosity. Charlie wanted his gift to be special and he's frustrated because he can't master the skill.

How does recognizing the need change your reaction to the behavior?

Caitlin has become the whole cabin's go-for. She goes out of her way to be helpful, so much so that she's being taken advantage of.

What's the motivating need for the behavior?

Generosity and probably Belonging. Caitlin likes to help and probably feels that it's her best way to make friends.

How does recognizing the need change your reaction to the behavior?

Anna snuck into the cabin and emptied a cereal box into the sleeping bag of the most popular girl in the cabin - a girl who snubbed Anna twice the day before.

What's the motivating need for the behavior?

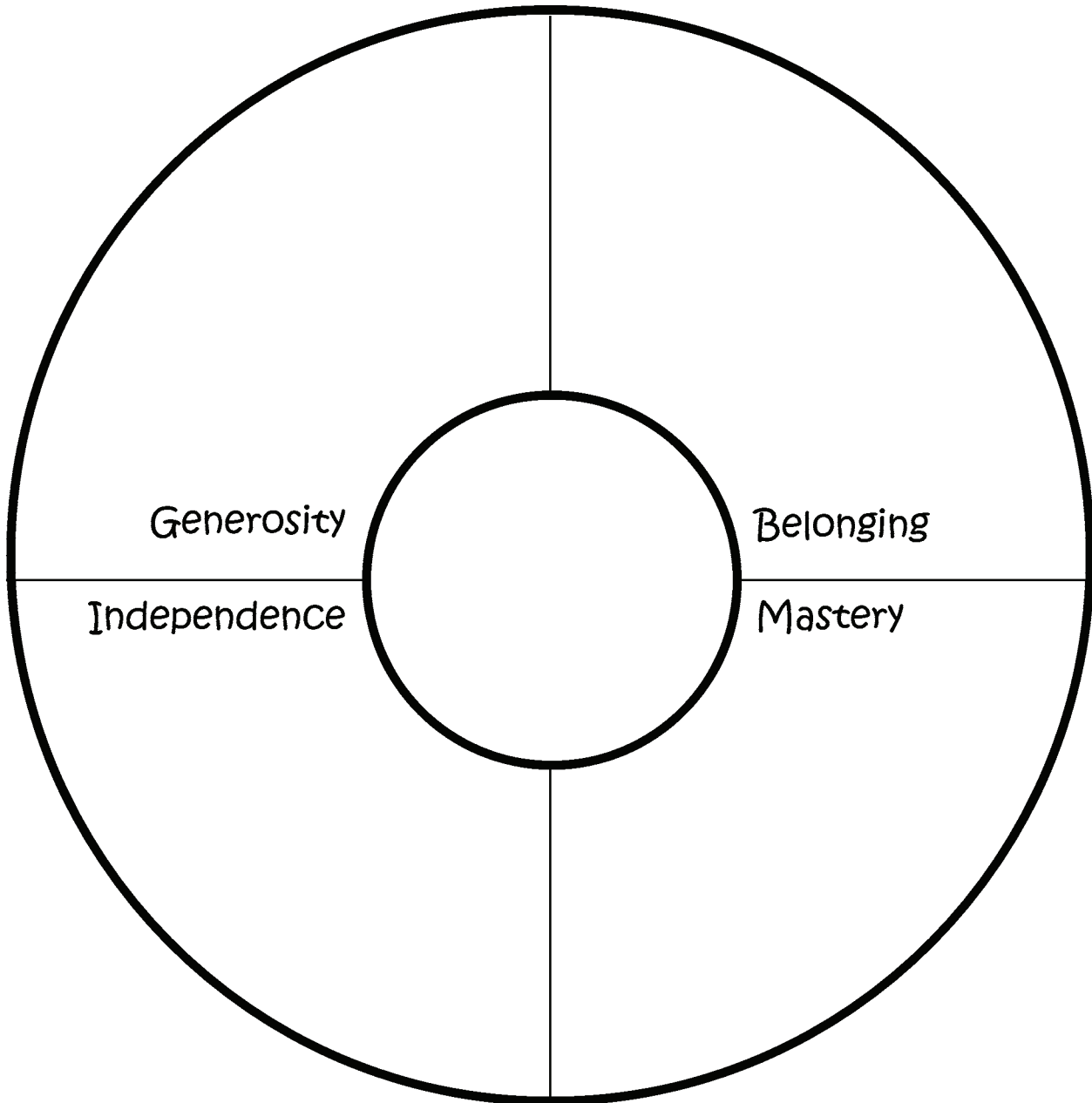
Belonging. Anna feels threatened and is lashing back, hoping that she'll be liked. It's not a great strategy, but it's all she knows how to do.

How does recognizing the need change your reaction to the behavior?

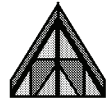




Circle of Courage







Cooling Program Hot Spots

Introduction

10 Minutes

- Pack a small suitcase with items from Background Sheet 13-1 as a volunteer reads the text aloud
- Make the point that transition times are when staff can anticipate challenging behavior

Transition Inventory

15 Minutes

- Ask staff to list all the kinds of transitions that campers experience in a typical day
- Code items on the list as to whether they are child or adult-centered.
- Ask staff to identify whether campers behave in challenging ways at these transitions
- Discuss patterns that emerge from the inventory, such as “When campers are less in control of the transitions they must make, they seem to behave in more challenging ways.”

Group Re-Teaching

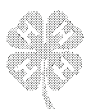
30 Minutes

- Form four groups
- Give each group a different Handout, 13-1, 13-2, 13-3, or 13-4
- Ask each group to discuss ideas the Handout presents for helping campers manage transitions and prepare to teach these ideas to the rest of the staff
- Give groups 10 minutes to prepare a 5 minute lesson
- Have each group share their lesson

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and to set goals for how they will use this learning in their work at camp
- Encourage staff to capture their learning on the Turn Learning Into Action Handout 1.



Cooling Program Hot Spots

Time: 60 Minutes

Learner Outcomes:

Participants Will:

- Recognize how changing activities and environments can contribute to children's challenging behavior
- Explore ways to allow more child-centered decisions regarding transitions at camp
- Learn skills to make transitions easier and less stressful on campers—and therefore prevent some challenging behavior.

Background

13-1 Marci's Day

13-2 Sample Transition Inventory

Handouts

13-1 Make Waiting Fun

13-2 Downshifting

13-3 Arriving at Camp

13-4 Going Home

Materials

Small suitcase and items for Marci's Day at Camp

Timer

Markers

Newsprint

Resources

Learning about Early Adolescent Behavior by Sally Crosiar
How to Play with Kids by Jim Therrell

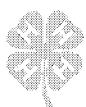
Rationale

There are times in any camp day when campers seem more prone to disruptive and challenging behavior. This session attempts to help staff anticipate and understand that many of these times are associated with transitions in the program.

Change isn't easy for any of us. But it's something we must master because we face countless transitions every single day. Each transition requires that we adapt to new and different circumstances.

Children frequently do not adapt easily to transitions. Any change - regardless of how small it may seem to an adult - has the potential to disrupt a child's ability to meet his needs. She may feel her independence is threatened when an adult requires her to change activities whether she wants to or not. His sense of belonging may be threatened when he leaves his cabin where he knows everyone to go to the dining hall where there are many campers he does not know. She may feel insecure and incompetent when she's asked to leave an activity where she's mastered the tasks and tackle something brand new. He may have been helpful and kind to a younger camper, but turns cold because he can't risk looking weak when a group of older boys join the group.

When a child feels unable to meet his or her needs, s/he is likely to act in ways that adults find challenging. Staff can anticipate that transitions - times when children are being asked to change what they're doing, where they are, or who they'll be with - are prime time for challenging behaviors.



This is especially true when the transitions are adult rather than child-centered, or when the transitions seem arbitrary or unfair to a child. Given individual temperaments, some children will be more bothered by transitions than others.

This session asks staff to inventory daily transitions which might be stressful for some campers. In this way, staff attention will be drawn to times when they might anticipate challenging behavior. Groups are asked to develop and share skills and ideas for channeling energy during the transitional times of waiting, downshifting energy, and arriving and going home from camp.

Learning Session

Intro
10 Minutes

Say, “Suppose that you had to carry around a suitcase with you all day. Every time you experienced a change of some sort - what we’ll call a transition from one activity to another, from one place to another, or from one group to another - suppose you had to pack something else in your suitcase. How heavy do you think that suitcase might be by the end of the day?”

What Kids
Need/
Personality
Style
Preferences

Ask a volunteer to read Background Sheet 13-1, Marci’s Day at Camp. As s/he reads, add items to a small suitcase as instructed on Background Sheet 13-1. Ham it up and make the packing as humorous as you can while you also demonstrate the burden transitions can place on a camper.

Say, “We don’t notice changes as much as children do because we have more experience with them, but it’s during transitions when we can expect to see the most challenging behavior. When kids are involved in learning or in an activity or game, they’re more likely to behave the way we want them to. But in between times - as they make transitions, we can expect them to behave in ways that might challenge us. These are the times we really need to pay attention which can be difficult because we’re also going through a transition then too. But there are many things we can do to make transitions smoother and easier on the campers and also on ourselves.”



Transition
Inventory
15 Minutes

Ask staff to make a list of all the kinds of transitions that campers experience in a typical day. Say, “When a store needs to know what they’ve got and what they need to order, they take an inventory. This list will be an inventory of the transitions kids experience in a day at our camp.”

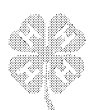
Use the sample inventory list on Background Sheet 13-2 to fill in ideas that staff might forget to mention. Write the list in a single column along the left side of newsprint leaving room for two additional columns as shown on Background Sheet 13-2.

When the list seems reasonably complete, ask staff to consider who is most responsible for causing each transition - campers or staff. In a second column, record their responses, marking each listed transition C for camper or S for staff. Expect that few transitions will be completely C or completely S. Ask staff to discuss whether children control the situation or whether staff is attempting to control what children do. Your purpose is not to create a right or wrong answer, but rather to generate discussion about transitions. Remind staff that when they actively listen to other points of view, differing opinions make a discussion more interesting.

The third column is intended to help staff see a connection between transitions and challenging behavior. Ask, “For each transition, have you ever witnessed campers behaving in ways that you consider unacceptable or challenging?” Make a check in the third column for anything that is related to challenging behavior.

Ask staff to share what specific behaviors they have noticed at various transitions. For example, after singing rowdy songs in the dining hall, campers may have a difficult time being quiet for flag raising.

Say, “Inventories are used to detect patterns. What patterns can we see about our transitions at camp?”



Ask the following questions:

- Is behavior more or less acceptable when campers seem most in charge of their own transitions?
- How well are we doing at preventing trouble during transition times?
- Where might we do better?
- What other strategies could we try?

Group
Re-Teaching
30 Minutes

Form four small groups. Give each group a different Handout: 13-1, 13-2, 13-3, or 13-4. Ask each group to discuss the ideas on the handout, when they might be useful, and other ideas they have that might also be helpful. Tell them to discuss and prepare to teach the rest of the group how to use one idea. Give them 10 minutes to prepare a 5 minute lesson for the rest of the group.

Ask a group to volunteer. Give lots of support and encouragement during and after their presentation. Ask the rest of the staff for other ideas related to that transition issue.

Personal
Reflection
5 Minutes

Continue until all four groups have presented.

Ask staff to turn to their Turn Learning Into Action Handout 1 and respond to the questions.

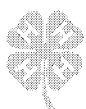




Marci's Day at Camp

Before presenting this story to your staff, assemble the items listed in the left column and a duffle bag or backpack that you know will be too small to hold them all. As the story is read, ask someone to stuff items into the backpack or duffle. Have fun and make the point that transitions and changes aren't easy for anyone, especially children.

Pillow	Ten-year-old Marci wakes up slowly in the morning and her counselor yells to get her to hurry.
Hairbrush	When she goes to the latrine, there's a line of girls already there and she has to wait. She's still very sleepy.
Cereal box	Marci gets to breakfast after all her cabin mates, and she has to sit with people she doesn't know. After breakfast the counselors lead silly songs. At first Marci's still too sleepy to enjoy them, but then she starts giggling and having a great time.
Flag	Then the whole camp goes out for flag raising. Marci's still giggling with a boy she met at breakfast when a counselor glares at her and says, "Shhhhh...."
Dirty sock	After flag raising, everyone goes back to their cabins to clean up. Marci doesn't have much time, though, because she has to change for swimming. Her bunk is a mess and her cabin mates complain that she'll make them get the Dirty Sock Award.
Beach towel	The pool is cold first thing in the morning but Marci likes swimming and does so well that the lifeguard advances her to the next skill level. It's a whole new group of kids and a new instructor. She doesn't understand what he wants her to do, so she holds onto the side of the pool and splashes her legs. He gets mad.
Wet swim suit	After swimming, Marci only has ten minutes to change before sports class. She meant to hang up her swim suit, but it ended up on her sleeping bag instead.





Soccer ball Her next class is sports. They're going to play kickball today and that's great because Marci likes kickball. The camp rules are different from those at school, so she makes some mistakes. She's just catching on and starting to have fun when it's time to go to Archery.

Quiver of arrows Archery is boring. She has to wait for her turn, and then when she does get to shoot, everyone takes forever looking for all their arrows. The sun is hot, and she's not having fun.

Friendship bracelet She gets to the lunch line early so she can hang out with her friends. They stand in line for what seems like forever, but at least she gets to sit with people she knows.

Sign that says "Boring" Rest hour comes next, but Marci's not tired now. Her counselor makes everybody lie on their bunks which Marci doesn't want to do because her sleeping bag is all wet from her swim suit.

Megaphone Evening program is skits. Her cabin gets all their costumes together and then goes over to the rec hall. Some of the skits are funny, but it's hard to hear a lot of them. Counselors keep yelling to be quiet and pay attention, but it's too boring to pay attention when there's not much going on.

Funny hat Marci's cabin does their skit and they're really excited. Right afterwards they have to sit back down and watch everyone else when they really want to talk about what they did.

Flashlight After awhile Marci gets so sleepy that she yawns and almost nods off. By the time she gets back to the cabin though, she's excited and awake again. Her counselor keeps saying to settle down and be quiet, but all the girls are too excited. They start telling ghost stories, and everybody screams when there's a noise outside the cabin.

The noise is the Head Counselor who has come by to say sternly, "Lights Out girls."





Sample Transition Inventory

In the first column (A) list transitions that happen in a day at camp. A transition is any change that happens as children arrive, leave, or shift gears within your program. Examples of transitions are listed in column A.

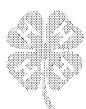
In the second column, mark transitions that the staff feels are chosen by campers with a C. Mark transitions that the group feels are centered on adult needs and chosen by staff with an S.

Make a check mark in Column C for those transitions in which anyone has noticed unacceptable behavior from children. Ask for descriptions of the kind of behavior staff has noticed during transition times.

Make a fourth column D that gives some ideas of ways that staff might divert challenging behavior during transition times or put more of the transition choices into children's hands.

Help staff see patterns in the inventory—that children are more likely to behave in challenging ways during transitions than at other times, and that they can often make those transitions easier for children by their own actions.

<u>Column A</u>	<u>Column B</u>	<u>Column C</u>	<u>Column D</u>
Transition Time or Event	Child or Staff Chooses	Unacceptable Behavior?	How Staff Can Ease The Transition for Children
Wake-up time	S	X	Give more time to kids who wake slowly
Breakfast	C/S	X	Be patient
Songs/Flag Raising	S	X	Avoid rowdy songs before flag Teach children how to behave
Cabin Clean-Up	S	X	Help children who must change
Classes	C/S	X	Make them fun. Reduce waiting
Cabin Awards	S	X	Assess purpose/Reduce wait time
Rest Period	S	X	Avoid loud songs before quiet time Offer quiet activities or conversation
Free Choice Rec Time	C	X	Offer lots of fun choices Have enough equipment for everyone
Meal Lines	C	X	Staff mingle and play 'minute games' with campers
Meal Times	S	X	Staff sit near campers. Help them understand acceptable behavior in dining hall. Ask questions to get to know campers better. Avoid unacceptable behavior with other staff.
Bedtime	S	X	Tell quiet stories, sing quiet songs Create soothing bedtime rituals
Arriving at Camp	C	X	Be ready and welcoming
Going Home	C/S	X	Help them say goodbye to friends, pack, tell them what you'll remember about them.



Cool the Hot Spot: Make Waiting Fun

Grab the Group

Think back to when waiting in line was boring. Even a short time felt like forever. What was that like?

Examples: Department of Motor Vehicles, ticket lines, supermarkets

Think about times when waiting was no big deal. Something made waiting seem like part of the fun and time passed quickly. What was that like?

Examples: theme parks, watching a street magician while waiting for a movie, talking with a friend

The Challenge for Camp Staff

How much waiting do children have to do in your camp program? How can you cut down the time children have to wait?

When children do need to wait, what can staff do to make that more fun and less boring?

Ideas for Waiting in Line

Sing songs

Follow the leader lines

Walk backwards

Walk like an elephant, monkey, crocodile, etc.

Create a relay line

Engage campers in conversation, "What was the most fun you had so far today?"

Ideas for Waiting Till Everyone's Ready

Sing songs

Read or tell a story

Play "I spy" games

Play "Three-Headed Opera Star" and make up a song where each player can only sing one word at a time

Let kids start when individuals are ready without making them wait for the whole group

Engage in conversation:

"What are your favorite foods, places, people, sports, Halloween costumes...?"

"What scares you? Spiders, snakes, the dark...?"

Do "Minute Mysteries" with campers.

"There are 53 bicycles and four men in a room.

Suddenly one man calls another a cheater.

Why?" (Bicycles are a brand of playing card.

One man had an extra ace up his sleeve in addition to the full deck, and the other man was right that he was cheating.)

Do brainteasers with campers.

Use hackysacks, koosh balls, or other toys or activities in your Rec Kit (Session 8).

More Ideas

Summarize the Learning

Ask staff to be very aware of when campers are waiting, to reduce waiting as much as possible, and make waiting fun when it can't be avoided.



Cool the Hot Spot: Downshifting

Grab the Group

Think about driving a car with a manual transmission. When you need to slow down, what do you do? Do you slam on the brakes from high gear? Or do you downshift into fourth gear, then to third, then second, and then low, letting the engine help you slow down before you put on the brakes? Which feels more in control, slamming on the brakes, or downshifting gradually?

Think about an exercise workout. Should you go from running really fast to a dead stop? Or should you gradually slow down until your heart rate returns to a normal resting level and you are cooled down?

The Challenge for Camp Staff

When are kids expected to go from very high energy activities to quieter times at camp?

What can we do to help children gradually downshift their bodies and minds from a high energy activity into lower energy activities?

How can we be sure campers understand our expectations for their behavior in high and low energy activities? How are those expectations different?

Ideas for Downshifting

Provide a transition time between high energy and low energy activities. Don't expect kids to adjust quickly.

Let kids know that a transition is coming up. Say, "We can play hard for another 5 minutes, then we'll all walk to the drinking fountain before we head back to the cabin for rest period."

Explain expectations before kids get into the situation. At breakfast say, "When we're done with morning songs, we're going to go out to the flagpole to raise the flag for the day. It's a sign of respect to be quiet during flag raising."

Walk from one activity to the next, beginning with a brisk walk and gradually slowing to a stroll.

Avoid active, rowdy songs and activities right before a quiet time.

Do a "Progressive Transition Walk:" skip four times, walk for three steps, skip three times, walk for four steps, skip twice, walk five steps, skip once, walk six steps, and so forth.

Get the group to join you for slow, easy stretches. Teach campers how to slowly stretch muscles they were just using and then to relax them.

Teach children centering skills such as deep breathing or guided relaxation.

Create a rest period or bedtime ritual where everyone quietly shares the best thing that happened to them that day or what they're looking forward to doing tomorrow.

More Ideas

Summarize the Learning

Ask staff to be aware that kids don't downshift easily and to plan ahead to help them downshift gradually just like an exercise cool down.





Cool the Hot Spot: Arriving at Camp

Grab the Group

When you got to Pre-Camp Staff Training, what made you feel comfortable and at home? What made you feel anxious? What were you looking forward to? What was going on at home this week that you might have done if you hadn't come to camp?

The Challenge for Camp Staff

How can we help campers feel welcome and at ease as soon as they arrive at camp? How can we help parents feel comfortable about leaving their children in our care?

Given our various responsibilities during registration and arrival, how can we supervise and get to know campers as soon as they move in?

Ideas for Welcoming Campers

Smile a lot!

Be completely ready to greet campers and parents, even the ones that get there earliest. From the moment they arrive, they need and deserve your attention.

Whenever possible, arrange registration responsibilities so cabin counselors can be on hand to greet their campers first thing.

Show campers and parents around. Getting used to the camp facility and where they go when is an important and challenging adjustment for campers.

Help carry and stow luggage.

Make welcome signs to decorate your cabin.

Post pictures of staff members so campers can get to know them right away.

Arrange to take a picture of cabin groups and post them in the cabin so campers can easily remember each others' names.

Engage campers in conversation right away. Giving sincere compliments is a great way to begin. "I love the color of your sleeping bag. Is it new?"

Arrange a game or activity that campers can join and leave any time. A puzzle or brainteaser table, informal hackysack games, and so forth.

Plan to do name games and getting-to-know-you activities with cabin members when they all arrive, and individual getting-to-know-you activities as each arrives.

More Ideas

Summarize the Learning

Ask staff to be aware that early experiences at camp make a big difference in how well campers adjust. Really being ready to greet and make campers feel at home is very important.





Cool the Hot Spot: Going Home

Grab the Group

Think back to a time when you were having the most fun you could possibly have, and then it was over. Maybe it was a game you were playing, a vacation and you had to go back to school, a date, or a trip and it was time to go home.

What made you sorry to stop? What helped you get ready for the fun time to be over? What were you sorry to leave behind? What were you looking forward to as you got ready to move to the next thing you would do?

The Challenge for Camp Staff

If you've done your job well, some campers will say they don't want to go home - or they'll want to come back to camp. But getting ready to go home is an important and frequently stressful transition - and how you help kids manage this transition is as important to their experience as welcoming them when they arrived. Campers are often tired and less able to handle stress at the end of a camp week, group dynamics may become strained, and a bad experience at the close of their camp experience will make the whole experience seem bad to them.

How can you make it easier for campers to get themselves and their stuff ready to go home? How can you help them reflect on the positive fun they've had during their camp experience while still looking forward to the positive fun they'll have when they go home? How can you ease the stress that accompanies getting ready to go home from camp?

Ideas for Helping Campers Get Ready to Go Home from Camp

Give campers lots of time and assistance as they pack and get ready to go home.

Ask campers to tell you about the highlights of their camp experience.

Encourage campers to collect autographs and pictures of their new friends so they can capture some of their memories to take home with them.

Be observant of group dynamic issues and how they change during the last few days of camp. Look for opportunities to intervene in conflicts early - before they get blown out of proportion.

Encourage campers to get as much rest as they can before their last day at camp. When campers are tired, emotions are more difficult for them to handle.

Encourage campers to share small gifts or tokens with each other such as friendship bracelets, lanyards, and so forth.

Ask campers what they're looking forward to doing when they get home what foods they'd like to eat, how they'll enjoy a hot shower, activities they might do with their families and so forth.

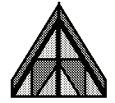
Encourage campers to think about what they'd like to do when they come back to camp next year.

More Ideas

Summarize the Learning

Ask staff to be aware that getting ready to go home often has its own unique stress, and to be sure to remember that their job isn't over until campers go home happy!





Respectful Intervention Tools to Help Manage Challenging Behavior

Introduction

5 Minutes

- Say “Our first effort is always to try and prevent challenging behavior by anticipating children’s needs. But that won’t always work. So we also need to prepare ourselves to intervene respectfully and in ways that help children meet needs rather than make it more difficult to do so.”
- Give an example of isolating a child who is trying to belong

Explain Intervention Tools

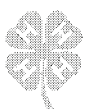
10 Minutes

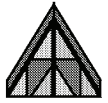
- Show Overhead 14-1 and briefly discuss non-verbal interventions, using examples from Background Sheet 14-1
- Give criteria for interventions: interventions are respectful, preserve a camper’s dignity, and re-direct camper’s behavior
- Show Overhead 14-2 and discuss verbal interventions, using examples from Background Sheet 14-2

Prepare Demonstrations

10 Minutes

- Have staff find a partner - someone they’ve not worked with or who represents some diversity of gender, experience, and so forth
- Give each pair one or more Respectful Intervention in Action cards from Handout 14-2. Ask them to demonstrate how these strategies would look in action
- Circulate to respond to questions and re-direct staff back on task as necessary





Respectful Intervention Tools to Help Manage Challenging Behavior (con't.)

Pairs Present Demonstrations/Processing 40 Minutes

- Pairs present role plays that demonstrate strategies. Ask questions following each demonstration: What other tools might you try in that situation? How might you have prevented the situation to begin with? What needs do you think the camper is trying to meet with his or her behavior?
- Do as many role plays as time and attention allow

Personal Reflection 5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp, and to set goals for how they will use this learning in their work at camp
- Encourage them to capture their learning on the Turn Learning Into Action Handout 1





Respectful Intervention Tools to Help Manage Challenging Behavior

Time: 70 Minutes

Learner Outcomes:

Participants Will:

- Learn and practice using tools to interrupt and redirect campers' challenging behavior

Overheads

14-1 Non-verbal Interventions

14-2 Verbal Interventions

Background Sheets

14-1 Examples: Non-Verbal Intervention Tools

14-2 Examples: Verbal Intervention Tools

Handouts

14-1 Tools to Manage the Cause of Challenging Behavior

14-2 Intervention Tools in Action

Materials

Timer

Handout 14-2 cut into Situation Cards (Hint: Laminate the cards to use them over and over.)

Resources

Discipline with Dignity by Rick Curwin and Allen Mendler

Rationale

No one strategy works with every child or in every situation especially not with challenging behavior. Sometimes you need a whole toolbox!

This session is intended to help staff fill their toolbox with a variety of strategies they can use to manage campers' challenging behavior.

As staff will have learned in Learning Sessions 12 and 13, it is easier on everybody when they can anticipate what campers need in any given situation. Then staff can help campers get what they need in positive ways!

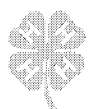
When that doesn't work - and nothing ever does 100% of the time - staff need to know some simple and respectful ways to intervene. The tools presented in this session can help them expand their repertoire. The more tools they can master, the greater the likelihood that they'll be successful with campers.

As you present this session, take the opportunity to remind staff about safety rules and considerations. Help them remember that children do not always see the reasons for certain rules. And because they frequently are living in the moment, children may not anticipate unsafe or frightening consequences of their behavior.

That's one reason we need competent and skillful staff: to monitor children's behavior, to anticipate unhappy consequences, and either prevent or intervene before those consequences become reality.

Prepare examples for behavior carefully, adapting the examples given on Background Sheet 14-1 to reflect specific safety or behavioral concerns for your camp.

Preparation: Copy Handout 14-2, cut along lines to form cards. Laminate the cards to use again and again.



Learning Session

Intro
5 Minutes

Say, “So far, we’ve been learning about how to prevent campers from behaving in challenging ways that we don’t like. Prevention is always a good idea, especially around those program hot spots we discussed. Most campers want to be cooperative and will respond positively to your efforts to help them meet their needs.” Use an example or two that staff discussed in Learning Sessions 12 or 13 and that illustrate how staff can prevent challenging behavior.

Say, “It would be great if we could prevent all our campers from doing things we don’t want them to do this summer. How many of you think that’s likely? Probably not. But we can - and in fact we need to - prevent serious behavior issues. We can do that by addressing any challenging behavior that we see, and by intervening in such a way that we don’t make the problem worse!”

Explain
Intervention
Tools
10 Minutes

Give an example of a time when staff intervention might encourage campers to act in even more challenging ways. Charlie might be acting out to get attention and feel like he belongs to the group. If you isolate him and make him stand in the corner, he’s likely to gather support and turn a small issue into an “us against him” situation in your cabin.

Say, “In this session, we’re going to learn and practice some simple and respectful ways that we can intervene when we see unacceptable behavior. Think of these strategies as tools. None of these tools works every single time, so the more tools you can have at your fingertips, the more likely you will be successful with campers.”

Show Overhead 14-1, and using examples from Background Sheet 14-1, briefly discuss each non-verbal intervention strategy that’s listed, using examples to be sure that everyone understands what is meant by each strategy.

Say, “Responses that work are respectful and preserve campers’ dignity and redirect the camper’s behavior. That’s one reason to start with very simple and non-threatening tools first. These simple non-verbal tools act as a reminder for campers and allow them to monitor their own behavior. Another good reason to use these non-verbal tools is that they don’t take a lot of your energy!”

Show Overhead 14-2, and using examples from Background Sheet 14-2, briefly discuss each verbal intervention strategy. Use examples to demonstrate how these strategies work.



Say, “Some of these strategies can be a bit more complicated. You might think of them as ‘power tools’ that you might use when the simpler non-verbals didn’t quite do the job.”

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Prepare
■ Demonstra-
■ tions
■ 10 Minutes
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Have staff find a partner - preferably someone they have not yet worked with and that represents diversity in terms of gender, experience, and so forth. Give each set of partners a situation card from Handout 14-2.

Say, “Remembering is easier when we can see these tools in action and have a chance to practice them. So after you have a few minutes to prepare, we’ll take turns demonstrating what these strategies might look like in a typical situation here at camp.”

Staff may have questions and want more information. Tell them that sometimes they might find themselves having to act without much information - redirecting the behavior of a camper they don’t know very well, for instance.

Some staff may question if the intervention tool in the situation would work. Ask them to act out the situation as if it would, while still acknowledging that no tool works in every situation. Ask them to consider what other tools they might try.

Circulate to respond to individual questions and help staff stay on task. If a pair of staff have a situation dealing with a group, you might have them enlist the help of other pairs or volunteer to help them yourself.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Pairs Present
■ Demonstra-
■ tions and
■ Processing
■ 40 Minutes
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

After 5 minutes, ask for volunteers to demonstrate a situation. Put up Overhead 14-1 or 14-2 to visually reinforce the tool that is being demonstrated. Ask processing questions such as

- “What other tools might you try in a similar situation?”
- “How might you have prevented this situation to begin with?”
- “What need do you think the camper is trying to meet with his or her behavior?”

Continue with situations until all pairs have demonstrated a strategy, or break and intersperse demonstrations throughout other activities and/or learning sessions.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆
◆ Personal
◆ Reflection
◆ 5 Minutes
◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Ask staff to reflect on what they learned, how it applies to camp life, and how they intend to use the learning in their work. Encourage them to capture their learning on the Turn Learning Into Action Handout 1.





Non-Verbal Interventions

Proximity—get close

Planned ignoring—watch camper, but don't reinforce acting out

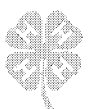
Eye contact—catch camper's eye, let him/her know you're watching

Signal interference—Put your finger to lips to say quiet. Extend hand palm down to suggest settling down.

Body language—Stay in control, appear calm.

Remove distracting objects—Avoid confrontation while you move something distracting out of sight.

Model & show behavior you want to see





Verbal Interventions

Alert—give 5 minute warnings for transitions

Humor—defuse explosive situations

Affection—give a sincere compliment

Show personal interest—ask an open question

Accept and acknowledge feelings—reflect what you hear

Negotiate—“If I get 5 minutes of cooperation, then I’ll let you...”

Be “with it”—Show you like camper

Respectful Message—“I feel when....because...I’d like...”

Rehearsal/Coaching—“Let’s practice and try it out.”

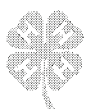
Reflect reality—“The way it seems to me is...”





Examples: Non-Verbal Intervention Tools

Interventions	When to Use
Proximity	Sit with campers at meals, stand next to them at flag raising, sit with them at campfires, move to their side when you're teaching and they attempt to take the group's attention away from you.
Planned ignoring	When you think a camper will self-correct his behavior, when you know she's trying to push your buttons and there is no safety concern, then watch behavior closely, acting like you're unaware. Delay your intervention until it is needed.
Eye contact	Making eye contact can invite a camper to pay attention to you. Use eye contact anytime you're trying to connect with a camper. Use it to issue a warning without saying a word.
Signal interference (finger to lips, palm down)	When another intervention might be as disruptive as the camper's inappropriate behavior, use a gesture to communicate the behavior you want. Putting your finger to your lips is a gentle reminder about what is appropriate behavior. If that's not enough, quietly say the camper's name to get her attention and then do the gesture again.
Body language (in control)	Look like you're keeping your cool even when you're about to lose it. Sometimes campers will push your buttons in an attempt to engage you in a power struggle. Stay calm and unruffled to show them that bugging you is not worth the effort.
Remove distracting objects	Check your environment before the campers get there. Put anything away that might distract them from the task at hand: food, toys, animals, mail, and so forth. Don't expect children to ignore something attractive till you're ready to introduce it. If you're giving them cupcakes but want them to pay attention first, don't bring the cupcakes out till you're done with the lesson.
Model and demo behavior you want to see	Campers may not know the appropriate behavior in a given situation. Show them by example. Quietly ask for food to be passed, listen when someone else makes announcements, follow the rules.





Examples: Verbal Intervention Tools

Intervention	When to Use
Alert (give 5 minute warnings for transitions)	Whenever the program is about to change or campers need to be someplace new, give 5 minute warnings. Before lights out, be sure campers know how long they've got to use the bathrooms, and then stick to your schedule. Some campers only need to be warned once; others find it more difficult to change gears. Give these campers ample notice, and be patient.
Humor (defuse explosive situations)	Don't take yourself too seriously. Show campers that you are ready to laugh at yourself, and make light of any offense that may have unintentionally been directed toward you. Your example will help campers lighten up too.
Affection (give a sincere compliment)	A compliment - one that you really mean - often stops an obnoxious camper in her tracks. Pay attention to what a challenging camper seems to care about, and look for something positive to say about that. You'll probably diffuse trouble and gain a friend for life.
Show personal interest (ask a question)	Get a camper talking about something he likes to do and you've got a camper who is not going to give you trouble. Ask open-ended questions beginning with "what" or "how" that can't be answered with yes or no. Avoid asking "Did you do that?" and ask "What happened?" instead.
Accept and acknowledge feelings (reflect what you hear)	Listen for what a camper says <i>and</i> for the feelings behind her words. Show her that you are really listening to her by paraphrasing what she said to you. "It sounds like you're really discouraged about swim lessons."
Negotiate (If I get 5 minutes of cooperation, then I'll let you...)	When safety is not an issue, encourage campers to practice negotiation skills. Be sure they know that you will never bend on safety concerns. When you can be flexible, have some options they might not have considered up your sleeve. "If we get the cabin cleaned right away, I might be able to get the kitchen to give us some cookies."





Be “with it”

Have fun with kids. Be shock-proof. Show campers by your example that it’s cool to be respectful and kind to one another.

Respectful Message (I feel...
when....because...I’d like...)

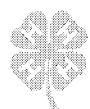
Practice giving respectful messages when you’ve got something positive to say. “I feel proud of you guys when lights go out because you are the quietest cabin in camp. Way to go!” Using the Respectful Message Formula (I feel...when....because...I’d like...) gives campers enough information that they know what they did right and can do again. When you need to deliver a respectful request that they change their behavior, they can hear about how their actions affected you and they’ll know what you’d like to see instead. “Jeremy, I feel upset when you drop your wet swim trunks right inside the cabin door because any of us could trip over them and they make a mess. I’d like it a lot better if you’d hang them on the end of your bunk or out on the clothesline.”

Rehearsal/Coaching
(Let’s practice and try it out.)

When a camper has behaved inappropriately, ask what else she might have done instead. For each suggestion, ask “What do you think would have happened then?” Help her pick a more appropriate approach, but don’t expect that she’ll automatically know how to follow through. Changing how we interact with people isn’t easy. We all need practice. Offer to role play a situation so she can practice her new approach.

Reflect reality
(The way it seems to me is...)

Campers may only see a situation from one point of view: theirs. Help them broaden their viewpoint and get a more complete grasp on reality. “Guys, if we don’t settle down and get some sleep now, I promise that I’ll be grumpy tomorrow morning. So you’ve got two choices. Go to sleep or take the chance of my being grumpy - which might even mean that I volunteer our cabin to clean the latrine. Which will it be?”





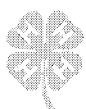
Tools to Manage the Cause of Disruptive Behavior

Non-Verbal Interventions

- Proximity
- Planned ignoring
- Eye contact
- Signal interference (finger to lips, palm down)
- Body language (in control)
- Remove distracting objects
- Model and demo behavior you want to see

Verbal Interventions

- Alert (give 5 minute warnings for transitions)
- Humor (defuse explosive situations)
- Affection (give a sincere compliment)
- Show personal interest (ask a question)
- Accept and acknowledge feelings (reflect what you hear)
- Negotiate (If I get 5 minutes of cooperation, then I'll let you...)
- Be "with it"
- Respectful Message (I feel... when....because...I'd like...)
- Rehearsal/Coaching (Let's practice and try it out.)
- Reflect reality (The way it seems to me is...)



Respectful Intervention in Action

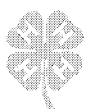
<p>Camper Behavior: At a campfire, several campers are laughing and talking loudly, making it difficult for others around them to hear and participate.</p> <p>Appropriate Intervention: Proximity</p> <p>Staff Action: Sit with the loud campers and join in the campfire song.</p>	<p>Camper Behavior: While you are talking with a class, camper comes to you, rudely interrupting and demanding your attention.</p> <p>Appropriate Intervention: Signal Interference</p> <p>Staff Action: Turn to camper briefly, put finger to lips, and then gesture to the group to signal that you are busy right now. If camper continues, say his name and say that you'll be with him when you have finished with this group.</p>
<p>Camper Behavior: Camper mimics your directions to clean cabin in attempt to defy you and get attention.</p> <p>Appropriate Intervention: Planned Ignoring</p> <p>Staff Action: Continue cleaning cabin with other campers, being ready to intervene if a safety issue arises.</p>	<p>Camper Behavior: Without warning, camper begins yelling in your face.</p> <p>Appropriate Intervention: Body Language + Negotiation</p> <p>Staff Action: Maintain cool posture and bearing. Don't react. Calmly say, "When you speak in a quiet voice, I can listen to you better."</p>
<p>Camper Behavior: Camper forgets to take his hat off at a meal.</p> <p>Appropriate Intervention: Eye Contact</p> <p>Staff Action: Catch the camper's eye, look up or at his hat and back to his eyes to signal that he should remove his hat.</p>	<p>Camper Behavior: At a cookout, the whole group stampedes the cooking fire to get at the marshmallows you're holding even though you told them that they need to wait till everyone has eaten their other food.</p> <p>Appropriate Intervention: Remove distracting objects</p> <p>Staff Action: Keep marshmallows under cover until everyone is ready to roast them. Bring them out only when you are ready for the campers to have them.</p>





Respectful Intervention in Action

<p>Camper Behavior: Camper stands and reaches over several other campers to get to the milk.</p> <p>Appropriate Intervention: Model and demonstrate the behavior you'd like to see.</p> <p>Staff Action: Quietly and politely ask campers to pass food to you. Ask if anyone else would like some milk.</p>	<p>Camper Behavior: Camper is teasing you and being obnoxious.</p> <p>Appropriate Intervention: Show Affection</p> <p>Staff Action: Give the camper a sincere compliment about something you know he cares about.</p>
<p>Camper Behavior: Camper gets angry and is resistant when it's time to get out of the pool.</p> <p>Appropriate Intervention: Alert</p> <p>Staff Action: Give a 5 minute warning before you ask campers to get out of the pool. For a camper who consistently resists, give several warnings so s/he can get used to the idea.</p>	<p>Camper Behavior: Camper that you don't know well seems uninvolved in the group.</p> <p>Appropriate Intervention: Show Personal Interest</p> <p>Staff Action: Ask open-ended question beginning with "what" or "how"- so she cannot answer with yes or no. For example, "What was the best thing you did today?"</p>
<p>Camper Behavior: Camper doesn't understand your directions for an activity.</p> <p>Appropriate Intervention: Humor</p> <p>Staff Action: Laugh at yourself at say, "I must be losing my touch. Let's try this again."</p>	<p>Camper Behavior: Camper explosively refuses to get into a canoe.</p> <p>Appropriate Intervention: Reflect and accept feelings</p> <p>Staff Action: Say in an accepting tone, "Sounds like you'd rather do almost anything than go canoeing." Really listen to camper's response.</p>

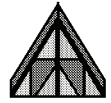




Respectful Intervention in Action

<p>Camper Behavior: The cabin group refuses to do their assigned camp chore.</p> <p>Appropriate Intervention: Negotiation</p> <p>Staff Action: Offer an incentive, saying something like, "If we get this done quickly, then we can play some hackysack together. I know you all like that."</p>	<p>Camper Behavior: Camper hangs around cabin when everyone else is at the evening activity.</p> <p>Appropriate Intervention: Respectful Message</p> <p>Staff Action: Calmly tell camper how his behavior affects you and what you'd like him to do instead. Say something like, "When you aren't at the activity, I get worried and upset because I'm afraid you'll get hurt or bored here by yourself. I'd like you to join us at the evening activity."</p>
<p>Camper Behavior: A boy uses toilet humor to get the attention of a girl he likes and she's about to slug him.</p> <p>Appropriate Intervention: Be "with it"</p> <p>Staff Action: Without getting angry or acting shocked, say, "Looks like your approach isn't working. Why not ask if she'd like to play four-square instead?"</p>	<p>Camper Behavior: Camper is consistently late getting back to the cabin before lights out.</p> <p>Appropriate Intervention: Coaching and Rehearsal</p> <p>Staff Action: Calmly give the camper a respectful message that tells how her behavior affects you and what you'd like her to do instead. Ask what help she needs from you to do this. Brainstorm several alternatives together and choose one that you both think will work. Say, "Let's practice that together. What will it look like?"</p>
<p>Camper Behavior: Camper helps clean up the science area.</p> <p>Appropriate Intervention: Respectful Appreciation</p> <p>Staff Action: Give a compliment that has lots of value. Say something like, "When you offer to help, I feel very grateful because it would be a lot to do on my own. I wish you could stay here all summer!"</p>	<p>Camper Behavior: Campers get upset because their skit doesn't win and they are convinced that it was better than the one that was chosen.</p> <p>Appropriate Intervention: Reflect Reality</p> <p>Staff Action: Help campers put their disappointment into perspective. Say something like, "It seems like you all had a really good time planning and doing your skit. Right? And you are really proud of the way it came out? Me too. And I think that means we all won!"</p>





Managing Conflict At Camp

Excellent Conflict Managers

15 Minutes

- Use Background Sheet 15-1 to lead staff to remember a good and a bad experience with managing conflict
- Ask staff to live by Ground Rules on Overhead 15-1 to make sure everyone feels safe, comfortable, valued, and respected
- Form groups of three and have staff take turns sharing their conflict stories while their partners listen
- Remind staff that this is a great chance for them to practice their communication skills

Win-Win Works

10 Minutes

- Post the Win-Win Chart that follows in the Learning Session on newsprint
- Ask questions to help them see that Win-Win is the best long-term approach

Win-Win Guidelines

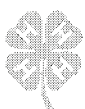
10 Minutes

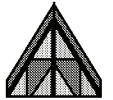
- Post the Win-Win Guidelines on Handout 15-1
- Review and give an example of each step

Role Play Prep

10 Minutes

- Break staff into groups of four or five
- Give each group one or more conflict situations from Handout 15-2
- Ask staff to role play how to resolve these conflicts using the Win-Win Guidelines





Managing Conflict At Camp (Con't.)

Role Play

20 Minutes

- Ask groups to stage their role plays
- Ask what they liked about the approach they chose and what made getting to win-win easier or more challenging
- Continue staging role plays as time and attention allow
- Discuss Intervention Guidelines on Handout 15-3

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and to set goals for how they will use this learning in their work at camp
- Encourage them to capture their learning on the Turn Learning Into Action Handout 1





Managing Conflict At Camp

Time: 70 Minutes

Learner Outcomes:

Participants Will:

- Explore learning from previous conflicts
- Acknowledge positive outcomes of resolving conflicts
- Learn how to seek Win-Win solutions to conflicts
- Practice advanced level communication skills to use personally and with campers

Overhead

15-1 Ground Rules

Background Sheets

15-1 Excellent Conflict
Managers in the Making

Handouts

15-1 Win-Win Guidelines
15-2 Conflicts Happen at Camp
15-3 Guidelines for Adults Who
Mediate Conflicts Between
Children

Materials

Timer

Markers

Overhead Projector or Newsprint
Conflict Cards from Handout

15-2 (Hint: laminate to use again
and again)

Rationale

Camp is a great setting to learn how to manage conflicts. Why? Because they're bound to happen! Children and staff - who may have diverse values, goals, and attitudes - live together, play, eat, and sleep together. Of course they're going to have conflicts!

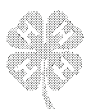
People of all ages like getting their own way! But in the process of trying to get our way, we often run up against someone else who is also trying to get his or her own way. And that's when conflict happens.

Most times we assume that someone is going to win and get her way. And someone is going to lose and *not* get his way. But what if there were a process that could help everyone get his or her way - where nobody has to lose and everybody wins? This session presents just such a process - a Win-Win approach.

Win-Win is based on the beliefs that:

- Nobody likes losing.
- Everyone has an equal right to get his or her own way.
- When one person wins at the expense of the other, something important in their relationship is lost.

Especially in conflicts between adults and children, Win-Win values the relationship. An adult may try to exercise power over a child, and may win temporarily. But the child is likely to resent the adult, obliging him only grudgingly and probably look for the next opportunity to cause the adult trouble.



Resources

*Discipline that Works:
Promoting Self-Discipline in
Children* by Thomas Gordon

Creative Conflict Resolution
by William Kreidler

*Learning the Skills for Peace-
making* by Naomi Drew

*SPACES: Preparing Kids for a
High Tech and Global Future*,
Michigan State University

On the other hand, if an adult gives up and gives in to a child, the adult is likely to feel resentful and the child might be unsafe, learn a bad habit, or become unpleasant for adults to be around.

Either way, somebody may win, but the one who loses values the relationship less. And the loss to the relationship may outweigh any gains achieved by winning.

Win-Win recognizes that:

- There can be many different solutions to a problem, including one that satisfies both partners in a conflict
- Everyone can contribute to a solution
- Just trying to find a Win-Win solution can build a relationship and make it stronger

The ultimate aim of this session is to help camp staff learn skills they can use and teach to campers. But since few adults are great conflict managers, they also need to learn these skills to use for themselves and in conflicts with each other.

Preparation: Copy Handout 15-2, cut along the lines to form Situation Cards. Laminate the cards to use again and again.

This session is adapted from *Learning About Early Adolescent Development*, Sally Jo Crosiar (Ithaca, NY: Cornell University, 1996).



Learning Session



Tell staff that this session will help them learn more effective ways to manage conflicts with campers, between campers, and with each other. Tell them that you know they can become excellent conflict managers because they have already had experience managing conflicts in their lives. Remind them that we all learn from experience.

Use Background Sheet 15-1 to lead them in remembering their good and bad experiences with conflict. Ask them to get in a comfortable position and think back to a situation in which they had a conflict - one they managed well. Say, "What was going on in your body? In your stomach? In the back of your neck? What were you thinking or feeling? What did you say that led to a good result? What did your partner in conflict say that led to a good result?" Allow a moment for them to think.

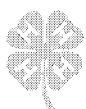
Then ask them to remember with the same detail a time when they didn't handle a conflict well. Allow them a moment to remember this situation.



Tell staff that you're going to ask them to get in groups of three - preferably people that they have not yet worked closely with - and share one of their situations. Say, "But before we begin sharing, let's review our ground rules." Show Overhead 15-1 or post the Ground Rules on newsprint. Explain that they can share what they choose - the good conflict or the not so good. Remind them that few people grow when they are criticized, and that they will have a great chance to practice listening skills and confidentiality.

Say, "Does everyone agree to follow the Ground Rules? Good. Now get into a group of three. When you're settled, I'll help you take turns telling about your good or bad conflict. Be sure you practice good listening skills when it's your turn to listen."

When groups are established, ask them to identify themselves as persons A, B, or C. Ask person C in each group to talk first, timing them for 2 minutes. When two minutes is up, ask for everyone's attention and say, "When someone takes the risk to share, we need to acknowledge it. So if you were listening, look at your partner who was sharing and repeat after me, 'I can tell that you are (pause so they can repeat) an excellent conflict manager (pause so they can repeat) in the making!'"



Remind staff that every conflict they get into allows them to learn even better conflict management skills.

Repeat until all members of the groups have had a chance to share. Ask listeners to repeat the statement to the speakers, “I can tell that you are (pause so they can repeat) an excellent conflict manager (pause so they can repeat) in the making” after each two minute listening period.

Post the following chart on newsprint.

		You get your way	You don't get your way
I get my way		Win-Win	Win-Lose
I don't get my way		Lose-Win	Lose-Lose

Win-Win Works
10 Minutes

Ask staff how they feel when you win and they lose. What will they do the next time they have a conflict with you?

Ask them how you feel when they win and you lose. What will you do the next time you have a conflict with them?

Say, “When we lose, we’re likely to feel angry—and we’re likely to dig our heels in the next time and be an ugly partner in a conflict. Therefore the only really effective long-term result is working toward Win-Win.”

Win-Win
Guidelines
10 Minutes

Tell staff that in order for Win-Win to work, they need a process to use. Distribute the Win-Win Guidelines Handout 15-1 or refer them to that page in their staff manual.

Briefly review each step of the Win-Win Guidelines and give examples of statements each partner in conflict might make.



Role Play Prep
10 Minutes

Break the staff into groups of four or five people. Distribute situations to each group from the Conflicts Happen At Camp Handout, asking them to prepare a role play that shows the characters resolving the conflict. Tell them that this is a great chance to practice using the Win-Win Guidelines as they resolve the conflict. Post the Guidelines by the 'stage' area and model how you might use them to mediate a conflict between two campers.

Say, "Now that you've seen one example of how Win-Win can be used, each group will have 10 minutes to create your own role play showing Win-Win in action. Please keep your role plays brief—less than 5 minutes each."

Circulate as they plan their role play and be available to address questions or concerns that groups may raise.

Role Play
20 Minutes

Ask for volunteers to stage the first role play. Assure staff that the purpose is to practice Win-Win - not to develop their acting skills.

After each role play is presented, lead the staff in rousing applause to show appreciation for their effort. Then ask the following questions:

- What did you like about the Win-Win solution you reached?
- What made it challenging to reach Win-Win?
- What helped you get to a Win-Win?

Use your own observations to add to the group's discussion, including giving guidance into how Win-Win might have been more effectively applied.

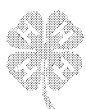
After all groups have had the chance to present their role play, ask the following questions:

- What makes it hard and what helps you manage conflicts in real life?
- What have you learned about Win-Win that you want to apply at camp this summer?

Say, "Teaching children to resolve their conflicts non-violently means giving them the chance to do it themselves, although they will need your help sometimes." Distribute Handout 15-3, Guidelines for Adults Who Intervene in Children's Conflicts. Briefly review these guidelines with the group.

Personal
Reflection
5 Minutes

Ask staff to reflect on what they learned, how it applies to camp, and how they plan to apply this learning to their work. Encourage them to capture their learning on the Turn Learning Into Action Handout 1.





Training Tips

Role Playing is a powerful learning technique. Use these guidelines to facilitate the greatest learning among staff.

- Clearly state your purpose and the value of role playing real-life situations - to practice using principles, generate discussion, and learn. Acting performance is not the point
- Acknowledge that some people may feel silly or awkward doing role plays. Get the group to agree not to criticize anyone's performance
- Give time to prepare
- Provide situations
- Ask adults to act like children, especially in the beginning. Playing children seems to lower the risk and allows adults to be less self-conscious
- Encourage laughter and having fun with role plays
- Have staff use names other than their own while playing their roles. Consider providing large name tags and refer to characters by name. After discussing the character's feelings, call staff by their own name to help them transition back into an observer role
- Keep it moving. Limit role plays to a few minutes and then briefly discuss the situation with the group





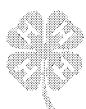
Ground Rules

Share what you choose to share

- **Your right to pass**

Treat speakers with respect

- **Avoid negative criticism**
- **Really listen without replaying what you just said or planning what you'll say when it's your turn**
- **Give speaker confidence that you won't share his or her story without permission**





Excellent Conflict Managers In the Making

We learn how to handle conflict in many ways including our own personal experiences and by observing others. Use this activity to help people see past conflicts as opportunities for them to learn to manage future conflict well.

Ask participants to relax and close their eyes for a few moments. Ask them to remember a conflict that they managed well. Say, “What was going on in your body? In your stomach? In the back of your neck? What were you thinking or feeling? What did you say? What did your partner in conflict say?”

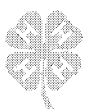
Allow a moment of silence, then ask them to remember with the same detail another time when they didn’t handle a conflict so well. Allow them a moment to remember this situation.

Ask them to form groups of three and take turns describing one of the two situations they just called to mind. Allowing them to choose which story to disclose offers them a degree of emotional safety. Let each person speak for two minutes while the other listens attentively. You may want to remind the group that listeners don’t need to fix the problem, offer advice, or ask probing questions. All they need to do is listen.

At the end of the first two minute period, ask the listeners to look at their partners and repeat after you, “I can tell (pause so they can repeat) that you are (pause so they can repeat) an *excellent* conflict manager, (pause so they can repeat) in the making.”

Expect them to laugh in response. Few of us feel like excellent conflict managers. Remind them that we are all learning to manage conflict better so we are all excellent, in the making.

After listeners and speakers switch role, ask the listeners to repeat after you again, “I can tell (pause so they can repeat) that you are (pause so they can repeat) an *excellent* conflict manager, (pause so they can repeat) in the making.”





Win-Win Guidelines

1. Take time to cool off. Find alternative ways to release anger.

Say, "I'm feeling pretty angry right now, and I don't want my feelings to get in the way of solving this problem. Let's take ten minutes to cool down, and then we'll talk. I'm going to go shoot some baskets."

2. Using a respectful tone and respectful language, each person states how s/he sees the problem and how s/he feels about the problem. No blaming, no name calling and no interrupting.

Counselor: "When I have to clean up all by myself, I fell annoyed because it doesn't seem fair. I also don't like being yelled at.

Camper: "I wasn't done yet! I hate being interrupted just when I'm getting started on my project. That makes me mad."

3. Each person states the problem as the other person sees it.

Counselor: "You feel angry when I interrupt your work before you're done."

Camper: "You don't like cleaning up yourself, and you don't like being yelled at."

4. Each person takes responsibility for his/her part of the problem.

Counselor: "I interrupted you before you were finished."

Camper: "I yelled at you instead of telling you I wasn't done."

5. Brainstorm solutions together and choose a solution that satisfies both—a win-win solution.

Counselor: "I could let you know ten minutes ahead of time that it's time to clean up."

Camper: "I could get started on my project sooner."

Camper: "I could tell you I wasn't done instead of yelling."

Counselor: "I could ask if you were ready to clean up."

Campers: "I could promise to clean up when I was done."

Counselor: "Let's choose. I'll give you more warning when it's time to clean up, and if you aren't ready to help then, you'll promise to clean up by yourself when you are done. OK?"

Camper: "OK. That sounds good."

6. Affirm your partner.

Counselor: "I admire your wanting to finish your project."

Camper: "I don't blame you for not wanting to clean up by yourself."

Adapted from Naomi Drew, *Learning the Skills of Peacemaking: An Activity Guide for Elementary-Age Children on Communicating, Cooperating, Resolving Conflict* (Rolling Hills Estates, CA: Jalmar Press, 1987).

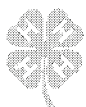




Conflicts Happen At Camp

(see Rational for use instructions)

Jenny can't find her swim suit and accuses Tara of stealing it. Tara had the opportunity and she had said she liked Jenny's suit. Counselor Teddi has found them fighting.	Counselor Peter loudly reprimands Jason and Gavin in front of some girls they like. They plan to get back at him by putting awful things in his sleeping bag, but he catches them in the act.
Jeremy called Marcus a nasty name and Marcus threw a rock at him. Jeremy likes Marcus but has felt left out because Marcus came to camp with his buddy Nate. Counselor Jake has found them fighting.	Elissa is mad at Justine because she went swimming with some other girls when she'd promised to go hiking with Elissa. Justine forgot and got mad too when Elissa called her a name. Counselor Gary finds them arguing.
Julie wets the bed at night and the rest of the cabin group is making fun of her. Counselor P.J. finds Julie crying and the other girls taunting her.	Counselor Joe walks in on two boys fighting. Stephen accuses Ben of stealing his swim towel just to be mean.
Adam is a ten-year-old camper who has a huge crush on counselor Ellen. He is clingy and makes loud inappropriate remarks so that his buddies can hear.	Lucy is being excluded by several members of her cabin. She plays a trick on them to retaliate, only it backfires when they find out and confront her. Counselor Anne walks in on the confrontation.
Jessica accuses Carrie of 'stealing' the boy she likes. Counselor Spike has found them arguing.	Kyle and Jeff get into an argument while playing four-square. The rest of the campers are egging them on and they start calling each other names. Counselor Chris steps in to intervene.



Guidelines for Adults Who Mediate Conflicts Between Children

1. Help children define the problem

- Provide a cooling off period if necessary
- Ask open-ended questions such as, “What happened?” rather than, “Who started this?”
- Give each child time to tell his or her story without interruption
- Listen reflectively, “You’re saying _____.” “In other words, _____”
- Reflect emotional as well as factual content, “Sounds like you’re feeling _____ because _____”
- Avoid making judgments
- Help each child focus on what he or she needs to feel better about the conflict

2. Encourage children to brainstorm to find solutions

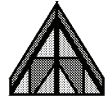
- Ask, “What might you have done differently?”
- Encourage children to offer many possible solutions
- Write down solutions they suggest
- Avoid judging children’s solutions
- Emphasize win-win solutions

3. Prompt children to choose a solution and act

- Children may need help understanding the consequences of a solution. Ask, “What do you think might happen if you do that?”
- Children may need help acting on their solution. Ask, “What’s the first thing you need to do? How are you going to take that first step?”

4. Remember that your goal is to help children learn to resolve their own conflicts non-violently. Your goal is not to solve their conflicts for them.





Managing Stress at Camp Theirs and Ours

What Stresses You?

10 Minutes

- Ask staff what causes them to feel aggravated, frustrated or stressed
- Allow anyone to speak, limiting their venting time to 30 seconds or less
- Say, "Feeling too much stress makes it hard for any of us to work or to have fun"
- Tell staff that the focus of this session is to help children cope with stress, but they will probably learn some skills that might help them too

A Continuum of Stress

10 Minutes

- Discuss three levels of stress as seen on Background Sheet 16-1
- Say, "Stress is an internal feeling that shows in people's behavior"

Stressful Behavior

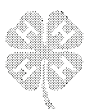
10 Minutes

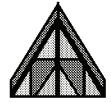
- Ask staff to list behavior that indicates children might be feeling stress
- Ask staff what they do when they feel overstressed

My Stress is Not Your Stress

15 Minutes

- Distribute Handout 16-1 and discuss reasons why people react differently to stressors
- Ask staff to check which level of stress each of the listed stressors might cause for them
- Discuss





Managing Stress at Camp Theirs and Ours (con't.)

Coping Strategies Preparation

10 Minutes

- Form five groups of equal size
- Distribute a Coping Strategy Handout 16-2, 16-3, 16-4, 16-5, or 16-6 to each group
- Ask groups to prepare a 5 minute teaching session to help the rest of the staff learn about their assigned coping strategy

Coping Strategies Presentations

25 Minutes

- Groups present their coping strategies
- Reinforce how and when staff might use a strategy with campers

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and to set goals for using this learning in their work at camp
- Encourage staff to capture their learning on the Turn Learning Into Action Handout 1



Managing Stress at Camp Theirs and Ours

Time: 85 Minutes

Learner Outcomes:

Participants Will:

- Increase understanding of how stress can affect their work at camp
- Increase understanding of stress behavior of campers
- Learn stress triggers to avoid
- Practice coping skills they can use to relieve stress

Background Sheets

16-1 Levels of Stress

Handouts

16-1 Why My Stress is Different from Your Stress

16-2 Exercise Humor

16-3 Guided Relaxation

16-4 Burning Off Stress

16-5 Teach Relaxation Response

16-6 Practice Finding Alternatives

Materials

Timer

Markers

Newsprint

Stress Level Signs from Background Sheet 16-1

Resources

The Stress Connection Leaders' Guide by Goth-Owens

The Laughing Classroom: Everyone's Guide to Teaching with Humor and Play by Loomans and Kolberg

Rationale

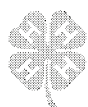
Camp is fun. Camp is exciting. Camp is stressful for campers *and* staff.

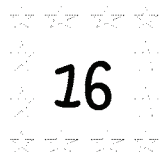
A certain amount of stress is required for the fun and excitement, and creates healthy learning. In fact as you'll see on Background Sheet 16-1, children need to experience some stress in order to learn skills to cope with the serious stressors that are bound to occur as they live their lives.

But when stress levels exceed what an individual can handle in a given situation, s/he can become overwhelmed, frustrated, and difficult to be around. And too many of today's children experience these higher levels of stress long before they get to camp. Add the new and unaccustomed camp stressors, and these already over-stressed children may reach catastrophic stress levels.

Camp staff must be prepared to deal with over-stressed children regardless of whether the stressors are low or high, positive or negative. An overly excited child needs to calm down before she does something dangerous. A child who is crying and upset needs to be comforted. A child who is terrified of thunderstorms needs an understanding counselor to reassure him, especially if he is already overtired, feeling homesick, or worried about some event in his family.

And if they are to work successfully as a team, camp staff need to understand the signs of stress overload in themselves and in each other. They need to know when to seek help, when to offer help, and when to go to bed early. They need to understand that what stresses them may not stress other staff. And they need to know how to calm, center, and sometimes put their own stressors on hold until they have met camper needs.





Managing Stress at Camp Theirs and Ours (con't.)

Stress overload at camp tends to be contagious - until the whole staff or a whole cabin group or the whole camp is negatively affected.

Therefore, helping staff understand stress - before they feel its negative effects - can arm them with coping mechanisms they can use to bring themselves back to equilibrium and also use to help children cope with stress.



Learning Session

What Stresses You? 10 Minutes

Say, “This session is about managing stress at camp - our own as well as camper stress. To start, let’s find out from some of you who have been here before, as campers or staff, what causes you to feel aggravated, frustrated, or stressed out.”

Tell them that each staff member can have a turn if they want one or they can pass, but that no one has more than 30 seconds to vent. Suggest that they listen closely because they might be able to learn each other’s stress triggers which could make life easier for everyone.

Ask staff what happens to their job performance when too many of the aggravations they listed build up. Say, “It’s difficult for any of us to function when our stress levels go too high. We’re going to focus most of our attention on helping children cope with stress in this session, but while we talk about these issues, keep your mind open to learning how you might better manage the stress you feel while working at camp.”

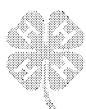
A Continuum of Stress 10 Minutes

Discuss three levels of stress as seen on Background Sheet 16-1. Draw a continuum of these levels on newsprint. Share examples of camp related stressors and ask staff to add to the list of examples for each level of stress.

Say, “Most stressors that happen at camp will be in the normal range. But some children - and some of us - have had experiences that make even normal stressors seem critical. We can’t always predict how children will react to stress, and we can’t always eliminate it. So we need to understand what it looks like, and learn how to intervene in a situation before it becomes either critical or catastrophic.”

Stressful Behavior 10 Minutes

Discuss behavioral cues that help us know that a child is experiencing risky levels of stress. Say, “Children rarely know the words to tell us what they’re feeling. Instead, they tend to act out their emotions. Actually, adults tend to do the same because we all have less ability to draw on our resources when we’re under a lot of stress. What are some ways that children might show that they’re feeling overwhelmed?”



List staff responses, being sure to add behaviors like bed-wetting, inability to sleep, uncontrollable crying or laughing, temper tantrums, being overly fearful, not eating, overeating, nightmares, whining, aggression, withdrawal, destructive behavior, uncontrollable emotions, and so forth.

Ask, “What are some things you do when you’re over-stressed?” If staff feel comfortable, ask them to share their own stress behavior cues. If you sense a reluctance to share, ask them to think about the question for themselves.

My Stress is
Not Your
Stress
15 Minutes

Say, “One of the tricky things about stress is that each individual can handle different amounts and levels of stress. Something might drive me crazy, but not bother you at all.” Distribute Handout 16-1 Why My Stress is Different from Your Stress and discuss the reasons why we react differently to stressors. Ask staff to check the level of stress they might feel for each listed stressor and share their responses with a partner.

Coping
Strategies
Preparation
10 Minutes

Ask staff to form five groups of equal size and distribute one Coping Strategy Handout to each group. Ask them to review the information on the handout and plan a five minute presentation in which they will help the rest of the staff learn how to use the coping strategy. Tell them that hearing about the strategy might be interesting, but having the chance to *practice* it will be much more meaningful.

Coping
Strategies
Presentations
25 Minutes

Allow groups 5-10 minutes to prepare and then proceed with 5 minute practice presentations. Applaud each group’s creativity and reinforce how and when staff might use each strategy with children or to help manage their own stress at camp.

Personal
Reflection
5 Minutes

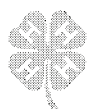
Ask staff to reflect on what they learned and how they can apply this learning to their work with children at camp. Encourage them to capture their thoughts on the Turn Learning Into Action Handout 1.





Training Tips

If staff are restless or having a hard time paying attention, consider having groups prepare their coping strategies presentation but not asking them to present them until a later time. You might schedule one group after supper, another after evening snack, another the following day after flag raising, and so forth. Spreading them out - or asking a group to present just when the staff might be actually be experiencing some stress - can help make the point that staff can use these strategies effectively to manage their own stress as well as teach coping strategies to campers.





Levels of Stress

Normal, or Developmental Stressors

- Often related to changes due to growing up
- Relatively low risk
- Allow us to learn and practice basic stress management skills

Examples of Normal or Developmental Stressors at Camp

- Keeping on schedule
- New experiences and new people
- Deciding whether to hike or swim
- Loss of sleep
- Homesickness

Critical Stressors

- More intense personal or family pressures
- Not uncommon for children
- Higher level of risk
- Needs support and sensitive caring from others

Examples of Critical Stressors at Camp

- Over-stimulation of a group that might create a safety concern
- Being yelled at by a counselor in front of other campers or staff
- A build-up of normal stressors when overtired
- Homesickness

Catastrophic Stressors

- Brought on by serious or unexpected events
- Leaves a child too overwhelmed to use resources to deal with pressure or fear
- High risk
- Requires great understanding and support from skilled adults
- May need specialized care and counseling

Examples of Catastrophic Stressors at Camp

- Major loss at home before or during camp session
- Guilt at being away when feeling responsible for something at home
- Physical or sexual abuse before or during camp session
- Natural disaster or fearful event

Adapted from *Helping Children Cope with Stress* by Joanne Samarzija and Judith A. Myers-Walls (West Lafayette, IN: Purdue University Cooperative Extension Service, 1990).



Why My Stress is Different From Your Stress

How we perceive stress is based on the following factors:

1. The Meaning of the Situation for Us

We each view an event differently depending on the meaning we attach to the event and the feelings we have about it. Our values, interests, needs, and goals all play a part in determining how stressful a situation is to us.

2. The Resources We Have to Cope with the Crisis

Resources can include money, education, and personal resources such as state of health, time, communication skills, and technical skills. People resources can be good friends, family members, social groups, and skilled community professionals.

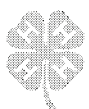
3. Our Past Experience in Handling Upsetting Situations Satisfactorily

Success in handling stressful situations in the past will probably help us feel more confident in handling new stressful situations. Also, if we feel good about ourselves, we are more likely to believe we can handle the situation and think through alternative solutions.

4. How We Feel about Our Control of the Situation

We can more easily tolerate potentially stressful situations if we feel that we have some control over them. A situation over which we feel we have no control may overwhelm us. In most cases, however, we have more control over the outcome than we might believe. Once we discover and think through the options and actions we can take, we feel less helpless and the situation tends to become less distressing.

Situation	Developmental	Critical	Catastrophic
Changing your job			
Get fired			
Taking a vacation			
Winning the lottery			
Leaving home			
Elderly grandparent moving in			
Sudden unexpected expense			
Getting pregnant			



Background

We all have a sense of humor, but some of us cultivate and expand our humor - not unlike a physical workout. What can you do to cultivate the humor coping skills of children in your program?

- Get the kids to start a joke wall, collecting their favorites.
- Rent and show funny movies (Norman Cousins laughed his way to health with the Three Stooges.)
- Create a “pun story” by beginning “There once was this apple... To get right to the core of the matter... All it’s problems stemmed from...” You get the idea.
- Practice doing funny things
 - Hang spoons from your nose
 - Make your leg disappear behind a towel
 - Practice magic tricks
 - Make up spoonerisms to favorite stories
 - Tell tall tales

- Write funny and caring limericks:
There once was a program staff member
Whose car had a dented front fender.
Though she could twirl around sticks
It didn't get fixed
Till school started last September
- Sing silly songs
- Make up skits

[illegible]



Coping Skill 2: Guided Relaxation

Background

Learning to coax your body and mind into relaxation is an amazingly useful skill. Quiet time when the mind and body rest soothes anxiety, eases pain, and allows the spirit to regenerate. Relaxing doesn't mean your stressors will go away. It means you can refresh yourself enough to deal with whatever is causing you stress.

People use many techniques to relax and, as you might expect, you'll feel more comfortable leading and using some techniques than others. Kids will like some relaxation techniques better than others, too, which is a good reason to experience a variety.

Teaching relaxation methods to kids has an extra benefit. While you're teaching them a lifelong skill of relaxation and centering, you can relax with them and find yourself better able to cope with kids being kids!

When leading guided relaxation or centering activities, expect some silliness and giggles, especially at first. Introduce relaxation time as fun, not as punishment. Keep it brief and focused. Start kids out with simple techniques like a deep breathing break in a standing position. Move on to progressive relaxation while lying on the floor five minutes at a time, and so on.

Activity Ideas

Deep breathing break: At the beginning, end, or in the midst of another activity, ask

children to stand still and take three or four deep breaths. Laugh with them when they hold their breath and gasp, but model how good it can feel to breathe slowly and evenly.

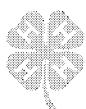
Practice progressive relaxation: Tighten muscles and then relax them, beginning with the toes and working your way up to the forehead.

Practice guided relaxation: Encourage participants to picture themselves in a warm pleasant, and safe spot and guide them to imagine what they would see, hear, smell, taste, and feel.

Start a yoga club as part of your program and enjoy the benefits of slow yoga stretches.

Listen to relaxing music and do nothing.

Your Ideas



Background

How can we remove the physiological outburst that stresses causes? By vigorous exercise! When we exercise, our bodies go through the same physiological process as when we are under stress. Our hearts beat faster, our breath is more rapid, and so on.

- Keep a couple of jump ropes handy and start a friendly competition to see how long you and a camper can keep jumping. Even if s/he doesn't jump long, you will have provided a distraction to the stress event
- Be ready to lead spontaneous calisthenics. Make it fun rather than punishment!
- Lead impromptu follow the leader or conga lines to get from place to place or for the fun of it!

Your Ideas

[illegible]

Activity Ideas

- Plan lots of physical activity at appropriate times, such as after kids have been sitting for a while.
- Offer high-energy options that help kids learn alternative ways to express anger.
- Play infectious dance music at times children typically get anxious.
- Teach line dances.

Coping Skills 4:

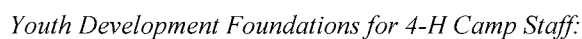
Sometimes you will want to introduce children to relaxation methods that you guide or direct. Suggestions for these appear in Coping Skills 2. Children can learn to take control of their own relaxation if they are taught four common elements that are necessary to bring forth a state of relaxation:

A point of focus: Repeating a word or sound or staring at a fixed object helps screen distracting thoughts and allows relaxation.

A comfortable position: Sitting or lying in a position that is neither too warm nor too cool and allows your body to avoid muscle tension will help you relax.

Activity Ideas

- Make a present of a special, simple word that you have selected for an individual child. Tell a child, “This is a word that makes me think of you, and you can repeat it over and over to yourself if you want to use it to relax”
- Make time in the day when the environment is quiet and children can choose to practice the relaxation response.

[illegible]



Coping Skills 5:

Practice Finding Alternatives

Background

Feeling as though you can make choices can help you feel in control and therefore less overwhelmed by stressors. Yet in the midst of a stressful situation, it can be difficult to see alternatives or the few alternatives that you can see seem equally undesirable.

Much of our education focuses on finding one right answer. This requires convergent thinking skills - all ideas converge to declare one solution to a problem. Many of life's problems however, can be solved in more than one way. Seeing many potential solutions involves divergent thinking which is varied and ever branching out in different directions.

Developing divergent thinking skills helps us see beyond the one or two undesirable solutions to a problem. We begin to believe that positive solutions may be possible and recognize that we have the power to make choices. When we feel powerful, we feel more in control of the things that cause the stress.

Activity Ideas

Practice brainstorming techniques with children in many different situations. Use the "Ready, Go, Set Method" of brainstorming to encourage a quantity of ideas and choices before evaluating the quality of any of the ideas.

- Ready (Warm Up Your Creativity) - Play an energizing game, exercise humor muscles, stand up, put on DTCs

(divergent thinking caps), and otherwise shake up the creativity brain cells. Laughter increases oxygen, blood flow, and boosts creativity and divergent thinking.

- Go (Brainstorm Solutions to a Problem) - The Go stage of brainstorming is where divergent thinking really gets moving. Generate as many ideas as possible. Remember that no idea is too goofy and show enthusiastic acceptance of all ideas, especially the zany ones.
- Set (Agree on a Solution) - Select one or more ideas that you all think will work. Point out to children that often the best ideas are the combination of many possibilities.

Your Ideas

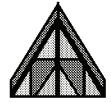




Understanding Adult/Child Interaction

Learning Sessions

17	Diversity	60 Minutes
18	Engaging Camper Decision Making	70 Minutes



Diversity

Introduction

5 Minutes

- Divide staff into two groups
- Ask groups to read the Cultural Norms you give them, and to act according to those norms as you take a break

Break

15 Minutes

- Take a break. Serve refreshments or have a meal if you choose

Share/Process

10 Minutes

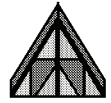
- Ask staff what the experience was like for them, what they observed happening, and other questions as found in the Share and Process section of Learning Session 6

Teach D-I-E

10 Minutes

- Point out that when you asked what staff observed, you were asking them to describe their experience
- Point out comments they made that also interpreted and evaluated what they observed
- Give examples that show how we often evaluate first, before we bother to describe what happened. This is especially true in cultural clashes
- Tell staff that evaluating first is a problem because then it almost always is done with inadequate information. Instead, staff should attempt to describe, *then* interpret, and *finally* to evaluate





Diversity (con't.)

Reciprocal Description

10 Minutes

- Ask one group to describe the behaviors of the other
- If they begin to interpret or evaluate, remind them that you're only asking for description at this point
- Ask both groups if their behavior was described accurately

Generalize/Apply

10 Minutes

- Ask staff how their experiences as Wind or Tree People is like real life or life at camp

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and to set goals for using this learning in their work at camp
- Encourage them to capture their learning on the Turn Learning Into Action Handout 1



Diversity

Time: 60 Minutes
(includes 15 minute break)

Learner Outcomes:

Participants Will:

- Experience a simulated “culture clash”
- Learn to Describe and Interpret, before Evaluating (DIE) clash situations
- Consider diversity issues that may present themselves during the camp season

Handouts

17-1 Tree People Cultural Norms

17-2 Wind People Cultural Norms

Materials

Break food and drink

Markers

Newsprint

Resources

Positively Different: Creating a Bias-Free Environment for Young Children by Ana Consuelo Matiella

Rationale

A camp becomes a microcosm of all the cultures that campers and staff bring to this unique community living experience.

Since all of us tend to view the world from the perspective of our own culture, it’s likely that conflicts may arise simply because one person or group expects something to be one way and another person or group expects it to be another way.

Culture clashes may happen among staff, between veteran and new staff, between staff and CIT’s, between CIT’s and Jr.

Counselors, between staff who work in different program areas, between male and female staff, and on and on.

Culture clashes may happen among campers, based on ethnicity, age, gender, skill levels, disabilities, and on and on.

And culture clashes may happen between staff and campers - when campers don’t behave as staff expect they should or when staff unconsciously allow their cultural attitudes to affect their treatment of campers in unfair ways.

This session presents a quick way to address the issue of culture and help staff become aware of what it’s like to be in either the minority or majority. Unlike other sessions, this one can actually be introduced immediately before a break, conducted on the break, and then briefly processed when the group reconvenes, using the Experiential Model of Do, Share and Process, Generalize, and Apply, Learning Session 6.



As you process, you can introduce the concept of DIE - which stands for Describe, Interpret, and Evaluate. Too often, when confronted with behavior we don't understand, we immediately attempt to evaluate it. In this evaluation, we assign meaning from our own frame of reference that may or may not lead to an accurate understanding of the behavior. Frequently the result is misunderstanding the behavior. If we can learn to first Describe the behavior - ask "What happened?" - without evaluating it, then we often see that there may be numerous reasons for the behavior and numerous ways to Interpret it - "So What?" By doing so, we keep ourselves more open and increase our opportunities.



Learning Session

Intro
5 Minutes

Divide staff into two groups. Be sure that groups are mixed by gender as well as any other mixing (new staff/veteran staff, Jr./Sr. Counselors, and so forth) according to your own goals for creating teamwork on the staff.

Say, “We’re going to take a break in a moment, but before we do, please meet with your group. Read the Cultural Norms for your group. Act according to those norms in everything you do while taking your break. Do not share your cultural norms with anyone who is not in your group.”

Break
15 Minutes

Be available for questions for one group and have another senior staff person be available for the other. Encourage groups to exaggerate their behavior and have fun.

After 10 or 15 minutes - depending on the length of break you have set - reconvene the group.

Share/Process
10 Minutes

Say, “Let’s talk about your experiences while on break. What did you observe happening?” Use active and reflective listening to highlight discussion points. Move back and forth to be sure that both groups have the chance to contribute to the discussion.

Ask questions such as the following.

- What group seemed to be more important?
- What was it like to be a member of a group that was more important?
- What was it like to be a member of a group that was less important?
- What was it like for you to exclude someone because of these new cultural norms that you were assigned?
- What was it like for you to be excluded?

Teach D-I-E
10 Minutes

After a few minutes, point out that you asked them what they observed happening: to Describe what they experienced. Their comments, however, are likely to stray into Interpreting and Evaluating each others’ behavior. On newsprint, write the letters D—I—E vertically as shown on the next page.



D _____
I _____
E _____

Say, “These letters stand for processes we all use to make sense of what we observe and what we experience.” Complete each word as shown below.

D escribe
I nterpret
E valuate

Say, “Often when something happens, we jump right into Evaluating what happened, when that’s actually the last thing we should do.” Give examples from the group’s earlier comments about their break experience, or another example such as “I see my friend way across the Rec Field and I wave. She turns and runs in the other direction. Those two sentences describe what happened. If I jump straight to evaluating, I might immediately conclude that my friend is angry with me. But how else might I interpret what happened?” Ask the group for other reasons your friend might have turned and run the other way. Possibilities might include: she didn’t see you, she suddenly remembered something she had to do, she had to go to the bathroom, she didn’t want to talk to the person who was behind you, and so forth.

Say, “In cultural clashes, as we’ve just experienced, we do tend to evaluate first. The problem with that is that we evaluate based on limited understanding - and always from our own cultural perspective. That leads to misunderstandings, which we’d all like to avoid here at camp. So let’s review what we’ve said so far about our break experience - being sure to simply Describe what we saw or experienced and not to Interpret or Evaluate yet.”

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ Reciprocal ■
■ Description ■
■ 10 Minutes ■
■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Ask the Tree People to describe the behavior they observed in the Wind People. If they begin to interpret or evaluate, remind them that you’re only asking for description at this point. Ask the Wind People whether the Tree People accurately described their cultural norms and to clear up any discrepancies.



Ask the Wind People to describe how they saw the Tree People behaving without interpreting or evaluating. Ask the Tree People whether the Wind People accurately described their cultural norms and to clear up any discrepancies.

Say, “In this case, when we stick to descriptions only, there’s very little need to interpret or evaluate because this is a made-up culture and you were told to behave in the way that you did. In real-life we may be called upon to interpret and evaluate and we’ll do so more accurately if we can first describe all the facts we know about the situation.”

Generalize/
Apply
10 Minutes

Ask staff how their experience as Tree People or Wind People is like real life and/or life at camp. If staff do not contribute the following ideas, conclude by stating them.

- It took very little time for Tree People and Wind People to become a culture. In some ways that happens at camp. If a staff member were to join us after only one week, s/he might find it very difficult to feel part of our group because we already have developed some of our own cultural norms.
- Using the D-I-E idea can be very useful in mediating conflicts between campers or in bringing an issue to the camp director. It may be useful to interpret and evaluate what happened, but not until there’s a clear description of what happened. Since we see things differently, it will be important to ask more than one person to describe the situation - especially if two or more people are involved in the conflict. Each will have his or her own version of the story.
- Tie the D-I-E process back to the Experiential Learning Process. D - is not too different from asking “What happened?”, I - is not too different from asking, “So what does that mean?”, and E - evaluate is not too different from what you do when you ask, “Now what do I want to do about it?”

Personal
Reflection
5 Minutes

Ask staff to reflect on what they learned and how they will use it in their work at camp. Encourage them to capture their learning on the Turn Learning Into Action Handout 1.





Training Tips

This activity relies on exaggeration to make the point and also to make it fun. Encourage staff to exaggerate their group's cultural norms by giving them an example to follow. Play one of the roles, and play it bigger than life.

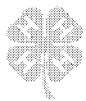
Some groups get especially competitive and may carry forward resentment toward each other even after the activity has concluded. Keep the spirit of the activity light and ask staff to remember that it is a manufactured learning activity rather than any indication of anyone's actual character.

This is a good activity to schedule right before a meal and have staff play their roles while eating. Schedule the activity so that staff have had time and experiences enough to allow them to reach at least the norming stage of group development. (See Learning Session 6, Experiential Learning for information on group development.)



Tree People Cultural Norms

- In your culture, you show people respect by getting as physically close as possible when you speak to them.
- Disrespect, then is shown, by backing away when someone gets physically close.
- Whispering is a sign that you like someone.
- A person's name is sacred and must never be said out loud. If you want someone's attention, you must wave your arms above your head.
- Your culture values males above females and seeks to demonstrate this value in many different ways.



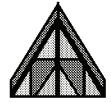
*Youth Development Foundations for 4-H Camp Staff:
Understanding Adult/Child Interactions—17 Diversity*

Wind People Cultural Norms

- In your culture, you show people respect by avoiding making eye contact.
- You show disrespect by looking someone directly in the eyes when speaking to them.
- Speaking very loudly and calling someone by name is a sign that you like someone.
- Your culture values females above males and seeks to demonstrate this value in many different ways.



*Youth Development Foundations for 4-H Camp Staff:
Understanding Adult/Child Interactions —17 Diversity*



Engage Camper Decision Making

Introduction

5 Minutes

- Say, "If we want kids to take responsibility, we need to give them the chance to have responsibility and practice their independence"
- Tell staff that in this session they will learn to help campers make decisions and take responsibility for the consequences of those decisions

"Egg-Age" Reflection

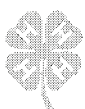
15 Minutes

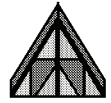
- Distribute plastic eggs loaded with different ages of campers your camp serves
- Ask each staff member to reflect on themselves at the age in the egg they receive
- Ask, "What did adults do to *en*-courage you or to *dis*-courage you at this age?"
- Ask staff to get into groups of three or four to share reflections about their egg-age

Process/Share "Egg-Age" Reflection

10 Minutes

- Make a chart similar to Background Sheet 18-1
- Beginning with the youngest campers, gather a list of encouragers and discouragers for each age group 6-8, 9-11, 12-14 and so forth
- Make the following points to summarize:
 - Choices get more complex as children grow
 - Kids are held more accountable for choices as they get older
 - Some adult actions help kids meet their independence needs more easily, and those are the actions staff should keep in mind as they work with campers





Engage Camper Decision Making (Con't.)

Define Adulthood

10 Minutes

- Post and review the definition of *adulthood* as seen on the next page
- Give examples of how staff might act with adulthood toward campers and how they might act as supportive and caring adults

Independence Opportunities

5 Minutes

- Remind staff of opportunities they identified in Learning Session 10 to help campers meet the need for independence
- Ask them to focus on opportunities that involve group decision-making

Group Decision-Making

10 Minutes

- Ask staff to look at Handout 18-1 and briefly review processes of generating ideas for younger and older campers as they make group decisions
- Discuss and ask staff to be mindful of opportunities to help campers make their own choices

Personal Reflection

5 Minutes

- Ask staff to reflect on what they learned, how it applies to camp life, and to set goals for how they will use this learning in their work at camp
- Encourage them to capture their learning on the Turn Learning Into Action Handout 1



Engage Camper Decision Making

Time: 70 Minutes

Learner Outcomes:

Participants Will:

- Understand benefits of engaging campers in planning their own activities
- Learn strategies to encourage safe and realistic camper planning
- Explore cultural and personal assumptions that frequently prevent meaningful camper involvement

Background

18-1 Chart to Capture
“Egg-Age” Reflection

Handouts

18-1 Engage Campers in
Group Decision Making

Materials

Plastic eggs loaded with ages of
campers served
Timer
Markers
Newsprint

Resources

*Advancing Youth Development:
A Curriculum for Training
Youth Workers*

Rationale

Independence is a behavioral goal for most camping programs. We want children to practice making decisions for themselves and to take responsibility for the consequences of their choices. And, of course, we want those decisions to be supervised, safe, and realistic.

Even in a structured, centralized camping program, there are opportunities for campers to plan and carry out their own activities: cabin nights, free recreation time, unstructured time at camp outs, and so forth. These are opportunities for young people to get their needs for independence and autonomy met - important elements in any camp experience.

In many of their other experiences, children are told by adults what to do and when to do it. Often adults make the assumption that they are better able to make decisions than children and may even act upon young people without their agreement. Such assumptions are known as *adultism*.¹

Adultism limits children’s experiences and gets in the way of helping them learn by experience how to develop the skills that go along with independence. Camp, then, can become a unique place in which children can try out increasing levels of self-direction. Camp can become a place to employ Elliott Wiggington’s suggestion that we “don’t do anything for young people that they can do for themselves.”²

¹ *Advancing Youth Development: A Curriculum for Training Youth Workers*, (Washington, D.C.: AED/National Center for Policy and Research, 1996, Session 3)

² Wiggington, Elliott. *The Foxfire Book* (New York: Doubleday, 1975.)



It takes a counselor with considerable skill, however, to help a group of young people - often at different levels of development even when they may be in the same age range - identify alternative options, choose from among those options, plan what their group will do and how they'll do it, and then carry out those plans.

This session will help staff think through how to help campers gain the skills they need to plan and carry out their own activities. They will learn a process and strategies to engage campers in that process.



Learning Session

Intro
5 Minutes

Say, “We’ve said in earlier sessions that one of the things children need to grow up healthy is an increasing sense of independence. We also want kids to learn a sense of responsibility, which is directly related to the opportunity to practice independence. You can’t *become* responsible without the chance to *have* responsibility.”

Say, “Camp is a great place for kids to try out independence. For some it is their first time away from home, making all kinds of decisions for themselves. And we have a unique opportunity to help them practice making decisions, as well as support them in taking responsibility for the consequences of those decisions. This session is about getting better at doing both.”

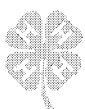
“Egg-Age”
Reflection
15 Minutes

Distribute plastic eggs that are “loaded” with different ages of the campers that you serve. When each staff member has an egg, ask them to open it and reflect on their own lives when they were at the age noted inside the egg.

Say, “If you went to camp at that age, think about that experience. If not, think about school, playing in your neighborhood, or some other experience that brought you into contact with adults. Think about times when you were able to make your own choices. What kinds of choices did you get to make? How did adults encourage you to make your own decisions? And how did adults discourage you from making your own choices?”

Write *en-courage* and *dis-courage* on a flip chart or chalkboard, underlining the root word of both - *courage*. Say, “Independence takes courage. Reflect on your life at your “egg-age” and think about what adults did to *en-courage* you and what they did to *dis-courage* you from being independent.”

Ask staff to get into groups of three or four and share their reflections about their “egg-ages”. Circulate to clarify the questions you posed and help them stay on task. Allow them 5 or 10 minutes to be sure that everyone has the chance to talk. Remind staff that this is a good chance for them to practice good listening skills with one another.



■ ■ ■ ■ ■ ■ ■ ■ ■ ■
 ■ Process/Share ■
 ■ "Egg-Age" ■
 ■ Reflection ■
 ■ 10 Minutes ■
 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

After the allotted time, ask staff to reconvene. Say, "Let's gather some of your thoughts. First let's hear from those who reflected on their lives when they were the age of our youngest campers."

Write a chart on newsprint similar to that on Background 18-1 and capture key decisions and ideas that staff share. When youngest ages have been discussed, move to the 9-11 age group, then to the 12-14 age group.

As staff speak about how adults *en*-couraged or *dis*-couraged their independence, ask what that was like for them and how they felt about their competence and about the adults involved. Reflect feelings they express, and help put more descriptive words than "good" or "bad" to the feelings—excited, confident, scared, nervous, resentful, and so forth. Ask staff to be specific about what adults did that brought out those feelings in them.

When the camper ages have been fully discussed, briefly review the notes you've made, being sure to make the following points:

- Choices got more complex as staff developed.
- Staff were held more accountable for the consequences of those decisions as they developed.
- Some adult actions helped staff meet the need for independence better than others. Those are the kinds of actions they can remember when they're working with campers.

Say, "Encouraging children to make their own decisions takes time. They still need to decide about things that we do by habit because it's a decision we've already mastered. But they have to consciously make those choices because they are still mastering them. They aren't as good at making decisions as we are. They make mistakes. It takes a lot of time. Many adults get impatient with the process and take the decisions back into their own hands. That's actually known as a form of *adultism*."

■ ■ ■ ■ ■ ■ ■ ■ ■ ■
 ■ Define ■
 ■ Adultism ■
 ■ 10 Minutes ■
 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Briefly review the definition of adultism - when adults assume that they are better able to make decisions than children and may even act upon young people without their agreement.



Say, “Adultism can keep young people from meeting their need for independence and adult decisions can steer young people to activities and choices they don’t like. Even when it’s well-meaning - and that often comes into play because adults are trying to protect kids from unpleasant consequences - adultism gets in the way of helping young people meet their needs. We need to keep that in mind in our work with campers, and work to *en*-courage their independence as much as we can.”

Discuss that this must be done within safe boundaries and that counselors have the responsibility to protect campers from consequences that are unsafe. But we must be watchful so that we don’t *over* protect children, and that we don’t make decisions for them simply because it’s *easier* than to let them make their own decisions.

Independence
Opportunities
5 Minutes

Refer back to opportunities the staff identified in Learning Session 10 What Kids Need, where campers have opportunities to experience independence at camp. Remind staff of these opportunities. Ask them to focus on those opportunities that involve group decision making. Say, “These kinds of decisions may be especially new for younger campers, and they tend to be the kinds of decisions that we may need to develop skill in as well.”

Group
Decision-
Making
10 Minutes

Ask staff to look at Handout 18-1 and briefly review the processes for generating ideas for younger and older campers as they make group decisions. Ask veteran staff for additional suggestions that they have found useful. Discuss.

Personal
Reflection
5 Minutes

Say, “Independence is an important need for children, and camp can give them wonderful opportunities to experience it. Let’s be mindful of those opportunities as we work with campers this summer.”

Ask staff to reflect on what they have learned in this session and on how they will apply their learning to their work at camp. Encourage them to capture their learning on the Turn Learning Into Action Handout 1.

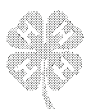


Chart to Capture “Egg-Age” Reflection

Ages:	Choices You Could Make	How Adults En-couraged You	How Adults Dis-couraged You





Engage Campers in a Group Decision Making Process

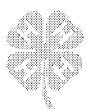
In order to make good decisions we need two things:

1. We need to fully understand the situation and all the realistic boundaries of that situation. For example, if campers are planning their Cabin Night, they need to know where they're allowed to go on the camp property, how much time they have, what equipment they might be able to use, and so forth.
2. We need to combine experience with creativity to generate alternatives - some that we've done before and enjoyed and some that are brand new that we might enjoy even more.

Give Full Information

To plan effectively with campers, help them understand the situation by sharing as much information as you know. How you do that depends on the age of the campers, how much experience they have, and how well the group is working together. Here are some ideas.

- Tell the whole group at the same time
- Write the information on newsprint so they can read and refer to it themselves
- Do both: tell and write the information
- Ask for a volunteer to find out about the situation and share the information with the group
- Help group make a plan and lists
- Help group assign tasks to each camper





Engage Campers in a Group Decision Making Process

Generate Choices

For Younger Campers	For Older Campers
<ul style="list-style-type: none"> • Put a small number (2-3 for very young children; 3-4 for slightly older) of choices into a hat. • Have them pull out all the choices • Ask if they have any other ideas • Be sure they understand what all the choices involve • Eliminate any they're not interested in. • If they seem ready to choose, let them do that. If there's too much anxiety or big divisions in the group, suggest they put their top two choices back into the hat and pick one 	<ul style="list-style-type: none"> • Ask them to brainstorm all the options • Remind them that they're not trying to evaluate as they brainstorm - just come up with all kinds of idea. Tell them to evaluate all the ideas later • Give interested non-verbal feedback to really creative ideas • Once they've listed all their ideas, ask them to evaluate them. Remind them to think about safety and everyone being involved as they evaluate • After discussion, ask them to choose • Don't be too quick to step in when there's conflict, but do remind them to treat everyone respectfully. Say, "It's easier to listen to your ideas when you keep your language friendly" • If they reach a deadlock, introduce information that they might not have considered but that might help them choose • After the activity, ask them what they liked about it and if there's anything they'd do differently the next time they need to plan their own fun



Resources

Listed by Learning Session

The resources listed here were used as background information and to inspire specific activities in Learning Sessions. They will help trainers - and in some cases camp staff themselves - gain a breadth and depth of understanding beyond the scope of *Youth Development Foundations for 4-H Camp Staff*.

Some of these resources can be borrowed from local libraries or their corresponding state lending systems. Some are available in major bookstores. Some are available through the Cooperative Extension system and can be located through local Cooperative Extension 4-H Youth Development offices.

For items that are not easily available from the above sources, ordering addresses are provided.

1 Balance Personal and Staff Team Needs

Order Personality IQ™ from:

Training Insights
1600 Hover Street, C-3, Suite 110,
Longmont, CO, 80501,
1-800-779-9779
Price: \$5

2 A Great Counselor Is...

Camp is for the Camper: Counselor's Guide to Youth Development. Connie C. Coutellier and Kathleen Henchey. Martinsville, Indiana: American Camping Association, 2000.

Order from:

American Camping Association:
www.acacamps.org 800-428-2267
5000 State Road 67 North
Martinsville, IN 46151

3 Be A Great Communicator

Because Youth Matter. Amherst, Massachusetts: Massachusetts Cooperative Extension.

Order from:

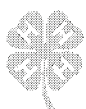
Bulletin Center
Cottage A
University of Massachusetts
Amherst, MA 01003

How to Talk So Kids Will Listen and Listen So Kids Will Talk. Adele Faber and Elaine Mazlish.
New York, New York: Avon Books, 1980.

4 Serving Our Camp Customers

"In Search of Excellence" video tape.

Borrow from:



Youth Development Foundations for 4-H Camp Staff:
Resources

Cornell University
Resource Center C
7 Cornell Business & Technology Park
Ithaca, NY 14850 resctr@cornell.edu
or
Purchase from: www.trainingabc.com/tompeters

5 A Counselor's Role in Protecting Children From Abuse

About Preventing Child Abuse. South Deerfield, MA: Channing Bete Company, 1998.

Order from:

PCAAmerica@channing-bete.com

Understanding Child Abuse: Guidelines for Camp Directors. Stephen Goggin and Rosaleen Mazur.
Ithaca, New York: Cornell Cooperative Extension, 1992. Out of print.

6 Experiential Learning

Teamwork, Teamplay: A Guide to Cooperative, Challenge and Adventure Activities that Build Confidence, Cooperation, Teamwork, Creativity, Trust, Decision-Making, Conflict Resolution, Resource Management, Communication, Effective Feedback, and Problem Solving Skills. Jim Cain and Barry Jolliff. Dubuque, Iowa: Kendall Hunt Publishing Company, 1998.

Order from:

www.teamworkandteamplay.com

How to Play With Kids. Jim Therrell. Austin, Texas: Play Today Press, 1992.

Order from:

School-Age Notes
PO Box 40205
Nashville, TN 37204
615-242-8464

Playfair: Everybody's Guide to Non-Competitive Play. Matt Weinstein and Joel Goodman.
San Luis Obispo, California: Impact Publishers, 1992.

Order from:

www.playfair.com

4-H Juried Curriculum.

Order from:

www.national4-hheadquarters.gov/4h_curric.htm

7 Creating Opportunities to Learn Life Skills

Moving Ahead: Preparing the Youth Development Professional. Heber, McFarland, Walker.
Washington, D.C.: U.S. Army Community and Family Support Center and U.S. Department of Agriculture, Cooperative State Research, Education and Extension Service, 1999.

Order from:

4-H Source Book
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815-4999



Targeting Life Skills. Patricia Hendricks. Ames, IA: Iowa 4-H Youth Development.

Order from:

www.extension.iastate.edu/4H/skls.eval.html

8 Leading Fun with Children

See Resource Section - Learning Session 6

9 How Children Develop

Moving Ahead. Heber, McFarland, Walker. See Resource Section - Learning Session 7

Learning About Early Adolescent Development: Training for Adults and Teens Who Work with 9- to 14- Year-Olds. Sally Jo Crosiar. Ithaca, New York: Cornell University Cooperative Extension.

Order from:

Cornell University

Resource Center C

7 Cornell Business and Technology Park

Ithaca, NY 14850 resctr@cornell.edu

10 What Kids Need

Reclaiming Youth at Risk: Our Hope for the Future. Larry Brendtro, Martin Brokenleg, and Steve Van Bockern. Bloomington, Indiana: National Educational Service, 1990.

Order from:

www.nes.org

11 An Ecological Model of Youth Development

Lost Boys: Why Our Sons Turn Violent and How We Can Save Them. James Garbarino. New York: The Free Press, 1999.

Moving Ahead. Heber, McFarland, and Walker. See Resource Section - Learning Session 7

12 Anticipating Needs to Prevent Challenging Behavior

How to Achieve Discipline with Dignity in the Classroom. Allen Mendler. Bloomington, Indiana: National Education Service, 1992.

Order from:

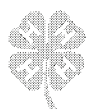
www.nes.org

The Seven Habits of Highly Effective People. Stephen Covey. New York: Fireside by Simon and Schuster, 1990.

13 Cooling Program Hot Spots

Learning about Early Adolescent Development: etc. Sally Crosiar. Ithaca, NY: Cornell University, 1996. See Resource Section - Learning Session 9

How to Play with Kids. Jim Therrell See Resource Section - Learning Session 6



14 Respectful Intervention Tools to Manage Challenging Behavior

Discipline with Dignity. Rick Curwin and Allen Mendler. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1999.

Order from:

www.ascd.org

15 Managing Conflict at Camp

Discipline that Works: Promoting Self-Discipline in Children. Thomas Gordon. New York, New York: Plume, 1991.

Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom K-6. William Kreidler. Glenview, Illinois: Scott, Foresman, 1984.

Learning the Skills for Peacemaking: An Activity Guide for Elementary-Age Children on Communicating, Cooperating, Resolving Conflict. Naomi Drew. Rolling Hills Estates, California: Jalmar Press, 1987.

SPACES: Preparing Kids of a High Tech and Global Future. Michigan State University Cooperative Extension, 1991.

Order from:

MSU Bulletin Office
10-B Agriculture Hall
Michigan State University
East Lansing, MI 48824

16 Managing Stress at Camp - Theirs and Ours

The Stress Connection Leaders' Guide. Judith Ann Goth-Owens. Washington, D.C.: National 4-H Council, 1981.

The Laughing Classroom: Everyone's Guide to Teaching with Humor and Play. Diane Loomans and Karen Kolberg. Tiburon, California: HJ Kramer, 1993.

Helping Children Cope With Stress. Joanne Samarzija and Judith Myers-Walls, LaFayette, Indiana: Purdue University, Cooperative Extension Service, 1990.

17 Diversity

Positively Different: Creating a Bias-Free Environment for Young Children. Ana Consuelo Matiella. Santa Cruz, California: ETR Associates.

Order from:

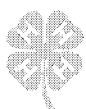
www.etr.org/pub/index.html

18 Engage Camper Decision-Making

Advancing Youth Development: A Curriculum for Training Youth Workers. AED/National Center for Policy and Research, 1996.

Order from:

<http://nti.aed.org/Curriculum.html>



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Betts, S.C. & Dalla, R. (1996). *Realizing Youth Potential Together: A Professional Development Training Kit.* Tucson, Arizona: Institute for Children, Youth & Families, University of Arizona.

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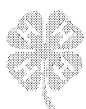
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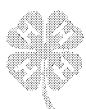
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